

Min. standard observable behaviours – Camping Leader - Document to support MTE and MTC delivery (only)

SYLLABUS THEME	WEAK	MIN STANDARD	OUTSTANDING
1, Leadership and group management			
1.1 Demonstrate adaptable leadership behaviours and decision-making.			
1.1.1 Monitor the group, environmental conditions and activity, and can adapt their behaviours and decisions to meet ongoing safety, group and task requirements.	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.	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.	Monitors group members and reacts instinctively to their individual physical and mental needs. Shows excellent situational awareness. Ensures activities and the environment is 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.
1.1.2 Be consistent and confident in their decision making to achieve positive outcomes and communicate these clearly to the group.	Uncertain and/or unconfident in their approach to achieve appropriate positive outcomes. Has a reasoned approach but cannot articulate it to the group.	Confident in their approach to achieve appropriate positive outcomes. Explains the importance and context of the task to the group. Provides clear explanations.	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.
2. Planning and supervision			
Plan appropriate overnight camps to:			
2.1.1 meet group aims.	Unaware of common group aims. Little consideration given to group aims when planning activities.	Aware of common group aims and plans accordingly.	Aware of differing group aims and how they might evolve during activities.

			Careful consideration given to group aims when planning activities to maximise safety and enjoyment.
2.1.2 be appropriate for the forecast weather conditions.	Unaware of the forecasted weather conditions. Little consideration given to forecasted weather when planning activities.	Aware of the local weather forecast and plans accordingly.	Has a detailed understanding of local weather forecasts and how conditions might develop. Careful consideration given to forecasted weather when planning activities to maximise safety and enjoyment.
2.1.3 comply with access legislation and local access agreements.	Unaware of access legislation and local access agreements. Little consideration given to forecasted weather when planning activities.	Aware of access legislation and local access agreements and plans accordingly.	Has a detailed understanding of access legislation and local access agreements and how they might influence activities. Careful consideration given to access legislation and local access agreements when planning activities to maximise safety and enjoyment.
2.1.4 comply with employer/organisation and legal requirements such as safeguarding.	Unaware of employer/organisation and legal requirements. Little consideration given to employer/organisation and legal requirements when planning activities.	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.
2.2 Select and organise a camp area and individual tents within it.	Chooses inappropriate camp areas with little consideration to the environment and weather conditions. Location and ground chosen is unnecessarily exposed, uneven or waterlogged. Gives little consideration to the needs of the group when selecting and organising camp sites.	Chooses appropriate camp areas with consideration to the environment and weather conditions. Location and ground chosen is sheltered, even and dry. Consideration given to the needs of the group when selecting and organising camp sites.	Able to explain how and why their choice of camp area might be impacted by the environment and changing weather conditions. With consideration to differing group needs able to select and organise campsites to maximise safety and enjoyment.

2.3 Identify and manage any camp area hazards.	Shows little awareness of common camp area hazards including environmental conditions, equipment use and failure. Unable to avoid or manage common hazards in camp areas.	Aware of common camp area hazards and how they might differ with a range of groups. Able to avoid and manage common hazards in camp areas as they arise.	Aware of a range of campsite hazards and how they might evolve. Able to avoid and manage a range of hazards whilst educating participants.
2.4 Manage camp hygiene.	Operates in an unhygienic manner. Is unable to explain to participants how to operate hygienically. Does not embrace differing needs respectfully, with particular attention to women's health.	Operates in a hygienic manner. Able to explain to participants how and why to operate hygienically. Embraces differing needs respectfully and proactively, with particular attention to women's health.	Has a comprehensive understanding of hygiene, its importance and strategies to maintain good health. Has good knowledge of differing needs and embraces them in a respectful and proactive manner with differing participants.
2.5 Manage a group when using different forms of accommodation – bunkhouses, bothies, public and wild campsites.	Unaware of how to use and manage different forms of accommodation safely with groups. Is unaware of the importance of adhering to facility rules, key legislation, and etiquette to maintain continued access.	Aware of how to use and manage different forms of accommodation safely with groups. Aware of the importance of adhering to facility rules, key legislation, and etiquette to maintain continued access, with particular attention to 'wild camping'. Recognises the challenges using shared accommodation, particularly with minors, inc. mountain bothies. Has strategies to handle common situations that arise.	Able to use and manage various differing forms of accommodation safely with groups. Has an excellent understanding of common facilities rules, key legislation, and etiquette to support continued access. Able to effectively inform participants of its importance. Has an excellent understanding of 'wild camping'; its legalities, potential conflicts and management strategies.
2.6 Incorporate a minimum impact approach to camping.	Unaware of the importance of minimum impact camping. Acts in a selfish or negatively impactful manner when camping.	Aware of the importance of minimum impact camping, with particular attention to 'wild camping'. Acts in considered, respectful and positively impactful manner when camping.	Is well informed and enthused regarding the role and responsibility of leaders supervising camping groups, especially in wild environments. Able to inform a range of participants on good practice in a comprehensive and fun manner. Aware of sources of information to do this.

3. Teaching and learning skills			
3.1 Create and maintain a positive learning environment for all participants.	Shows little empathy with participants and/or interest in how best to support them to achieve positive outcomes.	'Listens well' showing empathy and understanding of individual needs to achieve positive outcomes.	'Reads' participants well, showing genuine empathy and successfully 'connects' with all in attendance to achieve positive outcomes.
	Does not modify their approach to cater for individual needs, differences, strengths and abilities.	Modifies their approach to cater for individual needs, differences, strengths and abilities.	Differentiates their approach to effectively engage with and inspire, all individuals in attendance. Holds the attention of all concerned throughout.
	Reacts erratically or aggressively in stressful situations or when challenged by the group.	Reacts calmly and reassuringly in stressful situations.	Evidences praise given with tangible examples which participants are able to relate to.
	Leads in a directive fashion, facilitating few independent learning opportunities.	Leading is well balanced facilitating some independent learning opportunities.	
	Mistakes are commonly labelled 'errors' and handled in a negative, condescending manner.	Mistakes are handled in a positive, non-condescending manner.	
3.2 Communicate effectively and appropriately with a group and individuals, checking for understanding.	Communicates with the group ineffectively; Participants are disengaged, uninterested or offended.	Communicates with the group well; Participants are engaged and enthused. Treats all participants with respect.	Adjusts their communication style and demeanour to a range of participants. Uses humour appropriately to engage in a positive way.
	Forces participation or uses negative and/or condescending language to influence performance.	Uses praise to positively influence performance. Provides timely feedback to individuals during tasks.	Uses non-verbal communication effectively to positively influence performance.
3.3 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.	Identifies group learning needs, checks understanding, and addresses weaknesses in performance in a positive manner.	Acute awareness of individual participant's learning needs.
	Aware of group learning needs but unable to adapt teaching approach.	Chooses approaches suited to the group as a whole.	Can identify broad and subtle weaknesses in performance and intervene appropriately to collaboratively address in a positive and inspirational manner.
	Unaware of how to structure effective teaching through varied approaches.	Clear and concise in delivery. Uses appropriate language, tone, volume, body language and positioning.	Able to select and use multiple approaches to develop learning tailored

	Is unduly authoritarian, repeats direction or 'waffles' for example, without consideration to how information is being received.	Demonstrations support learning.	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.
3.4 Identify and use appropriate tasks to ensure 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. Tasks chosen do not develop participant performance. Can identify appropriate tasks but is unable to safely implement them. Little opportunity for practice.	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. Tasks set give ample opportunity to practice	Individual-focused activities. Develop 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. Has a repertoire of practical strategies to cater for all participant learning needs. Tasks are fun, engaging and progressive. Tasks include highly varied practice.
3.5 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.
3.6 Present competent demonstrations of the techniques within the syllabus and scope.	Demonstrations given show inappropriate practice are unclear, poorly structured or delivered.	Demonstrations given show appropriate practice are clear and well-structured and explained well.	Demonstrations showcase good practice, are clear and well-structured and explained well. Candidate is able to

			adjust their approach to suit a range of participants.
3.7 Help participants develop a positive attitude towards camping and introduce the idea of lifelong participation.	Has a negative or jaded attitude towards camping.	Has a positive attitude towards camping.	Has a positive and enthusiastic attitude towards camping. Enthusiastically supports participants to engage in their own adventures.
4. Camping equipment			
4.1 Select and appropriately use a variety of tents, sleeping bags, sleeping mats and other camping equipment.	Choice of camping equipment is inappropriate for the environments, ineffective for its intended use or poorly maintained. Equipment is used inappropriately resulting in individuals being at risk, unnecessarily uncomfortable or unable to maintain their role as leader.	Choice of camping equipment is appropriate for the environment, effective for its intended use and well maintained. Equipment is used appropriately enabling individuals to remain safe, comfortable and able to maintain their role as leader.	Has a deep understanding of various types and designs of camping equipment and able to select and use items appropriate to participant needs in differing circumstances and conditions. Has a good understanding of how to care and maintain camping equipment.
4.2 Select, pack and carry other personal and group equipment for an overnight camp.	Chooses, packs and carries insufficient, excessive or inappropriate personal and group equipment. Is unable to recognise why doing so might negatively impact their effectiveness as a leader.	Chooses, safely packs and carries sufficient personal and group equipment. Explains why key items are essential.	Sophisticated in their choice of additional personal and group equipment. Shows careful consideration to packing and carrying equipment. Able to explain their reasoning to participants.
5. Camping food and cooking			
5.1 Select food and drink and plan menus with consideration to nutritional values.	Selects insufficient or inadequate food and drink to sustain themselves and others. Is unable to adjust choices depending on participant needs. Unaware of why some foods might be more appropriate than others in differing circumstances.	Selects sufficient and adequate food and drink to sustain themselves and others. Able to adjust and explain choices depending on participant needs.	Has a comprehensive understanding of nutrition and differing food options to suit differing demands. Able to adjust and explain choices in a sophisticated manner depending on the length and nature of experiences undertaken, weather conditions and participants.

5.2 Understand food hygiene considerations for food storage, preparation and cooking.	Operates in an unhygienic manner. Is unable to explain to participants how to operate hygienically.	Operates in a hygienic manner. Able to explain to participants how to operate hygienically.	Has a comprehensive understanding of hygiene, its importance and strategies to maintain good health.
5.3 Select and safely use stoves and fuel.	Selects and uses inappropriate, unsafe or poorly maintained stoves. Makes poor or unconsidered choices when selecting stoves for group use. Gives little consideration to the usability and safety of fuel for group use.	Selects and uses appropriate, safe and well maintained stoves. Makes well considered, safe choices when selecting stoves for group use. Gives consideration to the usability and safety of fuel, for group use.	Has a comprehensive understanding of the various stove and fuel options available. Able to carefully select and explain why they might choose one over another for a range of participants, activities and weather conditions.
5.4 Manage fire risk when cooking with a group.	Shows a cavalier and/or unsafe attitude towards fire risk when cooking independently or with a group. Shows little consideration or knowledge of effective management strategies to maintain safety when cooking with a group.	Shows a diligent attitude and considered approach towards fire risk when cooking independently or with a group. Shows consideration and knowledge of effective management strategies to maintain safety when cooking with a group.	Shows a precise attitude and meticulous approach towards fire risk when cooking independently or with a group. Shows a sophisticated approach to risk assessment and management when cooking with a group.