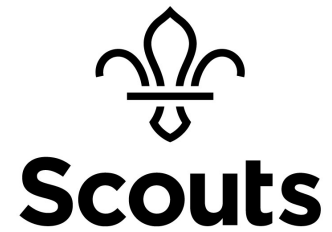


# Learning from Safety Incidents – Assessments (Outside of Organisation)



**Item Code:** CS245005 Dec/24

## **Introduction**

This case study aims to support all scout volunteers with anonymised information and key learning points on safety incidents reported to UKHQ. By considering real-life scenarios, volunteers can gain valuable insights into effective strategies for managing similar situations and all scout groups are better prepared for future activities.

## **Case Studie Overview**

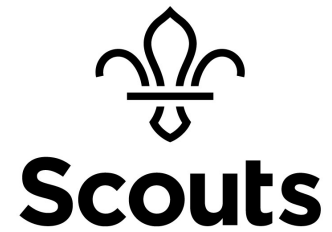
During the first day of a Rock Climbing Development Instructor (RDCI) Assessment the candidates were taken to a slate crag, with limited climbs at the grade required for the qualification. It had rained the night before and was an overcast day with showers forecast. 4 climbers were asked to complete a lead climb there was only 1 climb at the grade, and another climb the grade above. After 2 climbers had completed their lead, a heavy downpour occurred, and the climbers took shelter. After the rain had stopped the climbers returned for the second pair to lead. The injured party climbed the route that was at the grade, they had placed 4 pieces of protection, and upon clipping their fifth, fell off. All the previous protection came out and the injured party hit the ground. This resulted in serious injuries. Emergency Services were contacted, and Mountain Rescue were first to arrive 30 minutes later.

It was established that the Course Director was not a member of a professional association. The injured party had not got the breadth and depth of climbing on this rock type or leading beyond this grade.

## **Questions to consider**

1. How could you check the currency and accuracy of the experience of candidates?
2. What things can influence performance and decision-making on assessments?
3. How could you reduce heuristic traps during an assessment?
4. How could this relate to other adventurous activity assessments?
5. How could you get peer support as an assessor?

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## Key Learning Points

- Dialogue in advance of the course checking the currency and accuracy of the experience of the member.
- Recognise the psychology of candidates on assessment feeling the pressure to perform. This may include peer-to-peer 'benchmarking' and influence, and a misunderstanding of the standard and purpose of the activity.
- Continuous open and transparent dialogue with the candidates outlining the nature of the activities and identifying the importance of sharing concerns or uncertainty immediately.
- Make sure that the assessment is progressive and build up the day towards the assessment grade/standard. Identify ways in which you can put candidates at ease whilst demonstrating the skills and therefore as an assessor build up your knowledge and evidence of their competencies. Consider a 'warm-up' route or a top-rope exercise before assessing lead climbing.
- Be aware of the commitment trap when the conditions are not favourable. You should always be prepared to change the plan, venue, tactics, dates, or even cancel the assessment etc.
- Be aware of the scarcity trap when choosing a venue with limited options. You may end up doing something you are not comfortable with – just because it is now your only choice or chance.