

Observable behaviours – Lowland Leader - Document to support MTE and MTC delivery

SYLLABUS THEME	WEAK	MIN STANDARD	OUTSTANDING
1, Leader responsibilities			
1.1 Explain their general responsibilities to the group and, where appropriate, to parents/guardians, the organising authority, committee, or manager of the activity, other outdoor users and the general public.	Cannot explain the position of responsibility leaders have with the group and 3rd parties.	Recognises and can explain the responsibilities leaders have with the group and 3 rd parties.	Recognises and can explain the responsibilities leaders, the group and 3 rd parties have, their similarities and differences, and how they interconnect to ensure safe activity.
1.2 Explain their specific responsibilities to choose appropriate objectives, to complete detailed preparations and ensure that the group is adequately equipped and briefed for the activity.	Shows a dismissive or cavalier attitude when planning, briefing and delivering activities. Is unable to undertake risk assessments for activities.	Shows a diligent attitude and considered approach when planning, briefing and delivering activities. Assesses risk both quantitatively and qualitatively to ensure safe activity.	Shows a precise attitude and meticulous approach when planning, briefing and delivering activities. Shows a well-considered, realistic approach to risk assessment. Mitigates against a range of hazards.
1.3 Demonstrate an understanding of current legislation and the legal responsibilities that relate to the care of groups under their charge, including safeguarding issues specific to supervising young people and vulnerable adults.	Has a very limited understanding of current legislation and related responsibilities as a leader. Does not know where to source reliable information if unsure.	Shows a basic understanding of relevant legislation and related responsibilities as a leader. Knows where to source reliable information if unsure.	Has a comprehensive understanding of relevant legislation and related responsibilities as a leader.
1.4 Demonstrate an awareness of the variety of barriers to participation, including	Does not show an appreciation, understanding and/or desire to overcome various, common barriers to participation participants may have.	Has an empathetic and positive attitude towards overcoming barriers to participation.	Has a 'can do' attitude towards overcoming barriers to participation.

mental and physical disability, ethnicity, fitness/health and be aware of the impact of various medical conditions.		Has a basic understanding of common barriers and, where uncertain, where to access reliable sources of information.	Shows a comprehensive understanding of common barriers and variations of each.
1.5 Be able to evaluate the experience and signpost towards further participation.	Unable to evaluate experiences and/or suggest appropriate ways to support further participation.	Able to reflect on their own experiences and the experiences of the group. Highlights opportunities to support participation for the group as a whole.	Able to reflect on their own experience and the experiences of the group. Highlights opportunities to support participation for each group member.
2. Leadership and decision making			
Situational	Ineffective monitoring of the group. Shows limited situational awareness and how to adapt their approach. Recognises the importance of adapting but unable to effectively do so. Shows limited awareness of the interaction between the needs of the group, environmental conditions and chosen activity. Allows very limited group interaction. Uncertain and/or unconfident in their approach to achieve appropriate positive outcomes. Has a reasoned approach but cannot articulate it to the group.	Monitors the group as a whole with periodic attention to the individual participant needs. Shows good situational awareness. Reacts well to safety and task requirements. Creates a comfortable learning environment for all. Supports group interaction and participation. Confident in their approach to achieve appropriate positive outcomes. Explains the importance and context of the task to the group. Provides clear explanations.	Monitors group members and reacts instinctively to their individual physical and mental needs. Shows excellent situational awareness. Ensures activities and the environment are constantly adjusted to maximise safe and enjoyable participation. Creates and maintains a comfortable learning environment throughout. Ensures all the group members are engaged and able to participate throughout. Confident and assured in their chosen approach to achieve positive outcomes and can explain why they have chosen one approach over others. Ensures participants are well informed and individually 'buy in' to decisions made.

Vision	Does not provide a positive and relatable role model participants seek to aspire to. Is unable to articulate clear positive values to their group. Poorly engaged and uninspiring in delivery. Does not promote inclusive activity.	Provides a positive and relatable role model participants could seek to aspire to when engaged in activities. Articulates clear values when introducing the session, akin to Mountain Training's own. Engaging and inspiring when delivering to the group. Promotes inclusive activity at all times.	Provides an exceptional role model, relatable to all in attendance to aspire to. Remains true to their values, akin to Mountain Training's own, throughout delivery and modifies their approach accordingly. Subtly influences participant interactions to collectively ensure inclusivity.
Support	Shows little empathy with participants and/or interest in how best to support them to achieve positive outcomes. Communicates with the group ineffectively; Participants are disengaged, uninterested or offended. Does not modify their approach to cater for individual needs, differences, strengths and abilities. Forces participation or uses negative and/or condescending language to influence performance. Reacts erratically or aggressively in stressful situations or when challenged by the group. Leads in a directive fashion, facilitating few independent learning opportunities. Mistakes are commonly labelled 'errors' and handled in a negative, condescending manner.	'Listens well' showing empathy and understanding of individual needs to achieve positive outcomes. Communicates with the group well; Participants are engaged and enthused. Treats all participants with respect. Modifies their approach to cater for individual needs, differences, strengths and abilities. Uses praise to positively influence performance. Provides timely feedback to individuals during tasks. Reacts calmly and reassuringly in stressful situations. Leading is well balanced facilitating some independent learning opportunities. Mistakes are handled in a positive, non-condescending manner.	'Reads' participants well, showing genuine empathy and successfully 'connects' with all in attendance to achieve positive outcomes. Adjusts their communication style and demeanour to a range of participants. Uses humour appropriately to engage in a positive way. Uses non-verbal communication effectively to positively influence performance. Differentiates their approach to effectively engage with and inspire, all individuals in attendance. Holds the attention of all concerned throughout. Evidences praise given with tangible examples which participants are able to relate to. Independent learning opportunities are facilitated throughout and tailored to the individuals concerned.

			Mistakes are celebrated as learning opportunities throughout.
Challenge	Does not engage with the group members when goal setting. Goals set are instructor focussed or predetermined with little relation to the abilities and motivations of those present. Goals set are unattainable or do not stretch those present. Challenge is presented negatively.	Engages with the group to set realistic and achievable goals. Goals are centred on the needs of the participants, taking into account their abilities and motivations, to safely engage in the activity. Goals set are measurable, achievable and extend those concerned. Challenge is presented as an enjoyable opportunity to extend oneself.	Engages with each individual in a relatable manner to set appropriate goals. Supports each individual taking ownership over their own goals. Remains aware of and supports each individual to achieve these. Goals set aim to extend learning and motivate participants towards longer term participation. Challenge is presented as an opportunity to extend oneself and actively support others doing so.
3. Planning and weather			
3.1 Demonstrate an understanding of the scope of the Lowland Leader qualification and plan walks that lie within this terrain. Know where to find information to assist with the planning of walks.	Does not understand and/or can explain the role, scope and terrain limits of the Lowland Leader. Cannot recognise when operating on the fringe or beyond the scope. Walks are planned without consideration to the scope.	Clearly outlines and explains the role, scope and terrain limits of the Lowland Leader, and relate this understanding to ground underfoot. Recognises when operating on the fringe or beyond the scope. Walks planned are within the scope.	Clearly outlines and explains the role, scope and terrain limits of the Mountain Training walking scheme qualifications and how they relate to each other with consideration to ground underfoot. Has a good understanding of when and how Lowland Leaders may find themselves operating on the fringe, or beyond the scope, and coping strategies to manage these situations should they occur. Planned walks maximise the potential of terrain (within the scope) to undertake safe, fun journeys.

3.2 Choose objectives appropriate to the experience, skills and motivation level of the group, the prevailing conditions and the leader's own experience and ability.	Objectives chosen are poorly considered being too arduous, unsafe or uninspiring, for example. Shows little/no consideration to the experience, skills and motivation level of groups, the prevailing conditions and the leader's own experience and ability.	Objectives chosen are well considered to give fun, safe and inspiring experiences. Can articulate how consideration might be given to the experience, skills and motivation level of the group, the prevailing conditions and the leader's own experience and ability to inform the choice of objective.	A range of objectives are suggested each of which are selected to target specific individual participant needs.
3.3 Complete detailed preparations and ensure that the group is adequately equipped and briefed.	Disorganised in preparation and approach. Unable to equip and brief a group.	Well prepared and able to effectively equip and brief a group.	Prepared for a range of eventualities. Able to effectively equip and brief a range of participants.
3.4 Build in flexibility when planning routes; respond to changing circumstances.	Inflexible. Unable to adjust routes planned due to changes in the group, environment and conditions.	Flexible. Able to adjust routes planned due to changes in the group, environment and conditions.	Remains flexible throughout. Continually looking to vary routes planned to maximise safety and enjoyment.
3.5 Interpret and use reliable sources of weather information.	Unaware of where to source regional mountain weather information. Unable to explain why key sources are relevant and reliable. Able to source reliable information but unable to explain how it influences decision-making. Chooses inappropriate or unsafe objectives as a result.	Sources relevant regional weather information. Explains why sources chosen are relevant and reliable. Explains how weather information influences decision-making. Makes good choices in this regard.	Consults a wide variety of relevant regional mountain weather information. Explains the value of each source and why they would choose one over the other. Makes well considered, sophisticated decisions in planning and during delivery to maximise safety and enjoyment.
3.6 Recognise and continuously evaluate the effect of weather on route selection, equipment choice and activity.	Unable to modify the route, equipment choice and activity to account for changes in the weather.	Modifies the route, equipment choice and activity to account for changes in the weather. Recognises when the weather is deviating from the forecast, makes short term predictions of the likely impact and reacts accordingly.	Makes time sensitive refinements to the route, equipment choice and activity accounting for major and minor changes in the weather to maximise safety and enjoyment.

Hazards and emergency procedures			
4.1 Demonstrate the ability to recognise and manage common hazards in the environment whilst leading groups, including:	Unable to recognise key hazards in lowland terrain. Shows a disproportionate or excessive response to environmental hazards. Lacks knowledge of appropriate action and/or ability to manage hazards in the event of an unplanned situation or emergency.	Recognises key hazards in lowland terrain. Shows a proportionate response to environmental hazards. Has knowledge of the appropriate action and able to manage hazards in the event of an unplanned situation or emergency.	Has a deep understanding of varied hazards in lowland terrain. Has a measured and well considered response to environmental hazards.
4.1.1 Badly eroded trails, uneven and wet sections			Recognises appropriate action and management of hazards will vary depending on the group and situation. Able to act accordingly.
4.1.2 A variety of man-made features e.g. stiles, stepped decking, steps etc	Does not understand how or why hazards encountered are dangerous.	Understands and can explain the nature of common lowland hazards encountered. Seeks to mitigate against them where possible.	Flawlessly navigates in poor visibility, in complex lowland terrain.
4.1.3 Animals; both livestock and wild	Shows a disregard for the risks present to self and the group when encountering common lowland hazards.	Shows a cautious attitude towards self and the group when encountering common lowland hazards.	
4.1.4 Roads and traffic, including awareness of the Rules for Pedestrians in The Highway Code (UK) and the Rules For the Road (Ireland)	Unable to manage lowland hazards appropriately when encountered. Unable to navigate accurately and efficiently in poor visibility, makes repeated errors when doing so.	Manages lowland hazards safely and effectively when encountered. Using appropriate techniques, navigates accurately and efficiently in poor visibility in lowland terrain, makes few errors whilst doing so.	
4.1.5 Other users and their needs e.g. runners, bikers and horses	Is unable to recognise when error has occurred and/or use strategies to correct.	Recognises when error has occurred and uses appropriate strategies to correct.	
4.1.6 Working environments e.g. farmyards, quarries, forestry operations			
4.1.7 Water features such as rivers or lakes			
4.1.8 Poor visibility			

4.2 Be able to select an appropriate first aid kit and additional group equipment suited to the environment and prevailing conditions.	First aid and additional equipment chosen is inappropriate or poorly considered. Equipment chosen is not suited to the lowland environment and/or prevailing conditions.	First aid and additional equipment chosen is appropriate and well considered. Explains why they would choose one item over another.	Each item of equipment is specifically chosen based on its necessity, usability and varied function in the environment. Consideration has been given to how it might be deployed in varied conditions and the limitations of its use.
4.3 Deal with common injuries and medical problems in the countryside.	Unaware of or unable to recognise common injuries and medical problems.	Aware of and able to recognise and treat a range of common injuries and medical problems.	Has an in depth knowledge of and able to recognise and treat a wide range of common injuries and medical problems.
4.4 Manage self and group in a variety of different weather conditions including heat, cold, rain and high wind.	Does not take steps to minimise discomfort in challenging conditions. Allows themselves to get cold, wet or overheat. Struggles to effectively communicate with their group in challenging weather.	Manages self and the group well in differing weather conditions in hill environments. Reacts instinctively to their own and the group's changing needs	Manages self and the group exceptionally well in differing challenging weather conditions. Reacts pre-emptively to the groups changing needs.
4.5 Take appropriate action to ensure the group and the casualty's well-being in the event of an incident or accident including knowing how to get appropriate assistance.	Frantic or erratic. Unable to ensure the safety and well-being of casualties and the group in varied terrain and conditions. Unaware of how to access assistance in a range of lowland environments.	Remains calm. Able to ensure the safety and well-being of casualties and the group in varied terrain and conditions. Able to access assistance in a range of lowland environments if required.	Remains calm and considered. Aware of the changing safety and well-being needs of casualties and the group and reacts accordingly. Understands and can explain how assistance may vary or be restricted in differing environments and conditions. Can cope with such eventualities.
4.6 Plan and follow 'escape routes', using appropriate navigational techniques, to nearby assistance.	Unable to plan safe and appropriate escape routes. Unable to follow routes planned to nearby assistance.	Formulates rational plan of action and communicates this to the group Considers available navigation tools, in given scenario, and explains reasoning behind their use.	Able to plan various escape routes and explain why each chosen would suit differing conditions and group needs.

4.7 Manage a group to perform a small-scale search for a missing person.	Unable to organise and/or conduct a small scale search.	Able to organise and conduct a small scale search with consideration to attracting attention and managing 'hasty' and line searches.	Able to conduct a small scale search in an efficient and confident manner. Demonstrates a good depth of understanding re. differing SAR techniques.
4.8 Explain the causes, symptoms, prevention and treatment of sunburn, dehydration, hypothermia and heat disorders.	Unaware of or unable to recognise and treat heat related medical conditions.	Aware of and able to recognise and treat heat related medical conditions.	Has an in-depth knowledge of and able to recognise and treat heat related medical conditions.
5. Equipment			
5.1 Demonstrate knowledge of personal and group equipment required for day walks considering the environment and prevailing weather conditions.	Shows little awareness or knowledge of key equipment for personal and group use. Does not understand how or why personal and group equipment will differ. Unable to explain how equipment might be adjusted depending on the environment and weather conditions.	Has awareness and knowledge of key equipment for personal and group use, to likely include clothing, footwear, carrying, technical and emergency equipment. Understands how and why personal and group equipment will differ. Clearly explains how equipment might be adjusted depending on the environment and weather conditions.	Has a comprehensive understanding of key equipment for personal and group use and the pros and cons of each in differing environments and conditions. This may include specialist items e.g. trekking poles. Able to explain their choices to participants to inform them in a simple, clear and logical manner.
5.2 Choose appropriate food and drink for day walks.	Does not manage themselves well. Unable to function effectively due to inappropriate food and drink.	Manages themselves and participants well. Functions effectively due to well chosen, adequate food and drink. Able to inform others of the importance and value of appropriate food and drink.	Has good understanding of varied dietary options and how they impact on performance. Able to explain this to participants in a simple, clear and logical manner.
5.3 Demonstrate an understanding of additional equipment required by a leader.	Chooses inappropriate, insufficient or excessive equipment.	Selects appropriate and sufficient equipment. Explains their choices well in a logical manner.	Has a comprehensive understanding of various additional equipment required by leaders. Explains their choices in a sophisticated manner with reference

			to functionality, adaptability, compactness and weight.
5.4 Be able to pack equipment effectively for personal and group use.	Packing is ineffective, insecure, uncomfortable or potentially dangerous.	Packs effectively and securely with consideration to comfort, accessibility of key items, waterproofing and injury avoidance.	Packing is well considered and secure with careful consideration to comfort, accessibility of key items, waterproofing and injury avoidance.
5.5 Demonstrate an understanding of the design and construction of equipment, including its material characteristics, care and maintenance.	Has little knowledge of the design and construction of equipment and how it might impact on its function in the lowland environment. Has little understanding of the importance of care and maintenance to ensure it remains 'fit for use' and to prolong its longevity.	Understands and can explain how the design and construction of equipment impact on its functionality in the lowland environment. Can explain how an awareness of this informs their choices of key equipment. Understands the importance of care and maintenance to ensure it is 'fit for use' and to prolong its longevity.	Has a good understanding of the design and construction of varied equipment, how it differs across different manufacturers and its likely performance in lowland environments. Understands and can explain how specific care and maintenance will optimise performance and longevity.
6. Walking skill			
6.1 Demonstrate good practice with regard to individual walking skills: pace, rhythm, foot placement, conservation of energy, balance, and coordination.	Unstable, imprecise and inefficient when walking in varied terrain. Unable to walk at an appropriate pace to complete day walks in lowland terrain. Has insufficient physical and mental fitness to deal with an emergency or other unforeseen situation, on top of the demands of the day.	Walks over varied terrain and conditions in a stable, precise and efficient manner. Walks at an appropriate pace throughout to complete day walks in lowland terrain. Has sufficient physical and mental fitness to deal with an emergency or other unforeseen situation, on top of the demands of the day.	Advanced walking skills are evident. Able to walk in varied, challenging terrain in a highly competent and efficient manner. Has excellent physical and mental fitness to undertake challenging day walks in lowland terrain.
7. Navigation			
7.1 Navigate using a variety of commonly used maps and understand the use of scales and symbols.	Unfamiliar with commonly used topographic maps.	Familiar with a range of commonly used, topographic maps.	Familiar with a wide range of topographic maps. Able to describe the pros and cons of each and explain

	Consistently makes navigation errors when using them to navigate across lowland terrain. Unaware of the purpose of scale. Unable to measure distance accurately on various scaled maps and use it effectively to navigate across lowland terrain. Unable to identify and interpret map symbols on commonly used maps.	Uses them effectively and efficiently to navigate across lowland terrain, makes few errors whilst doing so. Measures distance accurately on various scaled maps and uses it to effectively navigate across lowland terrain. Identifies and interprets map symbols on commonly used maps.	why they would choose one over another in a range of circumstances. Uses them flawlessly to navigate across lowland terrain. Highly efficient in measuring distance accurately on various scaled maps. Comprehensively identifies and interprets symbols on maps.
7.2 Demonstrate an understanding how contours and other cartographic methods are used to represent relief and use them to effectively to navigate in the terrain. Be able to recognise topographical features in the landscape.	Unable to interpret contours on maps and describe how they represent relief in lowland terrain. Unable to recognise macro and micro contour features in the landscape and relate them to the map. Unable to estimate relative height of features and relate them to the map. Unable to use contour features to navigate in lowland terrain.	Interprets contours on maps and describes how they represent relief in the terrain. Recognises macro and micro contour features in the landscape and relates them to the map. Able to estimate the relative height of features and relate them to the map. Uses contour features to navigate in lowland terrain.	Uses subtle micro and macro contour features alone to navigate flawlessly through complex lowland terrain.
7.3 Orient the map. Relate the map to the ground and vice versa. Recognise key features in the landscape and identify them on a map.	Unable to orientate and/or identify key features on commonly used maps.	Orientates and identifies key features on commonly used maps. This may include named, human built and significant water and steep ground features.	Identifies all key features on a variety of commonly used maps. Comments on the reliability of each feature and its usage to support the chosen navigation strategy.
7.4 Be able to relocate efficiently in a range of situations. Provide six figure grid reference on doing so.	Unable to use map and compass alone to relocate.	Uses map and compass alone to relocate in lowland terrain. Able to give a six figure grid reference on doing so.	Highly efficient and accurate when relocating in complex lowland terrain using map and compass alone. Able to give a six figure grid reference on doing so.

7.5 Measure distance accurately on a variety of maps and calculate how long it will take to get from one location to another.	Unable to precisely and efficiently measure distance on commonly used maps. Unable to give a realistic estimate of time required to complete a journey section in varied lowland terrain. Time estimates are significantly inaccurate when journey sections are undertaken.	Precisely and efficiently measures distance on commonly used maps. Gives a realistic estimate of time required to complete a journey section in varied lowland terrain. Time estimates are accurate when journey sections are undertaken.	Distance measurements and timing estimations are accurate for short and long journey sections. Time estimates are highly accurate when journey sections are undertaken in complex and challenging terrain. Timing estimates are continually adjusted for varied conditions and the needs of the group.
7.6 Effectively measure distance travelled on the ground using appropriate techniques including accurate timing.	Unable to measure distance travelled on the ground using appropriate techniques in lowland terrain inc. timing. Makes repeated errors when doing so.	Measures distance travelled on the ground using appropriate techniques in lowland terrain inc. accurate timing. This will likely include estimation in ascent and descent.	Highly accurate measuring distance travelled on the ground using appropriate techniques in complex lowland terrain inc. accurate timing.
7.7 Use a compass effectively to indicate general direction of a footpath or linear feature.	Unable to set accurate bearings to indicate the direction of travel.	Able to set accurate bearings to indicate direction of travel.	Highly efficient in setting accurate bearings to indicate line of travel.
7.8 Navigate competently in poor visibility due to weather conditions or darkness.	Unable to navigate accurately and efficiently in poor visibility, makes repeated errors when doing so. Is unable to recognise when error has occurred and/or use strategies to correct.	Using appropriate techniques, able to navigate accurately and efficiently in poor visibility in lowland terrain, makes few errors whilst doing so. Recognises when error has occurred and use appropriate strategies to correct.	Highly efficient in using appropriate techniques to navigate effectively and accurately in poor visibility in complex lowland terrain.
7.9 Explain and use the information given on maps with regard to rights of way and access to land.	Unaware of how maps indicate rights and way and access.	Aware of how maps indicate rights and way and access using symbols, information and colouration. Uses this information to inform route choice and approach.	Has a comprehensive understanding and confident application of access information given on maps. Recognises the limitations of information given and reliable sources of information to refer to.

7.10 Describe the benefits and limitations of using handheld GPS devices.	Unaware of the benefits and limitations of GPS units and location device to navigate.	Outlines the benefits and limitations of GPS units and location devices to navigate.	Detailed understanding of the benefits and limitations of differing devices. Has up to date knowledge of each. Able to use a GPS or location device to relocate and navigate in lowland terrain.
8. Teaching and learning skills			
8.1 Demonstrate an ability to adapt the teaching style to meet group needs.	Is unappreciative of group learning needs and/or unaware of key weaknesses in performance. Aware of group learning needs but unable to adapt teaching approach. Unaware of how to structure effective teaching through varied approaches. Is unduly authoritarian, repeats direction or 'waffles' for example, without consideration to how information is being received.	Identifies group learning needs, checks understanding, and addresses weaknesses in performance in a positive manner. Chooses approaches suited to the group as a whole. Clear and concise in delivery. Uses appropriate language, tone, volume, body language and positioning. Demonstrations support learning.	Acute awareness of individual participant's learning needs. Can identify broad and subtle weaknesses in performance and intervene appropriately to collaboratively address these in a positive and inspirational manner. Able to select and use multiple approaches to develop learning tailored in the individual needs of a wide variety of participants. Facilitates valuable peer to peer activity. Able to recognise and communicate learning has been achieved in a relatable way.
8.2 Identify and use appropriate tasks to develop safe group activity.	Task-centred with little consideration to the group's needs. Introduces the task but is unable to facilitate learning. Environment chosen is unsafe and/or un-conducive to participant learning.	Selects and calibrates activity to the needs and abilities of the group. Environment chosen/created is safe and conducive to learning. Tasks chosen are appropriate to develop the group as a whole. Tasks set are fun and engaging.	Individual focused activities. Develops tasks to support individualised learning. Participants are mentally and practically engaged throughout. The environment chosen is versatile and allows differentiation, catering to individual participant needs.

	Tasks chosen do not develop participant performance. Can identify appropriate tasks but is unable to safely implement them. Little opportunity for practice.	Tasks set give ample opportunity to practice.	Has a repertoire of practical strategies to cater for all participant learning needs. Tasks are fun, engaging and progressive. Tasks include highly varied practice.
8.3 Demonstrate an understanding of the reasons for evaluating a session and success of the outcome.	Does not engage with or understand the value of task review. Lacks any questioning or review when completing group tasks.	Understands the importance of review to support participant learning. Reviews tasks and sessions as a group in an interactive and positive way. Able to review their own performance and identify strengths and weaknesses of the session.	Conducts critical analysis and careful observation to inform review. Reviews are individual-centred. Creates specific opportunities to further learning. Reviews foster and support independent and autonomous learning.
9. Access, conservation and the environment			
9.1 Inspire and enthuse their groups in lowland terrain in the United Kingdom and Ireland and expand their personal knowledge, appreciation, and understanding of these environments.	Unable to convey an interest in the environment. Lacks enthusiasm for and knowledge of the environment. Unable to name or identify any common plants and animals in the terrain. Shows little or no knowledge of the landscape origin.	Has an ability to engage others about nature and the environment. Passes on basic environmental knowledge with enthusiasm with an aim to inspire and promote learning. Identifies common plants and animals in the terrain. Demonstrates a basic level of environmental understanding when describing landscapes, habitats, plants and animals. Shares their appreciation of the natural world in an encouraging and supportive way.	Shares environmental information in an inspiring and enthusiastic manner. Holds the audiences' attention and interest whilst using anecdotes and stories to describe aspects of the environment around them. Shows an interest in other's interests and supports their own long-term learning. Demonstrates a comprehensive understanding of the relationships between plants and animals in the environment and can describe how they interact with each another. Uses a range of strategies to illustrate and explain aspects of nature to

			connect the audience with the landscape.
9.2 Demonstrate knowledge of permissive access agreements, rights of way and access legislation such as CRoW Act 2000 and Land Reform (Scotland) Act 2003 and the importance of being aware of, and adhering to, access restrictions where relevant.	Little or no awareness of key legislation and its importance to the leader. Does not understand the potential types of agreements in place and their importance. Unable to source key access information for specific terrain. Unable to use access information to inform decision making.	Has a good understanding of key legislation and its importance to the leader. Understands the potential types of agreements in place and their importance. Sources key access information for specific terrain. Uses access information to inform decision making.	Has a comprehensive understanding of key legislation and its importance to the leader. Explains what 'open access' land is under the CRoW act and how it differs to Land Reform. Has an in-depth knowledge of access agreements and how rights can be removed on a temporary and permanent basis. Sources key access information across all UK walking environments. Able to use access information to inform decision making in a sophisticated manner.
9.3 Explain how to obtain information about access to lowland terrain and know how, and to whom, access issues are reported.	Little or no awareness of different sources of access information. Believes access is largely unrestricted, without constraint. Does not understand how to report issues if they occur.	Has a good understanding of different sources of access information. Accesses current, applicable information from a reliable source. Has a basic understanding of the legal position when accessing terrain. Understands how access issues are effectively reported.	Has a comprehensive understanding of different sources of access information. Accesses current, applicable information and form a judgement of its reliability dependant on the source. Understands how and why information is communicated by key landowners in different ways. Understands how access issues are effectively reported and resolved.

9.4 Explain relevant campaigns and codes of good practice such as Countryside Code, Scottish Outdoor Access Code and Leave No Trace, and acknowledge one's responsibility to minimise impact and promote sustainable use of the outdoors.	Little or no awareness of relevant campaigns and codes of good practice in existence. Does not show any awareness of who is engaged in key initiatives. Does not know where to find this information or how best to communicate its importance to others. Does not demonstrate an understanding of how campaigns and codes can be used effectively to engage with different groups.	Understands relevant campaigns and codes of good practice in existence. Understands how and why key bodies use these initiatives and their desired outcomes. Shows good practice of these codes through their own attitudes. Knows where to find this information and how best to communicate its importance to others.	Shows an in-depth knowledge of various campaigns and codes in existence and their desired outcomes. Understands how and why key bodies use these initiatives to communicate with different groups. Can explain how campaigns and codes have been effective in minimising impact and promoting sustainable use of the outdoors, with examples. Understands and can explain the challenges communicating key messages in a changing world and the role of leaders in doing so.
9.5 Demonstrate knowledge of land management in lowland terrain and the long-term effects of the human pressures created by its multiple uses.	Shows a lack of awareness of the major UK landowners. Unable to recognise differing land uses in the terrain. Lacks an understanding of the responsibility's landowners have regarding public access. Unaware of the potential issues that can arise from differing land uses.	Shows a general knowledge and understanding of the major landowners in the UK. Describes and explains how land can have differing uses using topical examples. Can explain the responsibilities of landowners and statutory bodies regarding access. Shows a basic awareness of the issues that can arise and can illustrate using examples.	Shows in-depth knowledge of the various types of landowners in the UK. Shows in-depth knowledge of different land uses across the UK and their impact on the environment using topical examples. Demonstrates a comprehensive understanding of the responsibilities of landowners and statutory bodies have regarding access. Shows an appreciation and comprehensive understanding of the issues that can arise, illustrated using examples.

9.6 Demonstrate knowledge of relevant conservation legislation as well as the nature of specially designated areas and limitations on their use. Lowland Leaders should also show an appreciation for the challenge and complexity of conservation in lowland terrain.	Little or no awareness of relevant legislation. Little or no awareness of key designations; their purpose or importance. Struggles to explain how access legislation is implemented across the UK. No understanding of how good practice and relations supports continued concessional access.	Shows a basic understanding of relevant legislation and where to find information about it. Understands and can explain the purpose of key designations with particular reference to protecting endangered species. Shows a basic understanding of how access legislation is implemented across the UK. Understands the importance of good practice and relations to support continued concessional access.	Shows a comprehensive understanding of relevant legislation and current sources of information. Understands and can explain the purpose of key designations with particular reference to protecting endangered species using current examples. Shows a comprehensive understanding of how access legislation is implemented across the UK. Understands and can explain the importance of good practice and relations to support continued concessional access using current examples.
10. Background knowledge			
10.1 Explain the role and ethos of Mountain Training and its schemes, the mountaineering councils and walking clubs. Demonstrate an awareness of the history, traditions and ethics of recreational hill walking in the UK and Ireland.	Lacks awareness, understanding and/or interest in Mountain Training and its schemes, the mountaineering councils and walking clubs. Does not show an awareness of the history, traditions and ethics of recreational hill walking in the UK and Ireland.	Understands and can broadly explain Mountain Training and its schemes, the mountaineering councils and walking clubs. In doing so can give examples of recent developments and their significance. Understands the history, traditions and ethics of recreational hill walking in the UK and Ireland.	Understands and can explain the role and philosophy of Mountain Training, it's pathways and how it works collaboratively with other bodies to support safe participation. Has a deep understanding and enthusiastic interest in the history, traditions and ethics of recreational hill walking in the UK and Ireland.