



# Mountain Training

## Performance Coach

Candidate handbook





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# Preface

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This resource has been designed to support candidates of Mountain Training's Performance Coach qualification. It contains useful information about the various stages in the qualification as well as resources to support you during the consolidation period and onto assessment.

## Participation statement

Mountain Training recognises that walking, climbing, and mountaineering are activities that have associated risks. Mountain Training provides training and assessment courses and guidance to help instructors and coaches develop the skills to manage the risks associated with the environment in which they operate and to enable new participants to have positive experiences.

All instructors and coaches owe a heightened duty of care to the people they instruct, their colleagues, and the wider public who may be impacted by their actions.

Mountain Training qualified coaches will act in the best interests of their group, individual group members and others, and they will always act within their competence to prevent harm to them.

## Acknowledgements

Thanks to the following individuals and climbing walls whose photographs bring the handbook to life: Andy Fleming - Parthian Climbing, Beacon Climbing, The Boardroom Climbing, Climbing Hangar.



## Rock Climbing

Rock Climbing by Libby Peter has been written to support developing climbers, instructors and coaches. It is packed with essential information and techniques.



# 1. Qualification pathway

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## 1.1 Introduction

The Performance Coach qualification enables experienced climbing coaches to design, implement and evaluate a cycle of work over at least a training year with a minimum of two climbers.

## 1.2 Scope of the qualification

A qualified Performance Coach can:

- Design, implement and evaluate a cycle of work over at least a training year with a minimum of two climbers.

### 1.2.1 Terrain

The location in which a Performance Coach can deliver their sessions depends on their other qualification(s). A Performance Coach must be appropriately experienced and qualified to supervise safe sessions in the environment in which they choose to coach e.g. Bouldering Wall Instructor for bouldering on artificial boulders; a Climbing Wall Instructor for roped climbing on artificial walls or Rock Climbing Development Instructor to coach lead climbing on single pitch crags etc.

### 1.2.2 Exclusions

The qualification does not cover:

- The safety skills of climbing or mountaineering
- Group supervision

(both of these are covered by Mountain Training's climbing instructor qualifications or a site-specific sign off)

## 1.3 Stages in the qualification

### 1.3.1 Registration prerequisites

- You must be a qualified Development Coach.



- You must have a substantial depth and breadth of personal climbing experience, and provide evidence of having successfully climbed (onsight) up to 7a within your climbing career.
- You must have delivered over 200 hours of relevant coaching and logged these sessions (ideally in DLOG) in order to provide evidence of the quantity and quality of coaching.
- You must have completed FUNdamentals of Climbing 1, 2 and 3, and Physical Training 1.
- You must provide evidence of appropriate (and current) first aid and safeguarding training.
- There must be a reference in the Referee tab of your DLOG, in support of your registration application.

Once your experience is recorded in DLOG you are required to;

- Register for the Performance Coach qualification through CMS, during the registration window. Registration incurs a non-refundable fee.
- Notify Mountain Training (via the 'Send To Mountain Training' button on the 'Share' tab in DLOG) that your DLOG is ready to be reviewed.

A technical officer will then review your experience in DLOG and if it meets the minimum requirements, you will be notified by email that your registration on the scheme has been approved.

Applications with less than the minimum experience cannot be approved.

If your application is not successful, you will receive feedback on how best to fulfil the experience requirements and your registration application will be held open until your successful registration.

If there are more than 12 candidates with sufficient experience, they will be added to the next cohort.

### 1.3.2 Training prerequisites

- Your registration must have been approved.
- You will not be able to book onto a training course until your registration has been approved by Mountain Training UK & Ireland.



### 1.3.3 The consolidation period

Once the training units are complete, you enter a consolidation period until assessment. There is no set time length for consolidation, most candidates take at least 6-12 months or longer depending on their level of experience.

The consolidation period helps cement the knowledge gained in the training units allowing you to continue your own reflective practices and development.

Resources and information to support you as you prepare for assessment are included in this document.



**Mountain  
Training**  
Association

Our association can help you as you work towards one of our qualifications. We are building a community of confident and expert leaders, instructors and coaches, that we hope you will join.

### 1.3.4 Assessment prerequisites

- Your mentor must agree that you are ready to present yourself for assessment.

## 2. Course structure

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### 2.1 Training

#### Introduction to Performance Coach

An online evening session to meet the team.

#### Unit 1: Profiling

One day in-person training

+ Assignment 1: Create a holistic profiling toolkit. Choose two clients and profile their objectives.

#### Unit 2: Physical Training

Two days, in-person training

+ Assignment 2: Begin to develop annual training plan framework. Profile trainable physical qualities.



### **Unit 3: Mental Skills**

Two days, in-person training

+ Assignment 3: Profile trainable mental skills. Incorporate mental skill development into training phases.

### **Unit 4: Skill Development**

Two days, in-person training

+ Assignment 4: Profile technical skills and tactics. Incorporate skill development into training phases. Design sessions to facilitate performance.

### **Unit 5: Reflective Practice**

One day, in-person training

+ Assignment 5: Create and conduct a coaching self-audit. Work with mentor to develop an action plan for the individual coaching development.

## **2.2 Assessment**

The assessment will be completed over a period lasting typically 2-3 months once a candidate has notified Mountain Training that they are ready to progress and have completed payment.

The assessment consists of three discrete methods, to be completed in the following order:

### **Assessment method 1: Coaching portfolio**

The coaching portfolio is a digital collection of evidence and supporting materials which effectively demonstrate your coaching experience, applied theoretical knowledge, and ongoing commitment to professional development through reflective coaching practices. It will also demonstrate your competency in managing athletes over a long time period.

Results: Pass, Defer, Fail

### **Assessment method 2: In-person coaching assessment**

The assessor will observe your practices in-situ with at least two of your climbers/athletes, offering constructive feedback based upon their observation as the session progresses.

Results: Pass, Defer, Fail



## Assessment method 3: Viva interview

Questions will follow the four key syllabus areas, covering each topic before moving onto the next. Here you can demonstrate your critical thinking, the depth of your understanding and the rationale underpinning your coaching practices, following the syllabus competencies.

Results: Pass, Defer, Fail

Performance in the assessment across all three of the described methods will determine the outcome of:

Results: Pass, Defer, Fail

## 3. Course delivery

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### 3.1 Training

Course directors are approved by Mountain Training UK & Ireland.

Min. course size: 10, max. course size: 12, max. ratio: 1:12.

### 3.2 Assessment

Course directors are approved by Mountain Training UK & Ireland.

Max. ratio: 1:1.

## 4. Awarding organisation

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Mountain Training UK & Ireland





# Syllabus

Each candidate is assessed against the Performance Coach syllabus. Within each area, the syllabus lists a series of skills and applied behaviours called competencies, that a coach will need to competently display through the various assessment mechanisms.

|          | Learning outcome<br>The coach must be able to...   | Relevant training<br>modules | Assessment<br>method(s) |
|----------|--|------------------------------|-------------------------|
| <b>1</b> | <b>Personal and professional development</b>   |                              |                         |
| 1.1      | Identify, apply and communicate effectively current legislations, policies, regulations/rules and contracts to a variety of relevant audiences for the professional delivery of coaching services. | Performance Coach training   | Portfolio, Viva         |
| 1.2      | Reflect on your developing knowledge, understanding and approach of coaching practice and identify areas for development.  | Performance Coach training   | Portfolio, Viva         |
| 1.3      | Explain and evaluate the essential characteristics of effective management and leadership in coaching.   | Performance Coach training   | Portfolio, Viva         |
| 1.4      | Design, implement and evaluate relevant business plans for effective coaching practice.  | Performance Coach training   | Portfolio, Viva         |
| 1.5      | Manage the setting of targets and goals, keep records and reflect on the performance of the coaching team.   | Performance Coach training   | Portfolio, Viva         |
| 1.6      | Using an evidence based approach identify, justify and implement all appropriate pre-event and event preparation activities.   | Performance Coach training   | Portfolio, Viva         |
| 1.7      | Communicate information, ideas and solutions in a professional manner using appropriately selected communication forms.  | Performance Coach training   | All                     |



|          |   |   |                 |
|----------|---|---|-----------------|
| 1.8      | Explain how a coach identifies and facilitates key professional personnel and networks that can assist in the creation and maintenance of safe and effective provision. | Performance Coach training  | Portfolio, Viva |
| 1.9      | Be aware of and comply with current legislation regarding children and vulnerable people.   | Performance Coach training  | Portfolio       |
| 1.10     | Integrate knowledge and skills underpinning the coaching sciences into a programme of support for an athlete or team.   | Physical Training for Climbing 2  | All             |
| <b>2</b> | <b>Physical training</b>  |   |                 |
| 2.1      | Identify and explain how physiology and nutrition contribute to performance in climbing activities.   | Physical Training for Climbing 2, Performance Coach training            | Portfolio, Viva |
| 2.2      | Evaluate current research and practice that informs training programme design and implementation.   | Physical Training for Climbing 1 & 2                                    | All             |
| 2.3      | Design, deliver and evaluate a safe and effective evidenced based periodised training programme for an individual or group.   | Physical Training for Climbing 1 & 2                                    | All             |
| 2.4      | Select and justify appropriate methods for the evaluation and assessment of climbing performance in relation to physiology and nutrition.                               | Physical Training for Climbing 2  | All             |
| 2.5      | Discuss and apply contemporary issues pertaining to the physical preparation of athletes across the Long Term Athlete and Participant Development programme.            | FUNDamentals of Climbing 1, 2 & 3, Physical Training for Climbing 1 & 2 | All             |
| 2.6      | Discuss and evaluate the implications of inappropriate use of training and dietary practices in climbing and outline effective preventative management strategies.      | Physical Training for Climbing 2  | Portfolio, Viva |
| <b>3</b> | <b>Skill acquisition</b>  |   |                 |
| 3.1      | Select and justify appropriate methods for the evaluation and assessment of technical and tactical climbing performance.  | FUNDamentals of Climbing3, Performance Coach training                   | Portfolio, Viva |



|     |   |  |   |
|-----|---|--|---|
| 3.2 | Identify and explain key biomechanical theory governing technical elements of climbing.   | FUNDamentals of Climbing 3                             | All                                       |
| 3.3 | Design and evaluate activities to explain the theory and practice of dynamic movement.  | FUNDamentals of Climbing 3                             | All                                       |
| 3.4 | Explain, demonstrate and evaluate the fundamental movement skills and principles of climbing specific to the terrain.                             | FUNDamentals of Climbing 3                             | Portfolio, In-person practical assessment |
| 3.5 | Select, use and evaluate technology enhanced learning applications to support coaching.   | FUNDamentals of Climbing 3                             | All                                       |
| 3.6 | Identify, explain and justify how aspects of the learning environment can be effectively manipulated to improve technical performance.            | Performance Coach training                             | All                                       |
| 4   | <b>Psychology</b>   |  |   |
| 4.1 | Select and justify appropriate methods for the evaluation and assessment of psychological aspect related to climbing performance.                 | FUNDamentals of Climbing 3, Performance Coach training | Portfolio, Viva                           |
| 4.2 | Evaluate the theoretical perspectives of individual and group behaviour and how this impacts on your coaching practice.                           | Performance Coach training                             | All                                       |
| 4.3 | Select, justify and implement specific psychological techniques within sports coaching practice and evaluate their effectiveness with performers. | Performance Coach training                             | All                                       |
| 4.4 | Explain, implement and evaluate the characteristics of effective feedback and how it drives performance.  | Performance Coach training                             | All                                       |
| 4.5 | Identify and interpret principles of learning style theory to select appropriate strategies to inform the coaching process.                       | Performance Coach training                             | All                                       |
| 4.6 | Identify and explain the theoretical principles involved in the acquisition of motor skills and how they inform practice.                         | Performance Coach training                             | All                                       |



# Insights from qualified Performance Coaches

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## John Kettle

### What is the benefit of becoming a qualified Performance Coach?

“The greatest benefit was receiving critical feedback on my coaching practice from the assessors. It’s hard to get such high value feedback as a coach, so it was really helpful hearing their thoughts on my portfolio and the session they observed. This feedback has allowed me to continue improving as a coach ever since.”



### How has becoming a Performance Coach shaped your coaching practices?

“The whole process from training to assessment opened my eyes to many different approaches to coaching. These have spurred me to broaden my own knowledge and practices over the years since, with further studying, qualifications and collaborative work.”

### What is your best advice for creating a portfolio?

“Try to record your thoughts and observations throughout the training process, date and organise them and compile related material. Create a ‘cover document’ summarising the contents that helps the assessors to navigate your portfolio materials in the right order.

Speak honestly about things you have struggled with and why, and don’t feel you have to have answers to everything.”

### What was the most important thing you learned in the assessment process?

“We all have a unique ‘coaching fingerprint’ and achieving excellence as a coach is about improving and refining your personal approach, not changing to be the same as other great coaches.”



## Ian Dunn

What was the most important thing you learned in the assessment process?

"I certainly learnt not to take things for granted, I had to re-do my practical assessment as I gave the assessors what I thought would be good examples of my work and not the in-depth session they wanted.

I learnt that we all have strengths and weaknesses as coaches and we need to work out how to address our weaknesses as much as playing to our strengths. We also never stop learning."



What is your best advice for the in-person coaching observation assessment?

"Watching other coaches working and sharing how they approach things is fundamental to developing your coaching style. I thoroughly enjoyed both watching and being watched and reading others' feedback and reflections. Going on to create some good written reports of this shows good coaching practices in my opinion."





# The consolidation period

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Once the training units are complete, you enter a consolidation period until assessment. There is no set time length for consolidation, most candidates take at a minimum of 6-12 months or longer depending on their level of experience.

The consolidation period helps cement the knowledge gained in the training units allowing you to continue your own reflective practices and development.

## Key steps to assessment:

1. **During your consolidation period, you will need to find a mentor who will provide support and critical feedback on your coaching practice. They will assist you in expanding your skills to deliver all aspects of the Performance Coach qualification syllabus.**

Your mentor may not be from the world of climbing, they can be a coach from another sport.

2. **Compile your portfolio - guidance on this below.**
3. **When both you and your mentor feel that you can evidence and demonstrate all of the syllabus competencies to a high standard, email our customer service team about organising an assessment: [info@mountain-training.org](mailto:info@mountain-training.org)**
4. **Submit your portfolio for assessment.**

If the portfolio evidence meets progression standards then dates for the in-person practical assessment and the viva interview are set.

5. **An assessor coordinates the in-person practical assessment.**
6. **Progress to the viva interview (online) with two assessors.**
7. **A pass or a defer result will be decided and the candidate will be notified of the result within 7 days of the viva interview. Defer results will require reassessment.**





## Philosophy of the assessment process

The multi-stage assessment style aims to holistically gain a full picture of a candidate's practice using various methods. At Performance Coach level, much of the underpinning knowledge that shapes what you do and how you practise as a coach cannot be as easily gleaned through one in-person session observation or a group assessment process. As such the mixed method approach (the portfolio, viva interview and in-person coaching observation) allows candidates to present their varied skills and show deeper insight into their learning.

The assessment itself is a continuation of this reflective learning process too. The three stages of assessment will help you **identify** your practices, **implement** them for an assessor to observe, and then **justify** your depth of knowledge.

### Identify: the portfolio.

The coaching portfolio is a digital collection of evidence and supporting materials which effectively demonstrate your coaching experience, applied theoretical knowledge, and ongoing commitment to professional development through reflective coaching practices. It will also demonstrate your competency in managing athletes over a long time period.

### Implement: the in-person coaching assessment

The assessor will observe your practices in-situ with at least two of your climbers/athletes, offering constructive feedback based upon their observation as the session progresses.

### Justify: the viva interview

Questions will follow the four key syllabus areas, covering each topic before moving onto the next. Here you can demonstrate your critical thinking and the depth of your understanding and critical rational underpinning your coaching practices, following the syllabus competencies.





# Portfolio

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This assessment method will take the form of a digital cache or written collection of work that demonstrates their competence in meeting the proficiency requirements listed in the summary table.

The rationale for this assessment method is:

- It allows for a wider breadth of knowledge and understanding to be covered than can be seen in a single observation.
- It allows the knowledge, skills and behaviours that may not naturally occur within the observation (delivery) setting to be demonstrated.
- Some skills may take too long to observe in a practical setting and are longitudinal in nature, linked to the training year.

The portfolio is the first piece of evidence supplied by the candidate as they begin the assessment process. A candidate must prepare and submit their portfolio of evidence to be reviewed by two Mountain Training assessors containing content meeting the following requirements:

- It must contain evidence showing competence in meeting the knowledge, skills and behaviours from the Performance Coach syllabus.
- Evidence may be mapped against more than one area or meet multiple aspects.
- A supporting statement provided by the mentor outlining that the candidate has met the competence standard.
- Two case studies of climbers the coach regularly works with, including holistic performance profiling, macro training plan and subsequent training cycle plans together with regular performance evaluations.
- Coaching observations of at least two other coaches working in context.
- Personal coach self-audit and assessment linked to a coach development plan.
- Feedback from climbers being coached.

Candidates are expected to understand the use of relevant professional language and presentation of information, typical of a coach working at this level.





## What happens if I miss parts of the syllabus out of the portfolio?

You should aim to cover all the syllabus points in the portfolio to progress to the next stage. You could indicate the wish to discuss or further evidence some points in greater detail during the in-person practical assessment or at the viva interview.

If there are parts of the syllabus that the assessor feels have not been covered, or need to be discussed in more detail, they will explore your understanding of the topics at the viva interview.

## Does the portfolio have to be written?

The portfolio does not have to be written, but candidates need to choose a presentation method that can evidence the depth and breadth of their coaching experience and developmental learning throughout the pathway. Therefore, portfolios will be accepted as audio and video recordings, as well as written documents. If you are unsure if your choice of presentation will work you could discuss it with your mentor or get in contact with your assessor.

## Is there a minimum or maximum size for the portfolio?

There is no minimum or maximum size for any portfolio in regards to length. The portfolio must illustrate work with two climbers/athletes.

The size of the file sharing site you choose may limit your portfolio's size if you choose an alternative portfolio presentation method, like video or audio format.

## When is the portfolio submitted?

This will be typically arranged with your assessor, and will often be a minimum of four weeks before the in-person coaching assessment is planned to be held.

## Where is it submitted to?

1. Submit the portfolio online, via share folder or online document sharing platform, e.g WeTransfer, shared to Tom Greenall's email: [tom.greenall@mountain-training.org](mailto:tom.greenall@mountain-training.org)
2. Alternatively, via the documents tab in your candidate CMS area, this method is not possible for audio or video files.

A share folder is good because it's fluid and can be updated, whereas a document submitted via the CMS is static and cannot be edited after submission.

Have you read [John Kettle's portfolio top tip?](#)



## In-person practical assessment

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Coaches will be observed by a Mountain Training assessor delivering a coaching session within their typical environment, in which they will demonstrate all the proficiencies assigned to this method. An observation will take place in consultation with the coach at an agreed location and held over a maximum period of three hours. To allow for quality and rigor in the assessment, candidates will be assessed on a one-to-one basis.

The rationale for this assessment method is:

- Coaching is a practical role where competence is best observed through observation.
- Observation allows for the assessment to take place in a typical context using equipment, processes and climbers familiar to the coach and likely to be truly reflective of their standard practice.
- Observation is a cost-effective method for the candidate.
- The session will reflect a specific snapshot of delivery within the overarching macro annual training plan.
- Observation enables the assessor to generate questions to explore within the later assessment method.



The coaching observation is the second stage in the assessment process where the coach must demonstrate their competence against the syllabus points.

A candidate must prepare and deliver a coaching session in line with the following requirements:

- With two or more regularly coached climbers whose case studies are included within the coaching portfolio.
- Sessions must be a minimum of 1.5 hours in length and a maximum of 3 hours.
- Take place at an appropriate venue for delivery of the session's objectives, chosen by the coach.
- The session must be a planned and selected training session from the overarching macro training plan.

In advance of the observation, a candidate must provide the assessor with a written overview of the session to be observed including aims and objectives, timescales and participant needs.





## Viva interview

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Candidates will attend a viva interview either online or in-person. This allows for the candidate to demonstrate their underpinning depth of understanding against the proficiencies listed in the syllabus.

The maximum time allowed for the interview is two hours.

All questioning must be completed within this time where a Mountain Training assessor must ask a minimum of six open ended questions. The questions will be based on the syllabus but can be adapted by the assessor depending on what they have observed in the coaching session or what they have seen in the portfolio.

The rationale for this assessment method is:

- It allows a candidate to demonstrate breadth and depth of knowledge and understanding.
- It allows for areas to be explored that may not have naturally come up during the coaching observation.
- It provides the candidate with time to reflect on their practice following the coaching observation.

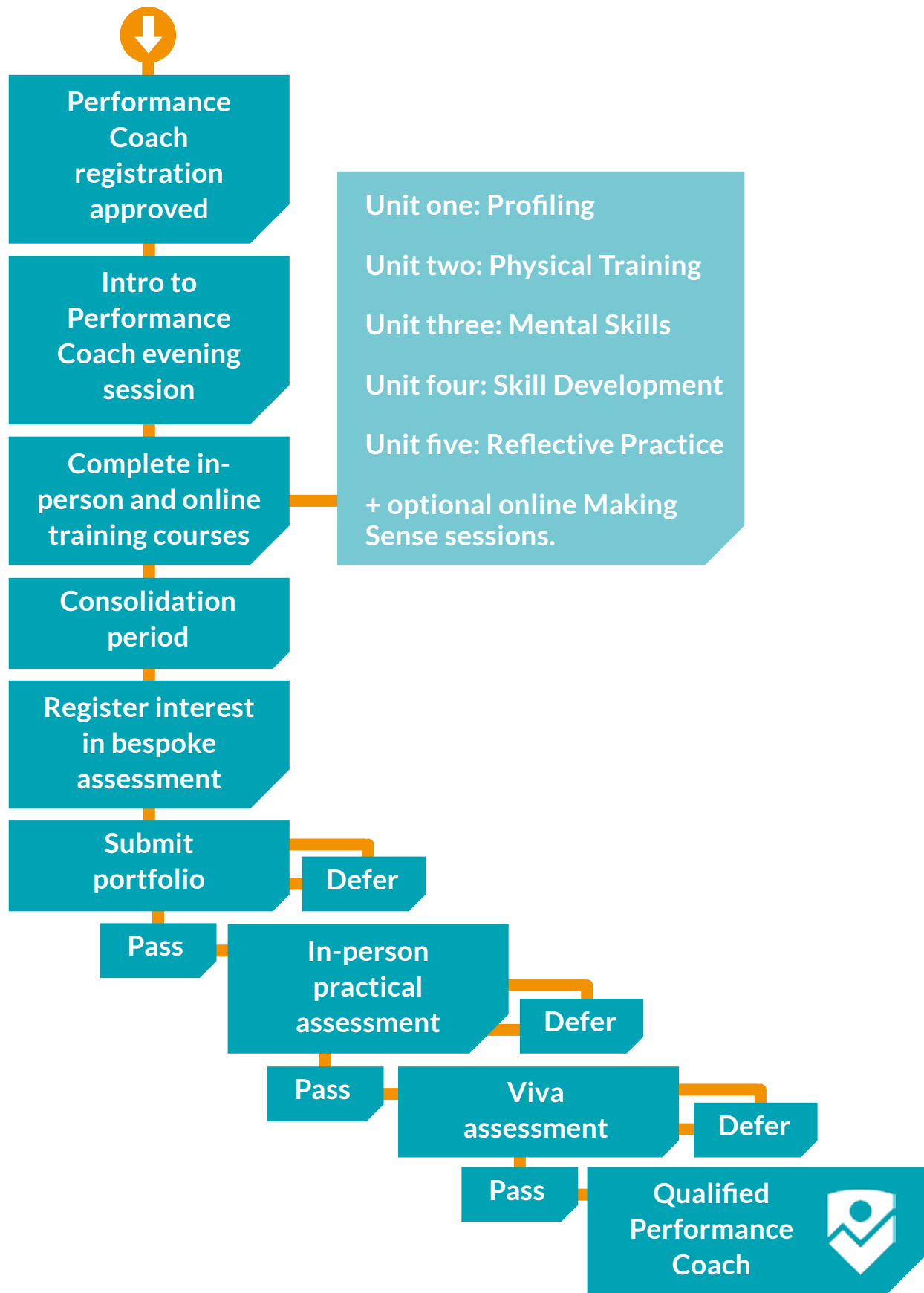
The candidate can ask for a copy of the questions in advance of the interview, but the assessor reserves the right to ask up to three additional questions not included. Interviews will be arranged via the Microsoft Teams platform via Mountain Training if online or in an accessible location that allows for confidential discussions to take place.







## Performance Coach timeline:





## Appendix 1: DRAFT knowledge, skills and behaviours

The following has been drafted to help Performance Coach candidates understand the detail of what's required at assessment. It expands on the syllabus competencies to describe the knowledge, skills and behaviours required of a Performance Coach.

A Performance Coach should be able to:

### 1. Plan, prepare, deliver and continuously review and evaluate coaching programmes over a 12-month period

Plan and prepare

- 1.1 Describe their understanding in planning an effective climber programme including:
  - 1.1.1 The importance in identifying the demands of the target climbing discipline/s and how these relate to the climbers' goals and objectives.
  - 1.1.2 The importance of evidenced based evaluation or profiling of the climber's performance level to establish a starting point and support ongoing monitoring.
  - 1.1.3 How to identify the climbers' individual needs, considerations and readiness to undertake the programme ahead.
  - 1.1.4 How to structure the programme in relation to preparatory, performance and restoration periods within the annual year.
  - 1.1.5 The principles and process of periodising training cycles with an emphasis on the focus and priorities of each stage within the programme.
  - 1.1.6 How to schedule key monitoring and evaluation points within the programme and the importance of sharing this with the climbers.
  - 1.1.7 The importance of sharing programme details with climbers and other parties to support its successful implementation.
  - 1.1.8 The relevance of goal setting and its function in supporting climber motivation, stage of development for the individual and performance.

*Assessment methods: Coaching portfolio, Viva interview*



## 1.2 Develop and plan annual programmes demonstrating the ability to:

- 1.2.1 Collate all data from a holistic profiling process that feed directly into the design of the training programmes.
- 1.2.2 Identify the demands of climber's goals across the domains of physiology, skill development & psychology that inform programme design.
- 1.2.3 Plan training cycles to be considerate of individuals' calendar and personal circumstance with clear phases of preparation, performance and restoration.
- 1.2.4 Identify key programme goals and the phased sub goals towards achieving them.
- 1.2.5 Plan scheduled evaluation points throughout.
- 1.2.6 Carry out performance evaluations at multiple points throughout the programme.
- 1.2.7 Address any potential implications for climbers' development.

*Assessment method: Coaching portfolio*

## Deliver

## 1.3 Describe how to deliver effective climbing programmes including:

- 1.3.1 When and how to modify or adapt the programme to ensure the programme goals are met.
- 1.3.2 The importance of utilising other support personnel or specialist support from a competent practitioner (e.g. physio, nutritionist S&C coach etc)
- 1.3.3 The implementation and management of skill development, physical strength and conditioning, mental skills and tactical decision making within the programme.
- 1.3.4 The importance of providing support and feedback to the climber and others who support the programme.
- 1.3.5 How to motivate and retain the engagement of the climber/s as well as maintain regular communication.



- 1.3.6 How to evaluate progress with the climbers at agreed points throughout the programme.

*Assessment methods: Coaching portfolio, Viva interview*

#### 1.4 Demonstrate the delivery of annual programmes:

- 1.4.1 Ensure climbers have access to all facilitates and equipment required to engage fully with training programme.
- 1.4.2 Maintain participant engagement and facilitate motivation.
- 1.4.3 Modify the programme where appropriate.
- 1.4.4 Adapt coaching style in line with the goals of the various phases.
- 1.4.5 Implement skill development training, physical training, mental skills & tactical decision making in line with performance profile and individual goals.
- 1.4.6 Seek and demonstrate engagement with external support where necessary.
- 1.4.7 Manage risk to minimise injury and promote healthy participation/ performance.

*Assessment method: Coaching portfolio*

### Review

#### 1.5 Describe how to evaluate effective climbing programmes including:

- 1.5.1 The importance of monitoring and evaluation in assessing programme effectiveness.
- 1.5.2 Methods for collecting and collating evaluation data and evidence
- 1.5.3 How to communicate or present the evaluation results to climbers and others
- 1.5.4 How to translate the evaluation findings into programme adaptations and evolutions
- 1.5.5 The strengths and limitations of evaluation methods.

*Assessment methods: Coaching portfolio, Viva interview*





- 1.6 Evaluate two effective climbing programmes including:
  - 1.6.1 Monitor and review programme using method identified.
  - 1.6.2 Where appropriate seek external evaluation and/or feedback.
  - 1.6.3 Collate data informed evaluations where appropriate.
  - 1.6.4 Discuss the outcomes and share with climbers and others.
  - 1.6.5 Link to personal action plan for coaching.
  - 1.6.6 Implement modifications to training programme where necessary to achieve performance goals.

Assessment method: *Coaching portfolio*

## **2. Plan, prepare, deliver and continuously review and evaluate coaching sessions.**

### Plan and prepare

- 2.1 Describe how to plan effective coaching sessions including:
  - 2.1.1 The importance of the session goals and how they fit into the bigger picture structure of the training phase/period.
  - 2.1.2 Why goals should be succinct and linked to the progressive aims of the plan.
  - 2.1.3 The process and considerations in planning how coaching delivery and methods align with achievement of goals.
  - 2.1.4 The various methods of practice design, their strengths and weaknesses and how this links to the overarching goals of the training period.
  - 2.1.5 The importance of contingency planning and creating alternative options.
  - 2.1.6 The importance of the individual's needs, requirements and considerations.
  - 2.1.7 How to connect a particular delivery method or design with an individual's learning preferences that will be motivating for them.

Assessment methods: *Coaching portfolio, Viva interview*



## 2.2 Plan to deliver effective coaching sessions by ensuring you:

- 2.2.1 Identify the sessions aims.
- 2.2.2 Select and plan activities that will help the climbers achieve the aims.
- 2.2.3 Ensure goals are linked and connected to overarching plan objectives.
- 2.2.4 Plan for activities that are motivating to the climbers.
- 2.2.5 Organise and plan resources, equipment and venues accordingly.
- 2.2.6 Agree or verify aims of session with the climbers.
- 2.2.7 Plan for timings, sequences of activities and appropriate progressions and regressions.

*Assessment methods: Coaching portfolio, Viva interview*

## Deliver

- 2.3 Describe how to deliver effective coaching sessions including key elements such as:
  - 2.3.1 How to prepare the climbers of the activities of the session.
  - 2.3.2 The key components of skill development, technique, physical development and mental skills being worked on.
  - 2.3.3 How to assess the climber's readiness to undertake or engage with the session.
  - 2.3.4 The importance of agreeing goals, aims and intentions for the session.
  - 2.3.5 How to observe identify and coach specific technical skill content.
  - 2.3.6 The importance of adapting the sessions activities &/or coaching style.
  - 2.3.7 How to assess and analyse individuals' performance within the activities.
  - 2.3.8 The relevance of stages of skill development on the activities.
  - 2.3.9 The importance of communicating the purpose, aims and intentions of the training sessions.



- 2.3.10 How to maintain safety for both climbers and others.
- 2.3.11 How to provide effective models for skill development – video, demonstrations or explanations of physical skill development, physical trainable qualities & development of mental skills.

*Assessment methods: Coaching portfolio, Viva interview*

## 2.4 Deliver effective coaching sessions by:

- 2.4.1 Adhering to safe practice guidelines and procedures.
- 2.4.2 Explaining the key aims and goals to the climbers and how it supports the wider objectives of the programme.
- 2.4.3 Identifying the specific technical content and coaching required for the individuals taking part.
- 2.4.4 Observing and analysing the performance of the climbers throughout.
- 2.4.5 Providing high quality feedback on their performance using appropriate methods.
- 2.4.6 Providing technical correction and cues where needed.
- 2.4.7 Adapting your sessions where necessary to meet the needs of the individual, sessions aims and overall programme objectives.
- 2.4.8 Highlighting personal development needs for the climbers.
- 2.4.9 Providing technical models to facilitate learning.
- 2.4.10 Delivering or overseeing appropriate warm up and cool down protocols.

*Assessment methods: In-person practical assessment, Viva interview*

## Evaluate and review

- 2.5 Describe how to evaluate effective coaching sessions including:
  - 2.5.1 Purpose and importance of ongoing reflection and review of coaching sessions.
  - 2.5.2 The importance of reviewing multiple aspects of delivery including



practice design, coaching methods, planning process and alignment with individual's needs.

- 2.5.3 How to measure the quality of the coaching experience for the climbers.
- 2.5.4 When, where and how to adapt future sessions.
- 2.5.5 How to improve the planning process.
- 2.5.6 How to identify factors that influenced the effectiveness of the session.
- 2.5.7 How to identify valid sources of feedback.

*Assessment method: Coaching portfolio*

- 2.6 Evaluate effective coaching sessions by:
  - 2.6.1 Conducting session reviews consistently.
  - 2.6.2 Collating evidence to support or challenge your self-reflections.
  - 2.6.3 Seeking the feedback and input from climbers and other coaches.
  - 2.6.4 Linking the learning back to your personal development plan.

*Assessment method: Coaching portfolio*

### **3. Exhibit standards of coaching good practice within the field**

#### **4. Work within a wider coaching team**

- 4.1 Explain how different types of professionals can add value to the support network of climbers.
- 4.2 Explain the clear professional boundaries, required skills and roles and responsibilities for key roles (e.g. physiotherapist, nutritionist, psychologist etc).
- 4.3 Demonstrate awareness of duty of care responsibilities across the team.
- 4.4 Explain how different types of assistants might be utilised within a climbing coaching environment.
- 4.5 Recruit wider support team members where appropriate.



- 4.6 Demonstrate support for the wider support team members in communicating key climber goals, targets, objectives and considerations.
- 4.7 Communicate the direction of programme.
- 4.8 Support the development needs of support team members.

*Assessment method: Coaching portfolio*

- 4.9 Explain the importance of providing supporting team with clear feedback
- 4.10 How to schedule key monitoring and evaluation points within the programme and the importance of sharing this with support team.

*Assessment method: Coaching portfolio*

- 4.11 Communicate key programme goals and the phased sub goals towards achieving them.
- 4.12 Plan scheduled evaluation points throughout with support team involvement.
- 4.13 Carry out performance evaluations at multiple points throughout the programme.
- 4.14 Address any potential implications for climbers' development.

*Assessment methods: Coaching portfolio, Viva interview*

## **5. Provide a safe and inclusive environment for all climbers**

### **Management and safety**

- 5.1 Identify hazards relating to activities and appropriate recording and reporting.
- 5.2 Describe how to manage hazards.
- 5.3 Explain normal operating procedures, safe use of climbing equipment, PPE and fall protection policies.

*Assessment method: Coaching portfolio*

- 5.4 Demonstrate appropriate action when dealing with hazards based on the level of risk including dynamic risk assessments within coaching session context.

*Assessment methods: In-person practical assessment*



## Climber-centred approach

- 5.5 Demonstrate understanding of individual learning and self-determination theory.
- 5.6 Identify what key information a coach should ascertain about a climber to understand their individual needs.
- 5.7 Summarise climber's expectations and aspirations within the coaching context.

*Assessment method: Coaching portfolio*

- 5.8 Support personalised learning through modification to communication style and coaching behaviour.
- 5.9 Demonstrate the meeting of individual participants needs.
- 5.10 Maintain the engagement of climbers through individualised goal setting, appropriately pitched activities and modification of practice design.
- 5.11 Work with climbers to set individualised session goals that relate to overarching programme objectives.

*Assessment methods: In-person practical assessment*

## Creating an inclusive environment

- 5.12 Describe what makes an inclusive and healthy coaching environment.
- 5.13 Describe the concepts of equity and equality and their implications for a climbing coaching context.

*Assessment method: Viva interview*

- 5.14 Demonstrate inclusive behaviour, verbal and non-verbal communication whilst undertaking coaching.

*Assessment method: In-person practical assessment*

## 6. Facilitate learning through maximising experience

### Effective practice design

- 6.1 Identify learning theories and practice design modes to support the personalised and learning retention of climbers.



- 6.2 Explain key principles of skill acquisition theory and their relevance to the learning of development of skill in climbing.

*Assessment method: Coaching portfolio*

- 6.3 Adapting your sessions where necessary to meet the needs of the individual, sessions aims and overall programme objectives.

*Assessment method: In-person practical assessment*

### High quality feedback

- 6.4 Explain the various types of climber feedback and how to obtain it both within the session and outside of.
- 6.5 Describe how to adopt methods for providing feedback.
- 6.6 Explain the feedback cycle and its implication for timing, type and quality.
- 6.7 Explain the importance of the coach's role in providing feedback in skill development (external) and the development of athletes (internal) feedback.

*Assessment method: Coaching portfolio, Viva interview*

- 6.8 Deliver tailored feedback using appropriate methods in a way which supports the climber's development goal for the period of programme.

*Assessment method: In-person practical assessment*

### Coaching behaviours

- 6.9 Identify key considerations when engaging climbers.
- 6.10 Describe the different types of conflict that may arise and how to manage/resolve issues.
- 6.11 Explain how promote a safe and enjoyable use of the coaching environment.
- 6.12 Explain the different types of communication techniques and how they can be well utilised including active listening, questioning and observation, verbal, non-verbal and video.
- 6.13 Identify group management strategies including behaviour and logistics.

*Assessment methods: Coaching portfolio, Viva interview*



- 6.14 Demonstrate communication methods that are appropriate to the climber, their stage of development and goals.
- 6.15 Interpret climbers' profile to understand their individual needs and considerations.
- 6.16 Demonstrate an ability to engage the climber in activities applying personalised learning strategies.
- 6.17 Develop rapport with climbers in a personal manner whilst also upholding professional boundaries and role scope.

*Assessment method: In-person practical assessment*





# Mountain Training

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Our association is a membership organisation that can help you as you work towards one of our qualifications.

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