Supporting Definitions

The following document outlines the different categories within the Collective Knowledge 'Participation and Incident Snapshot Survey', including their definitions.

Please use these as a guide when filling out the related survey forms.

Type of Participation	
Activity Day	This is any form of structured adventure/outdoor activity that the group or individual are participating in. It may be non-residential or connected to a residential programme. This includes staff training or development days. It is not limited to the day if the activity is planned and programmed for (e.g. Night Nav).
Expedition Activity Day	The same as Activity Day, but is taking place during an expedition.
Residential Overnight	This is any time or activity that the incident is related to then staying overnight in a residential building (e.g. free time after dinner, dorm rooms etc.)
Expedition Overnight	This is any time or activity that the incident is related to them staying overnight away from an established residential building (e.g. camping, bothy, cooking etc.)

Incident Type	
Injury	Physical harm that occurred from an incident.
Medical Condition &/or Illness	An Incident that caused harm and was influenced by non-activity medical factors.
Psychosocial	Mental health and behavioural-related incidents that caused harm to self or group, that are often influenced by social and cultural factors (i.e. relationships, social situations etc.).
Near Miss	An incident that had the potential to cause harm to individuals or groups.
Fatality	An incident that resulted in a fatality/fatalities.

Severity	
Negligible	Did not cause harm to the individuals affected.
Low	Whilst causing harm to the individuals affected, there was little to none medical attention required, with no concern for long-term injury or impact.
Medium	It caused moderate harm to the individuals affected. It is likely that medical attention or support would have been required, potentially with some form of short to medium-term recovery needed.
High	Had a long-term, life-altering, or life-threatening impact on the affected individuals.

Client Group

Education – School	A group that is part of formal school-based education. This will mainly occur within Primary and Secondary education. They may have a range of objectives for participation, such as curriculum-based, Duke of Edinburgh Award, or end of year trip.
Education – Other	A group that is part of formal education outside of a school setting. Examples may be Alternative Provision, College or University education.
Youth Work, Programmes, Services, &/or Youth Groups	A youth-oriented group that has a formal organising leader or an objective that individuals are buying into (e.g. DofE Residential Activity Week or unaccompanied-youth activity week). It could be part of the commercial, statutory, or voluntary sector.
Adult Programmes &/or Services	A group that has a formal organising leader or a service that can be bought into, and is not 'youth-oriented'. Examples may include The King's Trust, Outdoor Therapy, or Green Social Prescribing.
Uniformed Youth Groups	Uniformed youth groups that are part of a wider organised structure, with various leadership roles assigned within it. For example Scouts, Girlguides, or Cadets.
Clients (families, friends, adults etc.)	There is no formal organising leader or organisation, and individual participants may be unconnected. It is often (though not always) associated with a commercial activity, adventure tourism, and guiding. There should be no licensable activities within this group, as all young people will be accompanied (if they are not, consider whether you should select 'Youth Programmes etc.'.
Staff Training	The group are employees, volunteers, trainees or apprentices of the organisation. It will include activities undertaken during trainee or apprenticeship schemes.
Other	All other options not clearly stated above. It may include examples such as Outdoor Activity Clubs or National Governing Body Award candidates.

Outdoor Adventure Activities

This list of activities are part of the basis of both the Participation Data and the Incident Report Form.

Specific Activity	Description
Abseiling (artificial / purpose-built)	Specifically focused on abseiling on surfaces or structures that are not a rock crag. This may be indoors or outdoors. If it occurred as part of a wider climbing session, then please select the relevant climbing activity.
Abseiling (natural surfaces)	Specifically focused only on abseiling outside on natural surfaces. If it occurs within a wider climbing session, then selecting Rock Climbing (natural) would be more appropriate.
Archery	Activity that uses a bow to shoot arrows at a target.
Axe Throwing	Activity that involves an individual throwing an axe at a target, attempting to hit the bullseye as close as possible.
Bell Boating	Watersport that involves a team (usually up to 12) paddle a twin-hulled, catamaran-like boat called a bell boat. They use single bladed paddles and are steered by a single oar by the helm.

Biking	Activity that involves riding bicycles in a range of different environments. Generally this is using mountain bikes and can involve the navigation of technical features.
Bouldering (artificial / purpose-built)	Un-roped movement on climbing surfaces that are not a rock crag. This may be indoors or outdoors, and the use of crash pads would normally be present. Only select this if bouldering was the named activity taking place - if it was part of the overall climbing session then please select the relevant climbing activity.
Bouldering (natural surfaces)	Un-roped movement on rock surfaces outside. Whilst this may take place as part of a structured rock climbing session, this should only be selected if it was the named activity taking place. This would normally mean that crash pads are used/provided.
Bushcraft	Activity that is focused on the development of practical skills to survive and thrive in the natural environment. Can be associated with survival skills, it often focuses on the use of natural resources to have food, water, shelter, and fire.
Canoeing	Watersport that involves using a single-bladed paddle, usually in an open-topped craft. Typically associated with Open Canoeing and could include being rafted together.
Canyoning	Descending a canyon or gorge, navigating the various features along the way. This will normally include getting wet, and may include abseiling, swimming, sliding, jumping and scrambling.
Caving / Mining	Navigating and exploring underground cave systems, which can be naturally occurring or man-made (e.g. Mines). It can involve walking, crawling, climbing, swimming, and using ropes or ladders to navigate various features. If the activity is taking place in a purpose-built cave system, then please select Caving (artificial).
Caving (artificial / purpose-built)	Navigating and exploring enclosed cave systems, which will be purpose built for the activity.
Climbing (artificial / purpose-built)	Climbing on surfaces that are not a rock crag. This will usually be roped, and could be indoors (Climbing Wall) or outdoors (Climbing Tower). It may include other activities such as tree climbing, and if bouldering was part of the climbing session then please select this.
Coasteering	A mixed activity that involves journeying along a coastline at sea level. It includes activities such as swimming, climbing, jumping and scrambling over rocks. As it occurs at the point where the sea meets the land, the conditions can be variable and challenging.
Dragon Boating	Watersport that involves the use of a large craft, often accommodating between 10-20 people. It is paddled using single-blades, and steered by a single stern steering oar.
Field Studies	Activities that are primarily focused on learning about nature. May be connected to curriculum subjects, and can also be called environmental education.
Forest School	Is a long-term activity, that takes place in woodland or natural environments, and uses learner-centred processes to help create a relationship and connectedness with the natural environment.
Freefall Descent Device	Activity that allows participants to experience a free fall safely and efficiently. Examples of this may be a Powerfan or Quick Flight.
Gorge / Ghyll Walking	Ascending a river or stream that is narrow, navigating the various features along the way. This will normally include getting wet, and may include climbing, swimming, squeezing, jumping and scrambling.
Kayaking	Watersport that involves using a double-bladed paddle, in a closed-top craft. Typically associated with general purpose, river, or touring kayaks. Participants may choose to use a spraydeck.
Kite surfing	Watersport where an individual stands on a board and is propelled across the water using a kite. Also known as kiteboarding.

Orienteering	Activity that involves navigating a course, usually using a map and compass, often in challenging terrain. This may be in locations such as forests, grounds, parks or hill sides.
Pony Trekking / Horse Riding	Riding a horse or pony across varied terrain.
Powerboating	Water-based activity that involves the use of engine-powered boats, usually for speed and exploring waterways. It could be conducted in a variety of boat types, both planing and displacement.
Raft Building / Improvised	A team activity that takes place on the water, and involves the construction of a floating structure that is then able to be paddled by the group. It typically uses materials such as barrels, lengths of wood/poles, and rope.
Rock Climbing (natural surfaces)	Rock climbing outside on natural surfaces. This may include activities such as bottom roping, top roping, abseiling or lead climbing. If the incident occurred whilst bouldering, but part of a wider rock climbing session, then please select this activity. This would not be considered within the mountain environment.
Rock Hopping / Weaselling	Above ground activity that incorporates scrambling, climbing, and cave-type squeezes. Often undertaken around boulder fields.
Ropes Course (assisted belay system)	A ropes course activity that requires the use of an assisted belay system to maintain participant safety. Examples of this may be Crate Stack or Jacobs Ladder.
Ropes Course (individual safety system)	A ropes course activity that uses an individual safety system to maintain participant safety. Examples of this may be a continuous belay system, a smart belay system, or a cows-tail course.
Ropes Course (low ropes)	A ropes course activity that does not require the use of a rope or technical safety system to maintain participant safety. Spotting and group management may still be important. Examples of this may be Low Ropes, Adventure Course, or Challenge Course.
Ropes Course (other)	Any other ropes course element/activity that doesn't fit into the previous categories.
Rowing	Watersport that involves the use of oars (rather than paddles) to propel the craft through the water. The craft may be in a range of lengths and crew sizes.
Sailing (Dinghy)	Watersport that uses small open sailboats, which are generally light-weight, easily rigged and launched, and can be sailed in a variety of locations. This includes single-handers and double-handers, and they do not have a fixed keel.
Sailing (Multihull)	Watersport that uses sailboats which have two or three hulls. This includes single or double handers, and they will require slightly different sailing techniques compared to single hull craft.
Sailing (Keelboat)	Watersport that uses small sailing boats which are designed to be sailed by two or more people. Usually larger than dinghies or multihulls, they will have a weighted keel under the hull (sometimes this will be retractable). It often bridges the gap between dinghy sailing and yachting.
Sea Kayaking	Watersport that involves using a double-bladed paddle, in a closed-top craft which is specifically designed for the open sea or large bodies of water. They are generally longer, thinner, and have options for storage of equipment.
Sea-level Traversing	Rock based activity that involves moving along coastal cliffs and the intertidal zone, sometimes using ropes, harnesses and other safety equipment.
Sit-on-Top Kayaking	Watersport that involves using a double-bladed paddle, on an open-decked craft. Often known for good stability and suitability for beginner paddlers.
Snorkelling	Watersport that involves swimming, using a diving mask, snorkel and usually swim fins. It allows the participants to explore under the water's surface without diving deeply.
Snowsports (Dry Slope)	Any snowsport disciple undertaken on a dry slope or indoor snow slope.
Snowsports (Piste)	Any snowsport disciple undertaken on a marked ski run/piste.

Snowsports (Touring)	Any snowsport disciple that is undertaken outside of the Snowsport Resort boundaries, requiring additional technical skills, judgement and decision making.
Stand-Up Paddleboarding	Watersport that involves using a single-bladed paddle, on a board that they are able to stand on. These may vary in size and stability, and can be either inflatable or hardboards. They may choose to not stand whilst paddling, due to skill and stability.
Summer Mountaineering	Mountaineering activities, when no snow or ice is present. This may include, but not limited to, multi-pitch rock climbing, scrambling, short roping or short pitching. It will require a level of technical skill, judgement and decision making beyond Walking (Hill, Moorland, Mountain).
Surfing	Watersport where an individual uses a board to travel along a wave, back towards shore. This may be standing, kneeling, or lying down.
Swimming (planned)	This is a planned/organised activity, where it is part of the activity programme.
Team / Challenge Activities	These are activities that are usually designed to help create opportunities to develop teamwork, communication, problem solving and trust amongst the group. They usually require a minimum level of technical skill for the instructor, and will vary in their use of equipment. This is an activity that is likely to have multiple names.
Unstructured / Unsupervised Time	When the group are not meant to be supervised by provider staff. Could be considered free time, down time, or time that is not spent on/at an activity.
Via-Ferrata	A climbing/hiking route that has permanent fixings to facilitate the journey and increase safety. This often consists of a metallic wire anchored to the rock through specific pitons, ladders, bridges and hooks. The group need to use specific personal equipment such as harness and via ferrata kit to undertake the activity.
Walking (Hill and Moorland)	Walking in non-mountainous high or remote country, often known as upland, moor, bog, fell, hill or down. These areas of remoteness are usually easily escapable in a few hours, and don't involve areas where movement on steep or rocky terrain is required. Such areas may often be subject to hostile weather conditions and require an element of self-sufficiency.
Walking (Lowland or Countryside)	Walking in low-level countryside and woodland environments. Navigation would normally follow paths or tracks that are clearly marked and visible. Generally the group should be no more than 3km away from a key access point.
Walking (Mountain)	Walking in wild country which may contain unavoidable steep and rocky ground where walkers are dependent upon themselves for immediate help. It does not include rock climbing or walking in winter conditions.
Whitewater Rafting	Watersport that uses an inflatable raft to carry a group of participants down a river. It usually follows sections of rapids, using the river features to create a thrill for the group.
Wind surfing	Watersport that requires an individual to stand on a board and use a sail to harness the power of the wind, to travel across the water.
Winging	Also known as wing surfing, it is a wind propelled water sport that incorporates elements of kitesurfing and windsurfing. Whilst standing or kneeling on a board, individuals hold a wing-shaped sail that they use to move them across the water.
Winter Mountaineering	Mountaineering activities, when winter conditions such as snow and ice are found in the UK. This may include, but not limited to, winter mountaineering, snow, and ice climbing. It will require a level of technical skill, judgement and decision making beyond Winter Walking (Hill, Moorland, Mountain).
Winter Walking	Walking in high, remote, or mountainous country where the winter conditions of snow and/or ice are forecast. This must require the planned use of winter-specific tools and techniques. It is not dependent on a particular time of year, and should not be selected just because you went walking in February or that there was snow on the (for example) beach where you went walking. If it did not require the use of planned

	winter-specific tools and techniques then please select the appropriate Walking category.
Yachting	Watersport that involves the use of larger vessels which have at least one sleeping cabin, that could use a combination of sail-power and motor-power to travel.
Zip Line / Aerial Runway	A ropes course type activity that involves the attachment of individuals to a cable/wire, where gravity is used to enable them to travel down the cable from a higher point to a lower point. If this is part of a wider ropes course type system, then please select the appropriate Ropes Course activity.

Residential Activities

This list of activities is only relevant for the Incident Report Form.

Specific Activity	Description
Meal times	This is during set periods in a formal setting, where the group are clearly not on activity. For example breakfast or dinner, in a dinning room.
Cooking	When the group/individual are using cooking facilities to create one of their meals.
Sleeping	When the group/individual are meant to be asleep.
Supervised games / activity	When the group are being supervised by provider staff, and are playing or conducting activities that are not activity-specific. For example, evening games.
Unstructured / Unsupervised time	When the group are not meant to be supervised by provider staff. Could be considered free time, down time, or time that is not spent on/at an activity.
Campfire	When there is a campfire for the group to sit or congregate around. It may include activities such as talking, singing, or marshmallows.
Other	Any other time that is not covered by the above.

Expedition Activities

This list of activities is only relevant for the Incident Report Form.

Specific Activity	Description
Cooking	When the group/individual are involved in cooking or preparing a main meal. This would often include the use of stoves.
Setting up camp	When the group/individual are helping set up their camp, which may involve putting up tents or moving equipment around.
Sleeping	When the group/individual are meant to be sleeping.
Supervised games / activity	When the group are being supervised by provider staff, and are playing or conducting activities that are not activity-specific. For example, evening games or a simple walk.
Unstructured / Unsupervised time	When the group are not meant to be supervised by provider staff. Could be considered free time, down time, or time that is not spent on/at an activity.
Campfire	When there is a campfire for the group to sit or congregate around. It may include activities such as talking, singing, or marshmallows.

Other	Any other time that is not covered by the above.

Locations		
These locations are only in relation to the specific Incident recorded. The Location Groupings will be used within the analysis and presentation of the data.		
Location Grouping	**Specific Location**	**Notes**
	On-site	Represents locations which are defined by a permanent presence of an established provider (e.g. Outdoor Centre, College, School etc.)
	Off-site	Represents locations which are not based around the permanent presence of an established provider (e.g. not limited to, but could include public places, or locations that require some form of travel)
Water	Swimming Pool	An established, enclosed, swimming pool.
	Very-sheltered Water	Linked to BCAB Environmental Definitions. Quiet canals with easy bankside access and egress; small lakes, which are not large enough and do not have difficult landing, where problems could occur if there is a sudden change in conditions; gentle, slow moving rivers. The definition implies weather conditions that are not in themselves likely to cause problems. At any point, the paddler should not be more than 50 meters from the bank.
	Sheltered-Water (includes slow moving rivers)	Linked to BCAB Environmental Definitions. Ungraded sections of slow moving rivers where the group could paddle upstream against the flow (not involving the shooting of, or playing on, weirs or running rapids). Areas of open water (e.g. lakes or lochs) where the paddlers are no more than 200 meters offshore and the wind strength does not exceed Beaufort force 3, avoiding the group being swept / blown out of the safe working area. Slow moving estuaries (less than 0.5 Knots). Examples such as; small enclosed bays, enclosed harbours where there is minimal possibility of being blown offshore, defined beaches with easy places to land throughout, no tide races, overfalls or surf.
	Coastal water	Linked to BCAB Environmental Definitions of Moderate Sea. A stretch of coastline with some areas where it is not easy to land but there will always be straightforward land points a maximum of two nautical miles apart. Up to 2 knots of tide (but not involving tide race or overfalls). Wind strengths do not exceed Beaufort force 4. Launching and landing through surf (up to 1 meter, trough to crest height).
	Sea	Linked to BCAB Environmental Definitions of Advanced Sea. Any journey on the sea where tidal races, overfalls or open crossings may be encountered and cannot be avoided; sections of coastline where landings may not be possible or are difficult; winds above Beaufort force 4; launching and landing through surf (up to 1.5 meters trough to crest height).
	River (up to Grade 1)	Up to Grade 1 (or sections of). Moving water with occasional small rapids. Few or no obstacles to negotiate. Not linked to the BCAB Environmental Definitions.
	River (up to Grade 2)	Up to Grade 2 (or sections of). Rivers that have small rapids featuring regular waves, where some manoeuvring is required. Not linked to the BCAB Environmental Definitions.

	White Water (Moderate)	Linked to the BCAB Environmental Definitions. Grade 2(3) white water or equivalent weirs. The overall standard of the run is Grade 2, but there may be a few (normally one or two) Grade 3 rapids that can be portaged if required.
	White Water (Advanced)	Linked to BCAB Environmental Definitions. Anything at Grade 3 or above. Grade 3 indicates that most rapids will have irregular waves and hazards that need avoiding. More difficult manoeuvring will be required but routes are normally obvious. Scouting from shore is occasionally necessary to maintain line of sight. Whereas Grade 4 will be large rapids that require careful manoeuvring, and scouting from shore is often necessary, with rescue being usually difficult.
	Open Water Lake / Loch (Moderate)	Linked to BCAB Environmental Definitions of Moderate Inland. Large areas of open water that exceed the sheltered water definition, where paddlers are no more than 500m offshore and in wind strengths that do not exceed Beaufort force 4.
	Open Water Lake / Loch (Advanced)	Linked to BCAB Environmental Definitions of Advanced Inland. Large areas of open water which exceed Moderate Inland Water and/or have winds in excess of Beaufort force 4.
	Surf (Moderate)	Linked to BCAB Environmental Definitions of Moderate Surf. Sections of sandy beaches free from significant hazard (e.g. rocks and strong rips) and easy access. Gentle, sloping and spilling waves, preferably peeling. Not pitching or dumping. Wave height should be no more than double overhead when seated in a kayak in the trough of wave (head high for a stand up surfer).
	Surf (Advanced)	Linked to BCAB Environmental Definitions of Advanced Surf. Reefs, points, offshore breaks and sandy beaches, which may have significant hazards (e.g. rocks, strong rips, etc.) and may be remote and/or have difficult access. Waves may be powerful, steep, pitching, fast, hollow, and heavy. Up to and above double overhead when seated in a kayak in the trough of the wave (or head high and above for a stand up surfer).
Rock &/or Vertical	Single-pitch Crag (accessible)	A trad or sport climbing crag where a climb can be completed in one pitch (length of rope), where the rope is only anchored once and not moved on to form a second pitch. It allows climbers to be lowered to the ground at all times, is non-tidal and has little objective danger, and presents no difficulties on approach or retreat, such as route finding, scrambling or navigating. As an accessible crag, it is no more than 30 minutes travelling time to reach accessible transport.
	Single-pitch Crag (remote)	A trad or sport climbing crag where a climb can be completed in one pitch (length of rope), where the rope is only anchored once and not moved on to form a second pitch. It allows climbers to be lowered to the ground at all times, is non-tidal and has little objective danger, and presents no difficulties on approach or retreat, such as route finding, scrambling or navigating. As a remote crag, it will be more than 30 minutes travelling time to reach accessible transport.
	Multi-pitch Crag (accessible)	A trad or sport climbing crag where a climb needs to be completed in two or more pitches (length of rope), where the climber cannot safely walk of un-roped from the top, or cannot be safely lowered to the bottom of the climb. As an accessible crag, it is no more than 30 minutes travelling time to reach accessible transport.
	Multi-pitch Crag (remote)	A trad or sport climbing crag where a climb needs to be completed in two or more pitches (length of rope), where the climber cannot safely walk of un-roped from the top, or cannot be safely lowered to the bottom of the climb. As a remote crag, it will be more than 30 minutes travelling time to reach accessible transport.

	Bouldering Venue (outdoor)	A venue that is specifically used for bouldering, which is un-roped movement on rock, close to the ground. It often may be using large natural boulders or small rock formations.
	Bouldering Venue (indoor)	An indoor venue that is specifically used for bouldering, which is un-roped movement on rock or artificial surfaces, close to the ground. It could include a specific bouldering room or space within a climbing wall.
	Climbing Wall / Structure (indoor)	A venue that is used for different types of roped climbing. Commonly associated with climbing walls, it may involve bottom roping, top roping or abseiling.
	Climbing Wall / Structure (outdoor)	An outdoor venue that is used for different types of roped climbing. Commonly associated with climbing towers, it may involve bottom roping, top roping or abseiling. It may also include other structures such as Tree Climbs.
	Mountainous Terrain (summer)	Mountainous country within the UK, which involves the navigation and movement through irregular and rocky terrain. It will require the use and judgement of roped and un-roped skills for moving with a group.
	Mountainous Terrain (winter conditions)	Mountainous country within the UK in conditions where snow or ice prevail, which involves the navigation and movement through irregular and steep terrain. It will require the use and judgement of roped and un-roped skills for moving with a group.
	Mine (Horizontal)	Mines which have no pitches and that fall within the remit of the Local Mine Leader.
	Mine (Vertical)	Mines which have pitches up to 18m in length, and that fall within the remit of the Vertical Mine Leader.
	Mine (SRT)	Mines that require the use of a Single Rope Technique. These are normally part of a more complex system, which may involve pitches over 18m in length and require significant experience, judgement and decision making.
	Cave (Horizontal)	Caves which have no pitches and that fall within the remit of the Local Cave Leader.
	Cave (Vertical)	Caves which have pitches up to 18m in length, and that fall within the remit of the Vertical Cave Leader.
	Cave (SRT required)	Caves that require the use of a Single Rope Technique. These are normally part of a more complex system, which may involve pitches over 18m in length and require significant experience, judgement and decision making.
	Ropes Course (indoor)	An indoor structure or course that is designed for any Ropes Course, Freefall Descent, or Zip Wire type activity. It may be technical or non-technical in nature.
	Ropes Course (outdoor)	An outdoor structure or course that is designed for any Ropes Course, Freefall Descent, or Zip Wire type activity. It may be technical or non-technical in nature.
Rock / Water	Beach	Defined sections of coastline that are easily accessible.
	Rocky Coastline (non-technical accessible)	Sections of coastline which contain rocky sections that require careful movement along it. It will be accessible without the use of ropes or swimming.
	Rocky Coastline (technical or water accessible only)	Sections of coastline which contain rocky sections that have an additional degree of challenge to them. They are only accessible through either the use of ropes or swimming.

	Gorge / Ghyll / Canyon (non-technical)	A river, gorge, canyon or stream that is narrow, steep, and requires navigating the various features along the way. These could include examples such as pools, steps, ledges, slides, or waterfalls. It does not require the use of ropes to access it or journey through it.
	Gorge / Ghyll / Canyon (technical)	A river, gorge, canyon or stream that is narrow, steep, and requires navigating the various features along the way. These could include examples such as pools, steps, ledges, slides, or waterfalls. It will require the use of ropes to access it or journey through it.
Land	Mountain Bike Trail Centre	A defined site which has purpose built mountain bike trails, which are marked. They may be of varying degrees of difficulty, and there will usually be some form of facilities at a central location.
	Bike Trails	An undefined site which has trails marked on a map, which are not necessarily purpose-built for mountain bikes. This may be within an organisations grounds, and could include skills loops.
	Road / Cycle bike routes	Areas where cycling is usually on paved or tarmacked surfaces, and may require careful management along public roads. It may also include marked cycle routes, that may include dedicated cycle paths.
	Lowland	Low-level countryside and woodland environments. Navigation would normally follow paths or tracks that are clearly marked and visible. Generally the group should be no more than 3km away from a key access point.
	Hill & Moorland	Non-mountainous high or remote country, often known as upland, moor, bog, fell, hill or down. These areas of remoteness are usually easily escapable in a few hours, and don't involve areas where movement on steep or rocky terrain is required. Such areas may often be subject to hostile weather conditions and require an element of self-sufficiency.
	Mountain	Wild country which may contain unavoidable steep and rocky ground where individuals are dependent upon themselves for immediate help. It does not extend to ground where planned use of a rope would required.
	Lowland (winter conditions)	Low-level countryside and woodland environments, where the conditions of snow and ice prevail. Navigation would normally follow paths or tracks that are clearly marked and visible. Generally the group should be no more than 3km away from a key access point.
	Hill & Moorland (winter conditions)	Non-mountainous high or remote country where the conditions of snow and ice prevail, often known as upland, moor, bog, fell, hill or down. These areas of remoteness are usually easily escapable in a few hours, and don't involve areas where movement on steep or rocky terrain is required. Such areas may often be subject to hostile weather conditions and require an element of self-sufficiency.
	Mountain (winter conditions)	Wild country where the conditions of snow and ice prevail, which may contain unavoidable steep and rocky ground where individuals are dependent upon themselves for immediate help. It does not extend to ground where planned use of a rope would required.
	Ski resort	A defined area that has marked ski runs with uplift.
	Dry ski slope	A defined slope with an artificial surface designed for snowsports outside of winter conditions.
Other	Urban	A public area, that is built up and not considered a natural environment.
	Public Park / Woodland	Natural woodland or physical space, which is publicly owned and accessible.
	Private Park / Woodland	Natural woodland or physical space, which is not part of providers grounds, and is not publicly accessible.

	Sports field	A public, defined outdoor space, designed for sports activities.
	Indoor sports hall	A public, defined indoor space, designed for sports activities.
	On-site buildings	Includes (but not limited to) accommodation, games rooms, or sports halls.
	On-site grounds	These grounds should only be within a defined boundary. For example a fenced area, or private property.

Contributory Factors (System)	Contributory Factor (Descriptor)	Description
Environmental	Weather	This is covers the typical weather conditions for the time of year, that influenced the incident. This may be connected to the temperature, rainfall, wind or sunshine.
	Extreme Weather	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.
	Conditions underfoot / on water	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).
	Suitable location or venue for group	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.
	Other	Anything else not covered by the above categories, that is directly related to the environmental aspects.
Equipment	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	Judgement and decision making	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.
	Attitudes and expectations	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.
	Knowledge, understanding and experience	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.
	Awareness	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.
	Communication	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.
	Following and understanding policies or procedures	This is in relation to the degree that the instructor understood and followed related policies or procedures. These may be organisational or sector related.
	Physical, mental and cognitive capacity	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.
	Role of additional instructor / competent second	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.
	Planning and preparation	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.
	Other	Anything else not covered by the above categories, that is directly related to the role of the instructor.
	Judgement and decision making	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.
	Attitudes and expectations	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.

Group Member involved	Knowledge, understanding and experience	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.
	Awareness	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.
	Communication	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.
	Following and understanding instructions	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.
	Physical, mental and cognitive capacity	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.
	Other	Anything else not covered by the above categories, that is directly related to the role of the group member.
Group	Group dynamics and interactions	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).
	Group size	This is whether the size of the group (regardless of ratios) had any influence on the incident in question.
	Following and understanding instructions	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.
	Other	Anything else not covered by the above categories, that is directly related to the role of the group.
	Judgement and decision making	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.
	Attitudes and expectations	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.
	Knowledge, understanding and experience	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

Group Leader		experience. Included in this is if any technical ability is required for the activity.
	Awareness	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.
	Communication	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.
	Following and understanding instructions	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.
	Physical, mental and cognitive capacity	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.
	Other	Anything else not covered by the above categories, that is directly related to the role of the group leader.
Other People	Judgement and decision making	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.
	Attitudes and expectations	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.
	Knowledge, understanding and experience	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.
	Awareness	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.
	Communication	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.
	Other	Anything else not covered by the above categories, that is directly related to the role of other people.
	Appropriate staffing	Whether the choice of instructional staff was most appropriate for the activity and group. Aspects such as experience and qualifications may have influenced this.

Organisational & Management	Training of staff	Whether staff involved had received enough training to undertake their duties well. Consider whether the training was appropriate and recent.
	Support, supervision and monitoring of staff	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.
	Staff ratios	Were the staff ratios set for the activity and environment appropriate.
	Programme design	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.
	Culture and attitudes	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.
	Knowledge and decision making	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.
	Communication	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.
	Risk management, policies and procedures	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.
	Financial limitations	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.
	Other	Anything else not covered by the above categories, that is directly related to the role of the organisation or management of staff.
Organising Group	Organisational communication	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.
	Organisational planning and preparation	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.
	Group leader ratios	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).
	Other	Anything else not covered by the above categories, that is directly related to the role of the organising group.
Sector	Guidance and advice	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.
	Statutory regulation	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.
	Accreditation schemes	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.
	Standards and qualifications	This is in relation to the range of qualifications and standards set primarily by the National Governing Bodies.
	Government and public policy	This is connected to wider government policy, strategy, and funding. Other prominent public bodies may be connected to this in some way.
	Other	Anything else not covered by the above categories, that is directly related to the role of the sector.