

**Rock Climbing Development Instructor**

**Skills Checklist**

**Introduction**

This skills checklist is designed to enable you, as a Rock Climbing Development Instructor candidate, to both record what you have covered as your training progresses e.g. as a technical diary and, at the close of your course, reflect on the syllabus topics covered during your training allowing you to rate yourself using the ‘Learning stage’ described below.

It is hoped that this process will then assist you in completing your Action Plan (which you can share and discuss with your course director at your end of course debrief) which will guide you in consolidating and developing your experience and skills post training and pre-assessment.

When reflecting you might find it useful to refer back to the Rock Climbing Development Instructor candidate handbook. In addition, the MTUK publication – “Rock Climbing” – details many of the techniques that might be used by a Rock Climbing Development Instructor holder and will be useful for refreshing your memory of specific techniques or skills covered at training.

**How to appraise yourself**

The syllabus is broken down into headings. Against each competency you can give yourself a ‘Learning stage’ number – each number 1-3 corresponds with a description as detailed below. Learning stage 3 would very broadly equate with the degree of competency you’d expect from a qualified and experienced Rock Climbing Instructor holder.

**Learning stage descriptions**

**Cognitive or understanding phase (Learning stage 1)**

In the first stage of learning performances are inconsistent and success is not guaranteed. Performing the skill requires all of the candidate’s attention and so they rely on the trainer for cues. This is a process of trial and error. Correct performances must be reinforced through external feedback.

**Associative or verbal motor phase (Learning stage 2)**

Performances are becoming more consistent as knowledge and skills are being formed. While the simpler parts of the performance now look fluent and are well learned, the more complex elements require most of the candidate’s spare attention. The candidate is starting to get a sense of internal 'kinaesthetic' and ‘cognitive’ feedback when they perform or apply a skill well. They are starting to detect and correct their own errors.

**Autonomous or motor phase (Learning stage 3)**

In the final stage of learning, performances have become consistent, fluid and ‘unconsciously competent’. The knowledge and skills involved are well learned and stored in the long-term memory. There is now spare attention which can be focused on group members and adapting appropriate leadership approaches and techniques as applied to situations. To retain the new skill at this level, it must be regularly practiced to reinforce the motor and cognitive programmes.

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| **Technical competence** |
| Rock Climbing Development Instructors will have a sound knowledge of lead climbing on both equipped and leader placed protection. They will be able to identify and evaluate commonly used climbing equipment and demonstrate and teach its use to individuals during a lead climbing session. Candidates will be personally competent in a range of both indoor and outdoor climbing techniques and be able to provide clear demonstration and effective tuition when teaching novice climbers to lead, on both equipped and leader placed protection. They will be able to: |
| **1. Equipment** | **Learning stage** | **Notes** |
| 1.1. Demonstrate appropriate use, care and maintenance of a wide range of commonly used trad and sport climbing equipment. |  |  |
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| **2. Anchors** | **Learning stage** | **Notes** |
| 2.1. Demonstrate a variety of anchor placements appropriate to the situation. |  |  |
| 2.2. Demonstrate appropriate use of commonly used in-situ climbing equipment. |  |  |
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| **3. Belaying**  | **Learning stage** | **Notes** |
| 3.1. Demonstrate a comprehensive understanding of different belay systems and choose one appropriate to the situation. This will include systems appropriate to novice and developing rock climbers in ascent and descent. |  |  |
| 3.2. Demonstrate the use of commonly used belay devices appropriate to the situation. |  |  |
| 3.3. Demonstrate a comprehensive understanding of good practice when arresting leader falls. |  |  |
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| **4. Personal skills** | **Learning stage** | **Notes** |
| 4.1. Lead single pitch rock climbs of VS 4c in a safe, competent and assured manner whilst demonstrating good technique. |  |  |
| 4.2. Lead single pitch sport climbs of F6a in a safe, competent and assured manner whilst demonstrating good technique. |  |  |
| 4.3. Demonstrate a comprehensive understanding of good practice when taking a leader fall. |  |  |
| **4. Personal skills cont/** | **Learning stage** | **Notes** |
| 4.4. Demonstrate an understanding of the safety chain and fall factors in relation to lead climbing. |  |  |
| 4.5. Demonstrate an awareness and understanding of different sources of information to select appropriate venues and rock climbs. |  |  |
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| **5. Background Knowledge** | **Learning stage** | **Notes** |
| 5.1. Demonstrate an awareness of a wide range of rock climbing disciplines and grading. |  |  |
| 5.2. Demonstrate an awareness of the history and development of climbing. |  |  |
| 5.3. Be familiar with the role and philosophy of Mountain Training and its schemes, the mountaineering councils, climbing clubs and the NICAS/NIBAS schemes. |  |  |
| 5.4. Have an understanding of Mountain Training’s climbing pathway. |  |  |
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| **Management and decision making** |
| Rock Climbing Development Instructors should be able to independently organise, plan, manage and deliver safe and progressive learning-to-lead climbing sessions to individuals with a range of climbing abilities. They should be able to: |
| **6. Planning and Structure of sessions** | **Learning stage** | **Notes** |
| 6.1. Plan and structure appropriate, progressive sessions with appropriate aims and objectives. |  |  |
| 6.2. Build in ﬂexibility when planning activities responding to changing circumstances. |  |  |
| 6.3. Demonstrate an awareness of responsibility to any authorising organisation, parents/guardians, group members, the group as a whole and other site users. |  |  |
| 6.4. Be familiar with Mountain Training’s National Guidelines and safeguarding legislation. |  |  |
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| **7. Organising sessions** | **Learning Stage** | **Notes** |
| 7.1. Have an awareness of differing climbing venues and appropriate techniques to manage their use. |  |  |
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| **8. Management of participants** | **Learning stage** | **Notes** |
| 8.1. Select appropriate management techniques to safeguard all participants. |  |  |
| 8.2. Identify and react to the needs of the group in order to give a safe, enjoyable and educational session. |  |  |
| 8.3. Demonstrate an understanding of warming up and injury avoidance techniques. |  |  |
| 8.4. Brief individuals and the group appropriately. |  |  |
| 8.5. Manage differing groups undertaking diverse climbing activities. |  |  |
| 8.6. Manage time appropriately in relation to the plan, activity and conditions. |  |  |
| 8.7. Demonstrate an understanding of how to avoid and deal with common problems. |  |  |
| 8.8. Assess an incident on a crag to determine a safe, efﬁcient and effective solution. |  |  |
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| **9. Decision making** | **Learning stage** | **Notes** |
| 9.1. Select a suitable venue and activities appropriate to the needs of the participants. |  |  |
| 9.2. Carry out dynamic risk assessment throughout each climbing session and appropriately react to a changing environment. |  |  |
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| **10. Knowledge and demonstration of techniques**  | **Learning stage** | **Notes** |
| 10.1. Effectively teach a broad range of skills and techniques appropriate to the developing novice and more experienced rock climber. This includes: |  |  |
| 10.2. Teaching appropriate climbing movement to assist effective and safe lead climbing. |  |  |
| 10.3. Teaching lead rock climbing in a progressive and safe manner. |  |  |
| **11. Personal safety** | **Learning stage** | **Notes** |
| 11.1. Manage personal safety whilst supervising participants progressing to and undertaking lead climbing. |  |  |
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| **Teaching and learning skills** |
| Rock Climbing Development Instructors need to give tuition and support to climbers who are learning and developing their skills. They should be able to: |
| **12. Teaching and learning skills** | **Learning stage** | **Notes** |
| 12.1. Create and maintain a positive learning environment for all participants. |  |  |
| 12.2. Communicate effectively and appropriately with a group and individuals, checking for understanding. |  |  |
| 12.3. Demonstrate an ability to adapt the teaching style to meet individual needs. |  |  |
| 12.4. Continue to develop positive attitudes towards climbing and lifelong participation. |  |  |
| 12.5. Understand and introduce progressive activities to ensure development of appropriate knowledge, skills and experience over time. |  |  |
| 12.6. Observe and analyse individual performances to provide appropriate, effective and timely feedback for participants. |  |  |
| 12.7. Evaluate a session and its outcomes to inform the planning of future sessions. |  |  |
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| **The climbing environment** |
| Rock Climbing Development Instructors should be informed and experienced in a variety of outdoor climbing environments, including both ‘sport’ and ‘traditional’ venues. They should be able to: |
| **13. Access**  | **Learning stage** | **Notes** |
| 13.1. Source current access information and act accordingly. |  |  |
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| **14. Conservation** | **Learning stage** | **Notes** |
| 14.1. Have a broad working knowledge of the mountain environment including geology, natural history, ﬂora and fauna. |  |  |
| 14.2. Operate in such a way as to minimise impact on the environment. |  |  |
| 14.3. Pass on environmental knowledge in an engaging way to educate and enthuse. |  |  |
| 14.4. Manage individuals and groups so that they have minimal impact |  |  |
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| **15. Etiquette and ethics** | **Learning stage** | **Notes** |
| 15.1. Have a broad working knowledge of your responsibilities to the general public, other facility users, environ-mental agencies, local residents, landowners and the wider climbing and mountaineering community. |  |  |
| 15.2. Have a broad working knowledge of local rock climbing and mountaineering ethics. |  |  |
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**Appendix:**

**Assessment requirements**

Post training and before you book onto a Rock Climbing Development Instructor assessment, make sure you have done the following:

* You must have logged a minimum of 10 rock climbing teaching days with students at a variety of outdoor venues.
* You must have led a minimum of 30 single pitch routes using leader placed protection in three different climbing areas at VS 4c or above and recorded them in DLOG. You may include full multi-pitch routes using leader placed protection (up to 50% of the requirement).
* You must have led a minimum of 30 sport climbs in three different climbing areas at 6a or above and recorded them in DLOG. Up to 50% of this experience can be outside the UK and Ireland.
* You must have physically attended and completed (i.e. not online) a ﬁrst aid course which involved at least two full days or sixteen hours of instruction and included an element of assessment.

The Rock Climbing Development Instructor assessment will involve a minimum of 24 hours contact time delivered over a minimum of 3 days

**Terrain definition for** **the Rock Climbing Development Instructor**

For the purposes of this scheme, a single pitch route is one which:

* is climbed without intermediate stances
* is described as a single pitch in the guidebook
* allows climbers to be lowered to the ground at all times
* is non-tidal, non-serious and has little objective danger
* presents no difficulties on approach or retreat, such as route finding, scrambling or navigating

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| **Rock Climbing Development Instructor** **ACTION PLAN** |
| What is the timescale for doing your assessment? |  |
| How many teaching days at a variety of outdoor venues have you done? (Post training and prior to assessment you must have logged a minimum of 10 rock climbing teaching days with students at a variety of outdoor venues). |  |
| How many rock climbs have you led? (Post training and prior to assessment you must have led a MINIMUM of 30 single pitch routes using leader placed protection in three different climbing areas at VS 4c or above and recorded them in DLOG.) NOTE: You may include full multi-pitch routes using leader placed protection (up to 50% of the requirement). |  |
| How many sport climbs have you led? (Post training and prior to assessment) you must have led a MINIMUM of 30 sport climbs in three different climbing areas at 6a or above and recorded them in DLOG). NOTE: Up to 50% of this experience can be outside the UK and Ireland. |  |
| List three syllabus areas that you feel/think particularly confident or practised in. |  |
| List three syllabus areas that you feel/think require further practice. |  |
| As part of the consolidation period you must have logged a minimum of 10 rock climbing teaching days with students at a variety of outdoor venues post training. How do you plan to gain this experience? |  |
| What opportunities can you foresee for gaining experience to develop your Rock Climbing Development instructor skillset? |  |
| Given your answers to the above briefly outline your way forward for becoming a Rock Climbing Development Instructor. |  |