

Observable behaviours – Climbing Wall Instructor – Document to support MTE and MTC delivery

SYLLABUS THEME	WEAK	MIN STANDARD	OUTSTANDING
1. Equipment			
1.1 Select and fit suitable climbing equipment for personal and group use.	Selects inappropriate, unsafe or ill-fitting personal and group climbing equipment. Cannot recognise inappropriate equipment use by participants.	Selects appropriate, safe and well-fitting personal and group climbing equipment. Can clearly and logically explain their choices. Recognises inappropriate equipment use by participants.	Selection of climbing equipment for personal and group use is safe and well informed. Can comprehensively explain their choices based on significant knowledge and practical experience. Has current knowledge of a wide variety of common climbing equipment applicable to varied participants, climbing activities and environments.
1.2 Demonstrate an ability to evaluate the condition of personal climbing equipment and ensure appropriate use, care and maintenance in line with manufacturer's guidance.	Uses equipment inappropriately or unsafely when completing tasks. Is unaware of and/or does not adhere to manufacturer's approved use of equipment when completing tasks. Where using equipment on the fringe of manufacturer's approved use, is unsafe or cannot adequately explain their reasoning. Is unable to recognise worn or damaged equipment. Does not recognise the importance of care and maintenance to ensure equipment is fit for purpose. Is unaware of how best to care for and maintain personal climbing equipment.	Uses all equipment appropriately and safely when completing tasks. Is aware of and adheres to the manufacturer's approved use of equipment when completing tasks. Where using equipment on the fringe of manufacturer's approved use, can adequately explain why their approach is appropriate and safe. Recognises worn or damaged equipment. Recognises the importance of care and maintenance to ensure equipment is fit for purpose. Is aware of how to care and maintain personal climbing equipment.	Has a comprehensive understanding of manufacturer's approved use of equipment and adheres to this when completing tasks. Is aware of how manufacturer's use varied strategies to communicate guidance and how it can be used to inform approach. Where there is an element of improvisation can adequately and logically explain why their approach is appropriate and safe. Has a deep understanding of care and maintenance strategies to ensure equipment is fit for purpose.

1.3 Demonstrate an ability to evaluate the condition of climbing wall equipment and ensure appropriate use of 1.3.1 In-situ ropes 1.3.2 Auto-belays 1.3.3 Fixed matting 1.3.4 Holds, features and volumes 1.3.5 Anchors/lower offs and fixed equipment	Gives little consideration the facilities rules when using climbing wall equipment. Specialist and/or bespoke climbing wall equipment is not used safely. Guidance to ensure appropriate use is not consulted. Unaware of the condition of climbing wall equipment when using facilities.	Is aware of the importance of, and adheres to, the facilities rules when using climbing equipment. Specialist and/or bespoke climbing wall equipment is used safely. Is aware of facility guidance to ensure appropriate use. Aware of the condition of climbing wall equipment when using facilities. Is aware of who to inform if they have cause for concern.	Aware of facility rules and how they might differ across the UK and Ireland. Understands 3rd party involvement to set standards and provide further guidance e.g. ABC. Adheres to facility rules when using climbing wall equipment and aware when bespoke elements might demand further training. Shows a deep understanding to evaluate the condition of common climbing wall equipment in a wide range of facilities.
2. Belaying			
2.1 Tie into the rope. Attach group members to the rope.	Unable to consistently tie themselves or participants to the rope safely. Unable to recognise and correct errors if they occur. Does not introduce nor endorse a buddy check system.	Consistently ties themselves and participants to the rope safely and efficiency. Chooses an appropriate knot to do so. Knots are well dressed. Checks for errors and corrects them before climbing. Introduces and endorses a buddy check system.	Ties themselves and participants into the rope safely and efficiently in differing ways. Able to explain why they would choose one strategy over another in varied situations. Endorses and participates in 'buddy checks' with participants throughout.
2.2 Demonstrate the use of different belay systems and choose the most appropriate for a given situation.	Unable to construct and/or use direct and indirect belay systems applicable to the situation. Unable to explain why one strategy might suit over another.	Uses direct and indirect belay systems applicable to the situation. Able to clearly explain why one strategy would suit over another.	Direct and indirect belays are used safely and efficiently in a range of situations. Able to vary the approach according to the situation.
2.3 Set up bottom-rope systems and choose the most appropriate for a given situation.	Unable to set up bottom rope systems safely and efficiently. Unable to explain why one would choose one over the other, for a given situation.	Sets up bottom rope systems safely and efficiently. Explains why one would choose one system over the other in the situation.	Bottom ropes systems are consistently constructed simply, safely and efficiently in a range of environments.

			Able to explain why one would choose one system over the other for a range of participants, activities and situations.
2.4 Demonstrate the skills of a competent belayer including holding falls and controlling lowers.	Unable to belay effectively and safely using a common manual and assisted braking device of their choosing. Unable to hold falls and control lowers safely using both top and bottom rope systems using the chosen device.	Belays effectively and safely using a common manual and assisted braking device of their choosing. Hold falls and control lowers safely using both top and bottom rope systems using the chosen device. Aware of a range of current manual and assisted braking devices and their use. Able to access reliable sources of information to ensure safe practice belaying for differing devices.	Able to belay, hold falls and control lowers effectively and safely using a range of common manual and assisted braking devices. Recognises the limitations of each and able to mitigate against misuse.
2.5 Supervise others belaying.	Unable to safely supervise participants belaying using bottom rope systems with a manual and assisted braking device of their choosing. Unable or chooses not to 'tail' the rope. Unaware of its importance.	Safely supervises participants belaying using bottom rope systems with a manual and assisted braking device of their choosing. Safely and effectively 'tails' the rope. Aware of its importance. Aware of the rest of the group and external influences whilst doing so.	Able to safely supervise participants belaying using bottom rope systems using a range of manual and assisted braking devices. Able to manage >1 rope whilst doing so. Continually aware of the rest of the group and external influences throughout.
3. Personal climbing skills			
3.1 Choose and lead F4 grade climbs. Climbs in a safe, competent and assured manner whilst demonstrating good technique.	Unable to safely lead the min. grades required. Inefficient, jerky, and uncoordinated movement when leading. Unable to find restful positions to consider route finding or clip quickdraws, for example.	Safely leads the min. grades required. Efficient, fluid and coordinated movement throughout when leading. Finds restful positions when leading. Well considered, deliberate and safe technical actions throughout when leading.	Demonstrates a mastery leading the min. grades required. Leads safely, competently and in an assured manner on climbs of varied styles. Technical actions have minimal errors when leading.

	Poorly considered, erratic and/or unsafe technical actions when leading. Little capacity to give attention to the broader situation and environment when leading.	Capacity to give attention to the broader situation and environment when leading.	Responds to the broader situation and/or environment as the situation demands when leading.
3.2 Demonstrate a basic understanding of the safety chain and fall factors.	Lacks any understanding of the safety chain and fall factors and its relevance to climbers.	Has a basic understanding of the safety chain and fall factors and its relevance to climbers.	Comprehensive, informed understanding of the safety chain and fall factors and its relevance to climbers.
3.3 Move with confidence on appropriate routes and boulder problems.	Unable to safely boulder the min. grades required. Inefficient, jerky, and uncoordinated movement when bouldering. Little capacity to give attention to the broader situation and environment when bouldering.	Safely climbs the min. grades required. Efficient, fluid and coordinated movement throughout when bouldering. Capacity to give attention to the broader situation and environment when bouldering.	Demonstrates a mastery bouldering the min. grades required. Boulders safely, competently and in an assured manner on climbs of varied styles. Responds to the broader situation and/or environment as the situation demands when bouldering.
4. Background knowledge – Grouped			
4.1 Demonstrate an awareness of the history, traditions and ethics of climbing in the UK and Ireland.	Lacks awareness, understanding or interest in the history of climbing in the UK and Ireland and role of Mountain Training and relevant bodies.	Has broad understanding and interest in the history of climbing in the UK and Ireland. Can list key historical events and developments and offer basic details of their significance.	Has a deep understanding and enthusiastic interest in the history of climbing in the UK and Ireland. Can outline a chronology of key events and developments in the history of the sport and offer details of each.
4.2 Explain the role and philosophy of Mountain Training and its qualifications, the mountaineering councils, climbing clubs and NICAS schemes.	Lacks awareness, understanding or interest in the development of climbing walls and competition climbing. Does not understand common grading systems used in the UK and Ireland.	Understands and can broadly explain the role and philosophy of Mountain Training and relevant bodies. In doing so can give examples of recent developments and their significance.	Understands the role and philosophy of Mountain Training, it's pathways and how it works collaboratively with other bodies to support safe participation.
4.3 Describe the development of climbing walls in the UK and Ireland.		Has broad understanding and interest in the development of climbing walls and competition climbing.	Has a deep understanding and enthusiastic interest in development of climbing walls and competition climbing.

4.4 Describe the structure of competition climbing.		Understands and can explain trad, sport and climbing wall grading systems used in the UK and Ireland.	Understands and can apply and explain grading systems to trad, sport and climbing walls environments.
4.5 Describe the grading systems used in the UK and Ireland.			
5. Instructor responsibilities			
5.1 Explain their general responsibilities to the group and, where appropriate, to parents/guardians, the organising authority, committee or manager of the activity, facility users, environmental agencies, local residents, landowners 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 3rd parties.	Recognises and can explain the responsibilities leaders, the group and 3rd parties have, their similarities and differences, and how they interconnect to ensure safe activity.
5.2 Explain their specific responsibilities to choose appropriate aims and 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.
5.3 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.

5.4 Demonstrate an awareness of the variety of barriers to participation, including mental and physical disability, ethnicity, fitness/health and be aware of the impact of various medical conditions.	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 basic understanding of common barriers and, where uncertain, where to access reliable sources of information.	Has a 'can do' attitude towards overcoming barriers to participation. Shows a comprehensive understanding of common barriers and variations of each.
5.5 Describe how to access national guidance on instructor responsibilities and good practice.	Unaware of Mountain Training's National Guidance and/or the context of its use.	Aware of Mountain Training's National Guidance and the context of its use.	Recognises the strengths and weaknesses of unregulated activity, methods to demonstrate competence and appropriate applications of each.
5.6 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.
6. 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 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 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 climbing activity. 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. Instructs in a directive fashion, facilitating few independent learning opportunities.	'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. Instruction is well balanced facilitating some independent learning opportunities.	'Reads' participants well, showing genuine empathy and successfully 'connects' with all in attendance to achieve positive outcomes. 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.

	Mistakes are commonly labelled 'errors' and handled in a negative, condescending manner.	Mistakes are handled in a positive, non-condescending manner.	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 a 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.
7. Knowledge and demonstration of techniques			
7.1 Deliver technical instruction to individuals and the group including: 7.1.1 Choice and fitting of suitable harnesses. 7.1.2 Attaching the rope to the harness. 7.1.3 Effective belaying.	Gives incorrect or unsafe technical instruction. Instructs safely but in an inappropriate, illogical or inefficient manner. Misses participant errors if they occur.	Gives clear, safe technical instruction aligned to manufacturer's approved use of equipment. Gives consideration to facility 'rules' when using climbing facilities. Recognises participant errors and corrects them.	Has multiple strategies to give technical instruction to a range of participants in a range of environments. Able to choose one appropriate to the situation. Clearly explains why the chosen strategy suits the situation and environment.

7.2 Demonstrate the use of bouldering activities with groups, using appropriate games and activities, including setting simple boulder problems.	Boulder activities are instructed in an unsafe, uninspiring or inactive manner. Bouldering problems set are inappropriate for participants due to safety issues, lack of purpose or level of challenge.	Bouldering activities are appropriate for the group as a whole; safe, inspiring and maximise participation. Boulder problems set are safe, have purpose and are appropriately challenging.	Bouldering activities and problems cater for the individual needs of all participants. Activities chosen are progressive, support short term development and safe enjoyment of other climbing activity.
7.3 Teach and demonstrate fundamental climbing movement skills.	Activity is largely unstructured and offers limited input to develop fundamental movement skills. Unable to demonstrate fundamental movement skills when engaged in activities.	Fundamental movement skills are taught to the group as a whole with an emphasis on agility, balance and coordination, to support the safe enjoyment of climbing activities. Demonstrations are effective in demonstrating agility, balance and coordination.	Has multiple strategies to teach fundamental climbing movement skills to a range of participants in a range of environments. Delivery supports short-to-medium term development of all participants. Demonstrations are immaculate in demonstrating agility, balance and coordination.
7.4 Supervise a group of novice climbers in the following activities: 7.4.1 Belaying and tying-in. 7.4.2 Climbing 7.4.3 Bouldering	Session delivery is unsafe and/or uninspiring supervising novice climbers. Delivery is unnecessarily static or over controlled meaning not all participants are engaged in the climbing activity.	Session delivery is safe and fun. All participants are engaged whether directly involved in climbing activity or not.	Session delivery is inspiring, engaging and fun. Activities are progressive and allow all present to develop their skills irrespective of their ability.
8. Hazards and emergency procedures			
8.1 Identify appropriate and inappropriate areas of a wall for group use.	Unaware of what constitutes appropriate areas, activities and routes for groups. Choses inappropriate areas and/or routes when tasked. Requires significant intervention to make good, safe choices.	Aware of what constitutes appropriate areas, activities and routes for groups, and can explain why. Choses appropriate areas and routes when tasked. Explains these choices well.	Able to make sophisticated choices regarding areas and routes perhaps with consideration to the following; • Variety, grade and style of routes available. • Shape and nature of the wall. • Hazards present. • Suitability for establishing bottom ropes.

8.2 Describe the hazards presented to other wall users by the actions of a group, and act in such a way that these are minimised.	Unaware of how and why other site users may be negatively impacted upon by group climbing activities and strategies to minimise.	Aware of how and why other site users may be negatively impacted upon by group climbing activities. Minimises impacts during activities where possible.	Shows empathy and understanding of all site users throughout all climbing activities. Pre-emptively minimises impact where possible during activities. Reacts instinctively during activities to reduce impacts if they occur.
8.3 Demonstrate an understanding of warming up and injury avoidance techniques.	Is unaware of the need to warm up to prevent injury. Does not undertake appropriate warm up tasks with participants.	Warms up participants and themselves in a progressive and effective manner before climbing activity. Can explain the importance and value of doing so.	Has a repertoire of differing warm up activities suited to a range of participants, activities and environments and chooses one appropriately relative to the task given.
8.4 Avoid common roped climbing problems.	Struggles to foresee common roped problems before they occur. Common problems 'which occur' appear unduly intimidating. Largely unaware of the importance of 'heading off' common problems before they occur.	Good awareness of participants and environment mean common problems are largely foreseen before they occur. Explains how they might avoid common problems in a range of situations.	Acute awareness of participants and environment and well conducted activity mean common problems are very unlikely to occur.
8.5 Solve common problems if they occur.	Unable to solve common problems in a safe and efficient manner. Complex, time consuming solutions are chosen where simple solutions would suffice. Equipment is misused when solving common problems.	Solves common problems safely and effectively, mindful of the whole group. Simple solutions are chosen in preference. Equipment is safely used in accordance with manufacturer's guidance. Can articulate how they would stabilise the situation until help (if required) arrives.	Solves problems safely and in a highly efficient manner. Has multiple strategies in mind to solve common problems and is able to choose the most appropriate to the situation.

8.6 In the case of an incident describe how to call for relevant assistance.	Has little knowledge of how to call for assistance, who to direct correspondence to and what incident detail would be required.	Demonstrates a good understanding of how help can be obtained in climbing wall environments. Can explain how they would call for assistance and clearly outline what incident detail would be required.	Understands the limitations of differing emergency services and their needs. Has a logical and methodical approach to call for help.
9. Managing/supervising other staff			
9.1 Explain the role and scope of an assistant. Describe the opportunities and liabilities presented by using an assistant in a session.	Unaware of the responsibility and liability instructors hold for assistants and their interactions with the group. Is unaware of potential roles assistants might have to maximise climbing experiences for participants. Unaware of the limits of each.	Is aware of the responsibility and liability of running climbing activities with assistants and can clearly explain them. Aware of various roles assistants might have to maximise climbing experiences for participants and the limits to which they can contribute.	Acutely aware of the legal situation when using assistants. Recognises the nature and experience of assistants has a significant impact on what they can and can't contribute to the session and is able to use this awareness to maximise their use.
9.2 Manage an assistant.	Is unable to brief and subsequently manage an assistant to support the safe enjoyment of appropriate climbing activities. Does not maintain communication and control when managing an assistant.	Briefs and subsequently manage an assistant to support the safe enjoyment of appropriate climbing activities. Maintains positive, supportive communication and effective control when managing an assistant.	Acts as an inspirational role model to assistants and can support their own development. Recognises the value of specialist assistants supporting participants with particular needs. Knowledges the limits to their involvement without further training.
10. Teaching and learning skills			
10.1 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	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.	Acute awareness of individual participant's learning needs. Can identify broad and subtle weaknesses in performance and intervene appropriately to collaboratively address in a positive and inspirational manner. Able to select and use multiple approaches to develop learning tailored

	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.
10.2 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. 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. 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. Has a repertoire of practical strategies to cater for all participant learning needs. Tasks are fun, engaging and progressive. Tasks include highly varied practice.
10.3 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. Reviews 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.

11. Etiquette and ethics

11.1 Operate a flexible programme of activities so as to accommodate other site or facility users.

Conducts themselves in a poor manner which could compromise access to climbing wall facilities in the future. Shows little consideration to the needs of others.

Is unable to describe and explain what constitutes good practice when undertaking group activities.

Conducts themselves well and demonstrates considerate use of climbing wall facilities when engaging in activities.

Can describe, explain and demonstrate good practice when undertaking climbing activities with groups.

Shows immaculate conduct in climbing environments and showcases good practice to groups.

11.2 Describe the site-specific requirements and agreements relating to different climbing walls and artificial structures.

Does not plan or deliver climbing activities with consideration to established 'rules' and/or site specific requirements.

Shows little awareness or understanding of the significance of compromising site specific requirements or access agreements to themselves or others.

Plans and delivers climbing activities with consideration to established 'rules' and site specific requirements.

Has a reasonable understanding of how not adhering to established 'rules' and site specific requirements might result in negative outcomes to themselves and others.

Understands and can explain why established 'rules' and site specific requirements might vary depending on the facility.

Understands and can explain the reasoning behind key points.