



# Bouldering Wall Instructor - Candidate assessment notes

Course dates		No. of candidates on course		Note set no.	
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Candidate name				
<b>Dlog experience</b>  <i>Prerequisite requirements:</i> <ul style="list-style-type: none"><li>- Boulder at V2</li><li>- 30 visits to at least 3 different indoor / artificial bouldering walls</li><li>- 10 instructed sessions on at least two different indoor / artificial bouldering venues, including a large public facility</li><li>- Observe an additional two sessions run by different instructors</li></ul>				
<b>Valid first aid certificate (min. 8hr)</b>				
<b>Additional info</b>  <i>Inc. reasonable adjustments</i>				

**CANDIDATE NAME:**

**TECHNICAL COMPETENCE**

**1. Personal bouldering skills**

**2. Background knowledge**

**MANAGEMENT AND DECISION MAKING**

**3. Instructor responsibilities**

**4. Leadership and decision-making**

**5. Knowledge and demonstration of techniques**

**6. Hazards and emergency procedures**

**7. Managing/supervising other staff**

**TEACHING AND LEARNING SKILLS**

**8. Teaching and Learning skills**

**THE BOULDERING WALL ENVIRONMENT**

**9. Etiquette and ethics**

**Additional info:**

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**Additional info:**

# Bouldering Wall Instructor syllabus

## TECHNICAL COMPETENCE

### 1. Personal bouldering skills

- 1.1 Choose, practice, climb and descend problems suited to personal ability, proficiently (minimum V2).
- 1.2 Demonstrate a good understanding of bouldering safety.
- 1.3 Understand how to read simple boulder problems.
- 1.4 Move with confidence on appropriate boulder problems.

### 2. Background knowledge

- 2.1 Describe the context of bouldering within the history, traditions and ethics of climbing in the UK and Ireland.
- 2.2 Describe the role and philosophy of Mountain Training and its qualifications, the mountaineering councils, climbing clubs and the NICAS schemes.
- 2.3 Describe the structure of competition bouldering.
- 2.4 Describe the bouldering grading systems used in the UK and Ireland.

## MANAGEMENT AND DECISION MAKING

### 3. Instructor responsibilities

- 3.1 Explain their general responsibilities to the group and, where appropriate, to parents/guardians, the organising authority, manager of the activity, other participants and the general public.
- 3.2 Explain their specific responsibilities to choose appropriate aims and objectives, to plan the session and to ensure that the group is adequately prepared and briefed for the activity.
- 3.3 Demonstrate an understanding of current legislation and the legal responsibilities that relate to the duty of care to individuals and groups under their charge, including safeguarding issues specific to supervising young people and vulnerable adults.
- 3.4 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.
- 3.5 Be able to signpost individuals towards further participation.

### 4. Leadership and decision-making

- 4.1 The instructor demonstrates adaptable behaviours and decision-making. They should be able to:
  - 4.1.1 Monitor the group, environmental conditions (including when operating on outdoor artificial structures) and activity, and adapt their behaviours and decisions to meet ongoing safety, group and task requirements.
  - 4.1.2 Be consistent and confident in their decision making to achieve positive outcomes and communicate these clearly to the group.
- 4.2 VISION – The leader is a positive role model and aims to inspire others.
  - 4.2.1 Articulate clear and agreed values for their group; lead by example; and behave how they want the group to behave.
- 4.3 SUPPORT – The leader creates a positive and supportive environment for the group.
  - 4.3.1 Recognise, respect and adapt to individual needs, differences, strengths and abilities.
  - 4.3.2 Encourage independent learning; establish an environment where mistakes are seen as learning opportunities and provide clear and positive feedback to support this.
- 4.4 CHALLENGE – The leader provides relevant and appropriately challenging experiences.
  - 4.4.1 Agree group goals and calibrate the level of challenge to individual abilities and motivations.
  - 4.4.2 Encourage and support the group and individuals to be part of the decision-making process and encourage them to solve their own problems.
- 4.5 The leader understands the Mountain Training ethos of leadership and has developed their own. They should be able to:
  - 4.5.1 Articulate their own leadership ethos and beliefs along with those of Mountain Training.
  - 4.5.2 Acknowledge and describe a range of leadership approaches, models and associated ethos.

## **5. Knowledge and demonstration of techniques**

- 5.1 Plan a structured and engaging bouldering session for a range of participants.
- 5.2 Introduce and demonstrate a range of bouldering activities, using appropriate games and activities, including setting appropriate boulder problems.
- 5.3 Teach and demonstrate basic bouldering movement skills:
  - 5.3.1 Awareness of the concept of their centre of gravity.
  - 5.3.2 Balanced movement, with accurate use of the feet.
  - 5.3.3 Efficient use of the skeleton to support the body's weight.
  - 5.3.4 Appropriate contact with holds and features.
  - 5.3.5 Safe falling and landing.
  - 5.3.6 Safe topping out where necessary.

## **6. Hazards and emergency procedures**

- 6.1 Demonstrate an ability to risk assess the use of bouldering walls and their fixtures, evaluate their condition and ensure appropriate use of:
  - 6.1.1 Floor surfaces, including fixed and mobile matting.
  - 6.1.2 Holds, features and volumes and their fixings.
  - 6.1.3 Bouldering surface angles.
  - 6.1.4 General site use.
- 6.2 Have an awareness of the effects of youth development, pre-existing injuries, body types and poor technique and training on injury potential and be able to signpost to further information on these.
- 6.3 Demonstrate an understanding of warming-up and injury avoidance techniques.
- 6.4 Identify common bouldering hazards and prevent or solve common bouldering problems.
- 6.5 Demonstrate the role of spotting or support and how to provide this if required.
- 6.6 In the case of an incident describe how to treat minor sports injuries and how to call for relevant assistance.
- 6.7 Supervise a group of boulderers safely.

## **7. Managing/supervising other staff**

- 7.1 Explain the role and scope of an assistant. Describe the opportunities and liabilities presented by using an assistant in a session.
- 7.2 Manage an assistant.

# **TEACHING AND LEARNING SKILLS**

## **8. Teaching and Learning**

- 8.1 Demonstrate an ability to adapt the teaching style to meet group needs.
- 8.2 Identify and use appropriate tasks to develop effective and safe boulderers.
- 8.3 Demonstrate an understanding of the reasons for evaluating a session and success of the outcome.

# **THE CLIMBING ENVIRONMENT**

## **9. Etiquette and Ethics**

- 9.1 Operate a flexible programme of activities to accommodate other site or facility users.
- 9.2 Describe the site-specific requirements and agreements relating to different climbing walls and artificial structures.