Mountain Training's

Review of climbing qualifications

Schemes and Pathways

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INTRODUCTION

1. It is four years since the network of Mountain Training organisations agreed to a revised suite of Walking Awards (12th October 2013). After reviewing that project a scoping group developed proposals for what was felt would be the more challenging review of our climbing awards and this was formally begun on 20th June 2015. Just under two and a half years later we have finalised proposals for the consideration of our Members and these are the result of a prodigious amount of work by the volunteers and staff of the Climbing Awards Review Working Group. In turn they have been supported in a variety of ways; by feedback from stakeholder organisations and individual candidates; a research project carried out by the University of Central Lancashire and all overseen by the 106 representatives who are the members of our six Mountain Training organisations.

2. A summary of the overall process is available on our website: http://www.mountain-training.org/latest-news/climbing-awards-review---update-april-2017 and the spring edition of 'Professional Mountaineer' featured a 2 page article on the review and its interim findings.

3. On June 24th MTUK received feedback from its Member organisations on the proposed syllabi and received overall approval for the development to date (MTUK Minutes record the specific comments from each organisation). Over the following three months, a notoriously difficult time for our organisation to maintain any momentum within a development project, the working group and supporting staff have worked hard to develop the enclosed proposal (many of the volunteers in particular have been extremely considered and responsive in helping to finalise the proposals).

4. The overall 'role', 'activities', 'terrain', 'exclusions' and 'awarding organisation' were agreed in June and remain unchanged so they are therefore not included in this paper.

5. The syllabi, while agreed in June, have been revised in style rather than substance to present our users with more consistent language and clearer progression through the schemes. The new syllabi are therefore given below and without any comparison to previous versions, though they have been checked by the lead officer of each organisation.

6. The most significant part of this paper is the outline pathway for each specific training scheme (previously often known as the prospectus). These have been developed by sub sets of the large working group, refined by correspondence within the overall team and then reviewed at a meeting of the working group on 13th September. This paper has then been finalised with the support of one of MTUK's former Directors Tony Halliwell and with the agreement of Bryn Williams, George McEwan, Guy Jarvis, Kieran O'Hara and Jane Carney.

7. It is proposed that the national Mountain Training organisations approve the suite of syllabi and pathways in this paper.

NOTES

8. Deferred Decisions; The syllabus for the Mountaineering Instructor scheme has been updated and supporting guidance notes will further ensure it is up to date in describing the competencies of this crucial qualification. The outstanding issue is the pathway to becoming a Mountaineering Instructor and what part the new 'Climbing Instructor 2' might play in this. It is proposed that this pathway be considered once the new qualification is up and running (proposals for the development of the Mountaineering Instructor Certificate will be developed at the same time)

9. Names: The working group made a majority decision about the names for all proposed schemes and these titles have been used throughout (where the scheme was already in existence this name is given in parentheses). There is limited confidence that these names will get unanimous approval and in that case it is proposed that the decision is delegated to the five lead officers and chairs of the respective national mountain training organisations. It should also be noted that no decision has been made about the Mountaineering Instructor's title given the deferred decision about its pathway

10. Pathway and Syllabus editing: Work will continue to standardise the style of our climbing schemes' syllabi and pathways with any revisions requiring the unanimous agreement of the five lead officers and if they feel it necessary their chairs' endorsement.

11. Coaching Scheme: minor changes to the syllabus that will enable more people to access the coaching scheme outdoors were agreed in June. Coaching has a small oversight committee and minor pathway amendments will be developed with them and proposed to the MTUK meeting in October (MTUK is the sole awarding organisation for this scheme).

12. Inter-scheme pathways: There has been much discussion and potential to improve the pathways between both new and existing schemes e.g. a trainee Mountaineering Instructor that might opt to enter the Climbing Instructor 2 scheme. Without the detailed architecture of each scheme in place it hasn't been possible to map out these inter-scheme pathways and we would propose delegating this work to the staff and require unanimous agreement of the five lead officers before any implementation.

13. Implementation: The implementation of any agreed model scheme is the responsibility of the staff of Mountain Training, coordinated by MTUK. Work is well underway to assess the tasks, work programmes, resources and launch sequence that will enable us to realise any decisions made by our members.

John Cousins, Tony Halliwell, Jane Carney, Guy Jarvis, George McEwan and Bryn Williams 21/9/17

EXECUTIVE SUMMARY

Based on preceding research and analysis the working group have a set of proposals for amended or new syllabi and pathways that provide a comprehensive climbing skills and qualification scheme.

1. It is proposed that all candidates should complete an online **Introduction to Mountain Training e module** before attending their first Mountain Training course. This module would include content on the Mountain Training ethos, aims, pathways, role of the Councils and Associations, duty of care and equity.

2. **Climbing Wall Instructor 1**: No change in scope and the only changes are in acknowledging the role of an assistant and clarifying the level of teaching ability required by the candidate (how to teach). No changes to the pathways other than described in 1.

3. **Climbing Instructor 1**: No change in scope. Some general revisions and only significant changes are in acknowledging the role of an assistant and clarifying the level of teaching ability required by the candidate (how to teach). The training course duration to be expanded to a minimum contact time of 24 hours over a minimum of three days, allowing flexibility of delivery. The assessment course duration is to be reduced to 16 hours.

4. **Climbing Wall Instructor 2**: No change in scope and the only changes are in clarifying the level of teaching ability required by the candidate (how to teach), building on the levels defined by the Climbing Wall Instructor 1 and Climbing Instructor 1.

5. **Foundation Coach**: It is proposed that the Foundation Coach is no longer limited to indoor climbing and that the remit is taken outside. Accordingly there are a limited number of changes to the syllabus. Pathway changes include recognising locally accredited bouldering supervisor awards and lowering the minimum age for assessment to 16.

6. **Development Coach:** It is proposed that the Development Coach is no longer limited to indoor climbing and that the remit is taken outside. Accordingly there are a limited number of changes to the syllabus. Pathway changes include recognising locally accredited bouldering supervisor awards and dropping the requirement to hold the Climbing Wall Instructor 1.

7. **Rock Skills – personal skills training**

a. **Rock Skills 1**: A new syllabus for an introduction to outdoor climbing including bouldering (with an emphasis on movement skills) and top roped climbing
b. **Rock Skills 2**: A new syllabus for the skills to second routes on a single pitch crag.
c. **Rock Skills 3**: A new syllabus for an introduction to lead climbing - sport and trad.

Pathway proposals include minimum ages of 12, 13 and 14 for Rock Skills 1, 2, and 3 respectively and an easy access, low cost registration. Courses would be a minimum of 8 (RS1) and 16 hours contact time with delivery from Climbing Instructor 1 holders upwards.

8. **Climbing Assistant** A new syllabus for someone to operate on artificial climbing walls and boulders exclusively under the direct supervision of a qualified instructor to help enthuse and manage the group's safety and wellbeing (the instructor remains responsible for the group at all times and has vicarious liability for the assistant). The candidate needs to have experienced climbing but does not need to be a 'climber'. The training course includes a continuous assessment of their basic skills. The CARWG recommend that the Climbing Assistant is reviewed in 12-24 months with a view to extending its scope to outdoor climbing.

9. **Climbing Instructor 2**: The scope and venue would be the same as the current Single Pitch Award. The new syllabus sets out the skills required to teach and train lead climbing activities at both traditional and sport climbing single pitch venues. The pathway includes the requirement to log a minimum of 60 trad leads at VS4c and 60 more sport leads at F6a or above as well as having delivered a minimum of 20 Climbing Instructor 1 sessions before attending a four day training course. Candidates will then need significant further climbing and instructing experience before attending a three day assessment course.

10. **Mountaineering Instructor Award**: There is no change in scope and improved syllabus wording.

11. **Mountaineering Instructor Certificate**: Proposals to follow.

1. ROCK SKILLS 1 – SYLLABUS

1. Background and Planning
   - 1.1 Overview of the climbing and bouldering areas of the UK and Ireland.
   - 1.2 Use of guidebooks, mobile devices and online resources.
   - 1.3 Crag etiquette.

2. Climbing Skills
   - 2.1 Fundamental movement skills – balance, agility and coordination as the foundation of climbing movement.
   - 2.2 Climbing style – an introduction to footwork, handholds and climbing.

3. Footwear and Equipment
   - 3.1 Footwear selection – rock boot comfort and suitability for climbing outside.
   - 3.2 Equipment selection and functions – harness, belay devices, locking karabiners, bouldering pads.

4. Technical Skills
   - 4.1 Ropework – knots for tying on and attaching to simple anchors, rope management.
   - 4.2 Belaying – top and bottom rope belaying, holding falls and lowering.
   - 4.3 Spotting – with and without pads, landings, position of pads, effective spotting and its limits.

5. Environmental Knowledge
   - 5.1 Understand the impact of humans at climbing venues.
   - 5.2 Environmental considerations when climbing.
   - 5.3 Leave no trace and positive impact ethos.

6. Hazards and Emergency Procedures
   - 6.1 Identifying potential hazards at climbing and bouldering venues.
   - 6.2 Managing risk while bouldering.
   - 6.3 Gaining an understanding of common injuries.
   - 6.4 Calling for help.
   - 6.5 Understanding how Mountain Rescue is organised in the UK and Ireland.

2. ROCK SKILLS 2 - SYLLABUS

1. Background and Planning
   - 1.1 Choosing a suitable venue.
   - 1.2 Use of guidebooks, mobile devices and online resources.
   - 1.3 Crag etiquette.

2. Climbing Skills
   - 2.1 Warming up and avoiding injuries.
   - 2.2 Developing movement skills – body position and techniques for steeper terrain.
   - 2.3 Climbing style – widening the repertoire of climbing moves.

3. Footwear and Equipment
   - 3.1 Footwear selection – rock boot fit and type for improved performance.
   - 3.2 Technical equipment – an introduction to climbing protection gear.

4. Technical Skills
   - 4.1 Anchors and runners – how to select and place sound anchors and remove runners.
   - 4.2 Ropework – attaching to anchors for top-rope systems and rigging for bottom-rope systems, managing the rope.
   - 4.3 Belaying - belaying a lead climber, belaying from the top and bottom of the crag using top-rope systems.
   - 4.4 Holding falls and lowering – holding a lead fall and a falling second.

5. Environmental Knowledge
   - 5.1 Understand the impact of humans at climbing venues.
   - 5.2 Environmental considerations when climbing.
   - 5.3 Leave no trace and positive impact ethos.

6. Hazards and Emergency Procedures
   - 6.1 Identifying potential hazards at climbing and bouldering venues.
   - 6.2 Managing risk when top-roping.
   - 6.3 Gaining an understanding of common injuries.
   - 6.4 Calling for help.
   - 6.5 Understanding how Mountain Rescue is organised in the UK and Ireland.

3. ROCK SKILLS 3 SPORT

1. Background and Planning
   - 1.1 Selecting suitable venues and routes.
   - 1.2 Use of guidebooks, mobile devices and online resources.
   - 1.3 Crag etiquette.
   - 1.4 The climbing partnership – importance of trust and knowledge within a climbing partnership.
   - 1.5 Decision making – understanding risk evaluation and management.

2. Climbing Skills
   - 2.1 Movement techniques – safe and assured movement on the lead.
   - 2.2 Climbing style – optimising natural rests for clipping bolts.

3. Equipment
   - 3.1 Ropes – choosing a rope for leading, understanding rope specifications and systems.
   - 3.2 Technical equipment - selection and function of all gear for sport climbing.

4. Technical skills
   - 4.1 Fixed equipment – recognising types and assessing quality of bolts, pre-clipping first bolts.
   - 4.2 Anchors – types, how to rig for top-roping and lowering off.
   - 4.3 Ropework – minimising rope drag, attaching to multiple anchors.
   - 4.4 Belaying and holding/taking falls – leader and second falls.

5. Environmental Knowledge
   - 5.1 Understand the impact of humans at climbing venues.
   - 5.2 Environmental considerations when climbing.
   - 5.3 Leave no trace and positive impact ethos.

6. Hazards and Emergency Procedures
   - 6.1 Identifying potential hazards at climbing venues.
   - 6.2 Gaining an understanding of common injuries.
   - 6.3 What do to if….
   - 6.4 Calling for help.
   - 6.5 Understanding how Mountain Rescue is organised in the UK and Ireland.

4. ROCK SKILLS 3 TRAD

1. Background and Planning
   - 1.1 Selecting suitable venues and routes.
   - 1.2 Use of guidebooks, mobile devices and online resources.
   - 1.3 Crag etiquette.
   - 1.4 The climbing partnership – importance of trust and knowledge within a climbing partnership.
   - 1.5 Decision making – understanding risk evaluation and management.

2. Climbing Skills
   - 2.1 Movement techniques – safe and assured movement on the lead, climbing in a more reliable style.
   - 2.2 Climbing style – optimising natural rests for placing gear.

3. Equipment
   - 3.1 Ropes – choosing a rope for leading, and understanding rope specifications and systems.
   - 3.2 Technical equipment - selection and function of all gear, contents of a lead rack and how to carry it.

4. Technical Skills
   - 4.1 Runners - selection and placement of suitable gear to protect leader and second.
   - 4.2 Anchors – choosing the best anchor available.
   - 4.3 Ropework – minimising rope drag, attaching to multiple anchors.
   - 4.4 Belaying and holding falls – leader and second falls.

5. Environmental Knowledge
   - 5.1 Understand the impact of humans at climbing venues.
   - 5.2 Environmental considerations when climbing.
   - 5.3 Leave no trace and positive impact ethos.

6. Hazards and Emergency Procedures
   - 6.1 Identifying potential hazards at climbing venues.
   - 6.2 Gaining an understanding of common injuries.
   - 6.3 What to do if…
   - 6.4 Calling for help.
   - 6.5 Understanding how Mountain Rescue is organised in the UK and Ireland.

5. CLIMBING ASSISTANT – SYLLABUS

Technical competence

1. Equipment
    - 1.1 Name and understand the use of basic climbing equipment.
    - 1.2 Fit basic climbing equipment.
    - 1.3 Demonstrate an ability to evaluate the condition of basic climbing equipment.

2. Belaying
    - 2.1 Tie into the rope. Attach group members to the rope with and without a karabiner.
    - 2.2 Demonstrate the use of direct and indirect belay systems set by the supervising instructor.
    - 2.3 Use different belay techniques/devices.
    - 2.4 Bottom rope belay a climber competently, hold falls and control lowers.
    - 2.5 Whilst out of the rope system, assist a belayer to take in, hold a fall and control a lower.

3. Personal skills
    - 3.1 Demonstrate evidence of ongoing access to climbing walls for personal use.
    - 3.2 Understand the importance of centre of gravity in climbing movement.

4. Background knowledge
    - 4.1 Be aware of their duty of care in relation to assisting.
    - 4.2 Understand and use common terminology for climbing.
    - 4.3 Be aware of the role and philosophy of Mountain Training and its schemes, the mountaineering councils, climbing clubs and the NICAS/NIBAS schemes.
    - 4.4 Understand the basic concept of grading.

Management and decision making

5. Planning and structure of sessions
    - 5.1 Assist an instructor in liaising with climbing walls, parents, group members and organisations.
    - 5.2 Demonstrate an awareness of environmental hazards and other site users.
    - 5.3 Be aware of the existence of Mountain Training's National Guidelines.

6. Management of participants
    - 6.1 Understand good ethics for arrival, activity and departure.
    - 6.2 Manage a basic safe warm up session.
    - 6.3 Under direction, supervise one bottom roping party, providing back up where appropriate.
    - 6.4 Under direction, assist in the safe supervision of bouldering activities with groups (including spotting where appropriate).
    - 6.5 Avoid common problems with a roped party.
    - 6.6 Demonstrate an awareness of fall zones, trip hazards and drops.

7. Decision making
    - 7.1 Assist a qualified instructor in making decisions for the group.
    - 7.2 Assess and respond to the needs of participants.

8. Knowledge and demonstration of techniques
    8.1 Assist a qualified instructor in teaching basic techniques.

9. Working with other staff
    9.1 Understand their role and responsibilities in supporting a qualified instructor.
    9.2 Communicate effectively with a qualified instructor.

Teaching and learning skills

10. Teaching and learning skills
    10.1 Assist a qualified instructor in maintaining a positive learning environment for all participants.
    10.2 Communicate effectively and appropriately with a group and individuals.

The climbing environment

11. Access
    11.1 Show an awareness of the main rules and regulations governing the use of a climbing facility.

12. Etiquette and ethics
    12.1 Be aware of the impact the group you are with may have upon other site users.

6. CLIMBING WALL INSTRUCTOR 1 (CLIMBING WALL AWARD) – SYLLABUS

Technical competence

1. Equipment
    - 1.1 Select and fit suitable climbing equipment for personal and group use.
    - 1.2 Demonstrate an ability to evaluate the condition of personal climbing equipment and ensure appropriate use, care and maintenance in line with manufacturers' guidance.
    - 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 bouldering mats
        - 1.3.4 holds
        - 1.3.5 anchors/lower offs and fixed equipment.

2. Belaying
    - 2.1 Tie into the rope. Attach group members to the rope with and without a karabiner.
    - 2.2 Demonstrate the use of direct and indirect belay systems, and choose the most appropriate for a given situation.
    - 2.3 Set up bottom rope systems and choose the most appropriate for a given situation.
    - 2.4 Hold falls and control lowers.
    - 2.5 Supervise others belaying.

3. Personal skills
    - 3.1 Choose and lead routes suited to personal ability (minimum French 4)
    - 3.2 Demonstrate the skills of a competent second.
    - 3.3 Demonstrate a basic understanding of the safety chain and fall factors.
    - 3.4 Move with confidence on appropriate routes and boulder problems.

4. Background knowledge
    - 4.1 Have an awareness of the history, traditions and ethics of climbing in the UK and Ireland.
    - 4.2 Be familiar with the role and philosophy of Mountain Training and its schemes, the mountaineering councils, climbing clubs and the NICAS/NIBAS schemes.
    - 4.3 Have an awareness of the development of climbing walls in the UK and Ireland.
    - 4.4 Be familiar with the structure of competition climbing.
    - 4.5 Understand the grading systems used in the UK.

Management and decision making

5. Planning and structure of sessions
    - 5.1 Plan individual sessions and programmes of activities with appropriate aims and objectives.
    - 5.2 Build in flexibility when planning activities; respond to changing circumstances.
    - 5.3 Demonstrate an awareness of responsibility to any authorising organisation, parents/guardians, individual group members, the group as a whole and other site users.
    - 5.4 Demonstrate an understanding of the impact of weather when climbing on artificial structures.
    - 5.5 Be aware of Mountain Training's National Guidelines.

6. Organising sessions
    - 6.1 In the case of an incident know how to call for relevant assistance
    - 6.2 Issue appropriate rock climbing equipment and check correct fitting and use.
    - 6.3 Store equipment appropriately after each session.

7. Management of participants
    - 7.1 Select appropriate management techniques to safeguard all participants, irrespective of whether or not they are directly involved in the climbing activity.
    - 7.2 Utilise effective communication skills to
        - 7.2.1 Set and review targets
        - 7.2.2 Identify and react to the needs of the group in relation to involvement, interest, enjoyment and achievement.
    - 7.3 Demonstrate an understanding of warming up and injury avoidance techniques.
    - 7.4 Brief individuals and the group appropriately.
    - 7.5 Manage time appropriately in relation to the plan, activity and conditions.
    - 7.6 Avoid common roped climbing problems.
    - 7.7 Deal with common problems if they occur.
    - 7.8 Communicate with the group and individuals to identify whether anyone has an injury or disability that may require reasonable adjustments to be made to enable them to participate in the session.

8. Decision making
    - 8.1 Carry out dynamic risk assessments throughout each climbing session.
    - 8.2 Assess the abilities and objectives of the group participating in the session.

9. Knowledge and demonstration of techniques
    - 9.1 Deliver technical instruction to individuals and the group including:
        - 9.1.1 choice and fitting of suitable harnesses
        - 9.1.2 attaching the rope to the harness
        - 9.1.3 effective belaying.
    - 9.2 Demonstrate the use of bouldering activities with groups, using appropriate games and activities, including setting simple boulder problems.
    - 9.3 Teach and demonstrate basic climbing movement skills.
    - 9.4 Supervise a group of novice climbers in the following activities:
        - 9.4.1 belaying and tying-in
        - 9.4.2 climbing (including bouldering)

10. Managing/supervising other staff
    - 10.1 Understand the role and scope of an assistant. Understand the opportunities and liabilities presented by using an assistant in a session.
    - 10.2 Manage an assistant.

Teaching and learning skills

11. Teaching and learning skills
    - 11.1 Create and maintain a positive learning environment for all participants.
    - 11.2 Communicate effectively and appropriately with a group and individuals, checking for understanding.
    - 11.3 Demonstrate an ability to adapt the teaching style to meet group needs.
    - 11.4 Help participants develop a positive attitude towards climbing and introduce the idea of lifelong participation.
    - 11.5 Identify and use appropriate tasks to develop effective and safe climbers.
    - 11.6 Show an understanding of the reasons for evaluating a session and success of the outcome.

The climbing environment

12. Access
    - 12.1 Show an awareness of both general and locally important rules and regulations, and demonstrate an ability to obtain and comply with this information.

13. Etiquette and ethics
    - 13.1 Be aware of your responsibilities to the general public, other facility users and the wider climbing community.
    - 13.2 Operate a flexible programme of activities in order to accommodate other site or facility users.
    - 13.3 Be aware of the hazards presented to other site users by the actions of a group, and act in such a way that these are minimised.
    - 13.4 Be aware of the site-specific requirements and agreements relating to different climbing walls and artificial structures.

7. CLIMBING WALL INSTRUCTOR 1 ABSEIL MODULE – SYLLABUS

Technical competence

1. Equipment
    - 1.1 Select and fit suitable climbing equipment for top-roping and abseiling.
    - 1.2 Demonstrate an ability to evaluate the condition of personal abseiling equipment and ensure appropriate use, care and maintenance in line with manufacturers' guidance.
    - 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 anchors/lower offs and fixed equipment.

2. Belaying
    - 2.1 Tie into the rope. Attach group members to the rope with and without a karabiner.
    - 2.2 Demonstrate the use of direct and indirect belay systems at the top of a climbing wall, and choose the most appropriate for a given situation.
    - 2.3 Set up top rope systems and choose the most appropriate for a given situation.
    - 2.4 Hold falls and control lowers.
    - 2.5 Supervise others belaying
    - 2.6 Attach self and others to the belay system and abseil ropes.

3. Abseiling
    - 3.1 Abseil without requiring a back-up safety rope.
    - 3.2 Demonstrate methods of safeguarding a novice abseiling.
    - 3.3 Utilise belay points for both abseil and safety ropes.
    - 3.4 Use common devices for abseiling competently and choose the most appropriate for a given situation.
    - 3.5 Be aware of techniques for managing the safety of participants at the top of walls.

Management and decision making

4. Planning and structure of sessions
    - 4.1 Demonstrate an understanding of the impact of weather when abseiling on artificial structures.

5. Management of participants
    - 5.1 Select appropriate management techniques to safeguard all participants, irrespective of whether or not they are directly involved with the abseiling activity.
    - 5.2 Utilise effective communication skills to identify and react to the needs of the group in relation to involvement, interest, enjoyment and achievement.
    - 5.3 Manage the safety of those arriving at the top of a wall.
    - 5.4 Brief individuals and the group appropriately.
    - 5.5 Avoid common abseiling problems.
    - 5.6 Deal with common abseiling problems if they occur.

6. Managing/supervising other staff
    - 6.1 Understand the role and scope of an assistant. Understand the opportunities and liabilities presented by using an assistant in a session.
    - 6.2 Manage an assistant.

7. Decision making
    7.1 Carry out dynamic risk assessments throughout each abseiling session.

8. Knowledge and demonstration of techniques
    8.1 Deliver technical abseiling instruction to individuals and the group.

Teaching and learning skills

9. Teaching and learning skills
    9.1 Communicate effectively and appropriately with a group and individuals, checking for understanding.
    9.2 Show an understanding of the reasons for evaluating a session and success of the outcome.

8. CLIMBING INSTRUCTOR 1 (SINGLE PITCH AWARD) – SYLLABUS

Technical competence

1. Equipment
   - 1.1 Select and fit suitable climbing equipment for personal and group use.
   - 1.2 Demonstrate an ability to evaluate the condition of personal climbing equipment and ensure appropriate use, care and maintenance in line with manufacturers' guidance.
   - 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 bouldering mats
     - 1.3.4 holds
     - 1.3.5 anchors/lower offs and fixed equipment, both indoors and on natural crags

2. Anchors
   - 2.1 Select suitable, sound anchors in a variety of situations. Anchors to include:
     - 2.1.1 spikes and blocks
     - 2.1.2 nuts and camming devices
     - 2.1.3 threads, chockstones and trees
     - 2.1.4 fixed equipment including:
       - 2.1.4.1 a variety of different bolts
       - 2.1.4.2 stakes and other anchors placed in the ground
       - 2.1.4.3 climbing wall anchors
   - 2.2 Set up single and multiple anchors for a belay and attach themselves securely.

3. Belaying
   - 3.1 Tie into the rope. Attach group members to the rope with and without a karabiner.
   - 3.2 Demonstrate the use of direct and indirect belay systems and choose the most appropriate for a given situation.
   - 3.3 Set up top / bottom rope systems and choose the most appropriate for a given situation.
   - 3.4 Hold falls and control lowers.
   - 3.5 Supervise others belaying.
   - 3.6 Attach self and others to the belay system and abseil ropes.

4. Personal skills
   - 4.1 Choose and lead single pitch, Severe grade rock climbs in a safe, competent and assured manner.
   - 4.2 Demonstrate the skills of a competent second.
   - 4.3 Interpret guidebooks effectively.
   - 4.4 Demonstrate a basic understanding of the safety chain and fall factors.

5. Abseiling
   - 5.1 Abseil without requiring a back-up safety rope.
   - 5.2 Demonstrate methods of safeguarding a novice abseiling.
   - 5.3 Use common devices for abseiling competently and choose the most appropriate for a given situation.

6. Background knowledge
   - 6.1 Have an awareness of the history, traditions and ethics of climbing in the UK and Ireland.

6.2 Be familiar with the role and philosophy of Mountain Training and its schemes, the mountaineering councils, climbing clubs and the NICAS/NIBAS schemes.
6.3 Understand the grading systems used in the UK and Ireland.

Management and decision making

7. Planning and structure of sessions
   - 7.1 Plan individual sessions and programmes of activities with appropriate aims and objectives.
   - 7.2 Build in flexibility when planning activities; respond to changing circumstances.
   - 7.3 Demonstrate an awareness of responsibility to any authorising organisation, parents/guardians, individual group members, the group as a whole and other site users.
   - 7.4 Demonstrate an understanding of the impact of weather on climbing.
   - 7.5 Be aware of Mountain Training's National Guidelines.

8. Organising sessions
   - 8.1 In the case of an incident know how to call for relevant assistance..
   - 8.2 Choose appropriate venues, activities and routes for group use considering:
     - 8.2.1 suitability of approach/descent
     - 8.2.2 terrain at the base of the crag
     - 8.2.3 objective dangers.

9. Management of participants
   - 9.1 Select appropriate management techniques to safeguard all participants, irrespective of whether or not they are directly involved with the climbing activity.
   - 9.2 Utilise effective communication skills to
     - 9.2.1 Set and review targets
     - 9.2.2 Identify and react to the needs of the group in relation to involvement, interest, enjoyment and achievement.
   - 9.3 Demonstrate an understanding of warming up and injury avoidance techniques.
   - 9.4 Brief individuals and the group appropriately.
   - 9.5 Manage time appropriately in relation to the plan, activity and conditions.
   - 9.6 Avoid common roped climbing and abseiling problems.
   - 9.7 Deal with common problems if they occur.
   - 9.8 Communicate with the group and individuals to identify whether anyone has an injury or disability that may require reasonable adjustments to be made to enable them to participate in the session.

10. Decision making
   - 10.1 Carry out dynamic risk assessments throughout each climbing session.
   - 10.2 Assess the abilities and objectives of the group participating in the session.

11. Knowledge and demonstration of techniques
   - 11.1 Deliver technical instruction to individuals and the group including:
     - 11.1.1 choice and fitting of suitable harnesses
     - 11.1.2 attaching the rope to the harness
     - 11.1.3 effective belaying
     - 11.1.4 abseiling.
   - 11.2 Teach and demonstrate basic climbing movement skills.
   - 11.3 Supervise a group of novice climbers in the following activities:
     - 11.3.1 belaying and tying-in
     - 11.3.2 climbing
     - 11.3.3 bouldering
     - 11.3.4 abseiling.

12. Personal safety
    - 12.1 Demonstrate appropriate methods of protecting themselves while operating at height during all activities.

13. Managing/supervising other staff
    - 13.1 Understand the role and scope of an assistant. Understand the opportunities and liabilities presented by using an assistant in a session.
    - 13.2 Manage an assistant.

Teaching and learning skills

14. Teaching and learning skills
    - 14.1 Create and maintain a positive learning environment for all participants.
    - 14.2 Communicate effectively and appropriately with a group and individuals, checking for understanding.
    - 14.3 Demonstrate an ability to adapt the teaching style to meet group needs.
    - 14.4 Help participants develop a positive attitude towards climbing and introduce the idea of lifelong participation.
    - 14.5 Identify and use appropriate tasks to develop effective and safe climbers.
    - 14.6 Show an understanding of the reasons for evaluating a session and success of the outcome.

The climbing environment

15. Access
    - 15.1 Source current access information and act accordingly.
    - 15.2 Show an awareness of important climbing wall rules and regulations, and demonstrate an ability to obtain and comply with this information.

16. Conservation
    - 16.1 Have a basic working knowledge of the rock climbing environment including geology and natural history.
    - 16.2 Operate in such a way as to minimise impact on the environment (including the climbing resource).
    - 16.3 Pass on basic environmental knowledge in an appropriate and engaging way to educate and enthuse.
    - 16.4 Manage groups so that they have minimal impact and leave the crags in an improved condition where possible.

17. Etiquette and ethics
    - 17.1 Be aware of your responsibilities to the general public, other facility users, environmental agencies, local residents, landowners and the wider climbing community.
    - 17.2 Be aware of local rock climbing ethics related to single pitch crags.
    - 17.3 Operate a flexible programme of activities so as to accommodate other site or facility users.
    - 17.4 Be aware of the hazards presented to other site users by the actions of a group and act to minimise these.
    - 17.5 Be aware of the site-specific requirements and agreements relating to different crags, climbing walls and artificial structures.

9. CLIMBING WALL INSTRUCTOR 2 (CLIMBING WALL LEADING AWARD) – SYLLABUS

Technical competence

1. Equipment
   - 1.1 Select and fit suitable climbing equipment for personal and group use when leading routes.

2. Belaying
   - 2.1 Demonstrate a variety of belay techniques appropriate for lead climbing.
   - 2.2 Hold leader falls and control lowers.

3. Personal skills
   - 3.1 Choose and lead routes at French 6a in a safe, competent and assured manner.
   - 3.2 Demonstrate ability to take leader falls in a controlled manner.
   - 3.3 Demonstrate an understanding of the safety chain and fall factors with relevance to lead climbing.

Management and decision making

4. Planning and structure of sessions
   - 4.1 Plan individual sessions and programmes of activities with appropriate aims and objectives.
   - 4.2 Build in flexibility when planning activities; respond to changing circumstances.
   - 4.3 Demonstrate an awareness of responsibility to the wall management, authorising organisations, parents/ guardians, group members and other site users.
   - 4.4 Be familiar with Mountain Training's National Guidelines.

5. Management of participants
   - 5.1 Select appropriate management techniques to safeguard all participants, irrespective of whether or not they are directly involved in the climbing activity.
   - 5.2 Utilise effective communication skills to
     - 5.2.1 Set and review targets
     - 5.2.2 Identify and react to the needs of students in relation to the development of lead climbing skills.
   - 5.3 Manage time appropriately in relation to the plan, activity and conditions.
   - 5.4 Avoid common lead climbing problems.
   - 5.5 Deal with common lead climbing problems if they occur.

6. Decision making
   - 6.1 Carry out dynamic risk assessments throughout each lead climbing session.
   - 6.2 Assess the abilities of individuals to lead routes and belay lead climbers.
   - 6.3 Make appropriate judgements regarding the suitability of various techniques for instructing and coaching the skills required for individuals to belay lead climbers and lead climb effectively.

7. Knowledge and demonstration of techniques
   - 7.1 Deliver technical instruction to individuals and the group including:
     - 7.1.1 effective lead belaying
     - 7.1.2 the principles of appropriate route choice
     - 7.1.3 use of leader placed and in situ quick draws
     - 7.1.4 effective communication between leader and belayer
     - 7.1.5 falling and holding a fall

7.1.6 lowering to the ground.

7.2 Teach and demonstrate basic lead climbing skills.

7.3 Demonstrate the use of appropriate climbing and non-climbing activities to develop lead climbing techniques.

7.4 Supervise climbers belaying and leading.

Teaching and learning skills

8. Teaching and learning skills

8.1 Create and maintain a positive learning environment for all participants.

8.2 Communicate effectively and appropriately with a group and individuals, checking for understanding.

8.3 Demonstrate an ability to adapt the teaching style to meet individual needs.

8.4 Continue to develop positive attitudes towards climbing and lifelong participation.

8.5 Understand and introduce progressive activities to ensure development of appropriate knowledge, skills and experience over time.

8.6 Observe and analyse individual performances to provide appropriate, effective and timely feedback for participants.

8.7 Evaluate a session and its outcomes to inform the planning of future sessions.

The climbing environment

9. Access

9.1 Show an awareness of both general and locally important rules and regulations, and demonstrate an ability to obtain and comply with this information.

10. Etiquette and ethics

10.1 Identify appropriate and inappropriate areas of a wall to teach lead climbing and other associated skills.

10.2 Be aware of the hazards presented to other site users by lead climbers and act in a way to keep these minimised.

10.3 Be aware of the site-specific requirements and agreements relating to teaching leading on different climbing walls and artificial structures.

10. CLIMBING INSTRUCTOR 2 – SYLLABUS

Technical competence

1. Equipment
    - 1.1 Demonstrate appropriate use, care and maintenance of a wide range of commonly used trad and sport climbing equipment.
    - 1.2 Demonstrate appropriate use of commonly used in situ climbing equipment.

2. Anchors
    - 2.1 Demonstrate a variety of anchor placements appropriate to the situation.
    - 2.2 Demonstrate appropriate use of commonly used in situ climbing equipment.

3. Belaying
    - 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.

4. Personal skills
    - 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 .
    - 4.4 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.
    - 4.6 Safeguard self (as appropriate) whilst teaching participants to lead on single pitch routes.
    - 4.7 Demonstrate a variety of problem-solving and improvised-rescue techniques using normal
    - 4.8 climbing equipment, to include abseiling, lowering, prusiking, and basic hoisting and escaping from the system.

5. Background knowledge
    - 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 award pathway.

Management and decision making

6. Planning and structure of sessions
    - 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.

7. Organising sessions
    7.1 Have an awareness of differing climbing venues and appropriate techniques to manage their use.

8. Management of participants
    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.

9. Decision making
    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.

10. Knowledge and demonstration of techniques
    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
    11.1 Manage personal safety whilst supervising participants progressing to and undertaking lead climbing.

Teaching and learning skills

12. Teaching and learning skills
    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.

The Climbing Environment

13. Access
    13.1 Source current access information and act accordingly.

14. Conservation
    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.

15. Etiquette and ethics

15.1 Have a broad working knowledge of your responsibilities to the general public, other facility users, environmental 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.

11. MOUNTAINEERING INSTRUCTOR AWARD – SYLLABUS

Technical competence

1. Personal skills
    - 1.1 Choose and lead multi pitch rock climbs at a minimum of VS 4c and at least F6a sport climbs in a safe, competent and assured manner.
    - 1.2 Demonstrate a sound knowledge of traditional and developing guidebook media.
    - 1.3 Demonstrate an understanding of the safety chain and fall factors with relevance to lead climbing in a multi-pitch context.
    - 1.4 Demonstrate practical and theoretical currency in a wide range of mountaineering/rock climbing techniques and skills.
    - 1.5 Navigate with speed and efficiency in all conditions.
    - 1.6 Demonstrate efficient movement over all types of mountain terrain.

2. Background knowledge
    - 2.1 Have a breadth and depth of knowledge of the history, traditions and ethics of mountaineering and rock climbing.
    - 2.2 Have a detailed understanding of the role, philosophy and structure of Mountain Training and its schemes, the mountaineering councils, climbing clubs and the NICAS/NIBAS schemes.
    - 2.3 Demonstrate knowledge of a wide range of mountain literature including instructional books, guidebooks and biographies.
    - 2.4 Be familiar with Mountain Training's National Guidelines as well as the implications of current relevant legislation and accreditation/inspection regimes.
    - 2.5 Have the ability to instruct and supervise aspects of Mountain Training's walking and climbing skills and qualification courses.
    - 2.6 Have a generic understanding of the standards required for all the above qualifications and suitable methods to train and assess them.
    - 2.7 Understand the Mountaineering Instructor's role as a technical advisor.

Management and decision making

3. Planning and structure of sessions
    - 3.1 Plan developmental rock climbing, mountaineering and technical indoor sessions appropriate to the needs of the participant(s).
    - 3.2 Build in flexibility when planning activities; respond to a hyper dynamic environment.
    - 3.3 Demonstrate an awareness of responsibility to any authorising organisation, parents/guardians, the participant(s), Mountain Training and others.

4. Management of participants
    - 4.1 Demonstrate appropriate care and leadership of participants when rock climbing and on scrambling terrain, including the use of rope techniques.
    - 4.2 Utilise effective communication skills to identify and react to the needs of the participant(s).
    - 4.3 Avoid common climbing and mountaineering problems.
    - 4.4 Assess an incident on a crag or mountain to determine a safe, efficient and effective solution.
    - 4.5 Apply a variety of problem-solving and improvised-rescue techniques using normal climbing equipment, to include abseiling, lowering, hoisting, escaping from the system and prusiking.

5. Decision making
    - 5.1 Select suitable venues, activities and routes taking into account the ability and aspirations of the party and the likely weather and conditions.
    - 5.2 Carry out dynamic risk assessments and evaluate the needs and requirements of individuals and groups to ensure a suitable level of adventure, risk and safety.
    - 5.3 Assess the ability of the participant(s) in order to deliver a safe, appropriate, enjoyable and educational day.

6. Knowledge and demonstration of techniques
    - 6.1 Effectively teach and lead a variety of mountain-related activities, skills and techniques, to participants who range from novice to committed hill walker, scrambler and rock climber.
    - 6.2 Effectively present mountain-related topics, promoting learning and encouraging discussion.

Teaching and learning skills

7. Teaching and learning skills
    - 7.1 Communicate effectively and appropriately with individuals in a range of situations, checking for understanding.
    - 7.2 Actively appraise and manage session delivery, maximising both lifelong learning and experience opportunities for participant(s).
    - 7.3 Understand and utilise a variety of suitable learning and teaching strategies to ensure development of appropriate knowledge, skills and experience over time.
    - 7.4 Observe and analyse individual performances to provide appropriate, effective and timely feedback for participants.
    - 7.5 Evaluate a session and its outcomes to inform the planning of future sessions.

The climbing environment

8. Access
    - 8.1 Source current access information and act accordingly.

9. Conservation
    - 9.1 Have a broad working knowledge of the mountain environment including geology, natural history, flora and fauna.
    - 9.2 Operate in such a way as to minimise impact on the environment (including the climbing resource).
    - 9.3 Pass on environmental knowledge in an appropriate and engaging way to educate and enthuse.
    - 9.4 Manage individuals and groups so that they have minimal impact and leave the crags and mountains in an improved condition where possible.

10. Etiquette and ethics
    - 10.1 Have a broad working knowledge of your responsibilities to the general public, other facility users, environmental agencies, local residents, landowners and the wider climbing and mountaineering community.
    - 10.2 Have a broad working knowledge of local rock climbing and mountaineering ethics.
    - 10.3 Operate a flexible and imaginative programme of activities so as to accommodate other site or facility users.

12. ROCK SKILLS – PATHWAY

1. Scheme Pathway

1.1. Introduction

The one-day Rock Skills 1 course will provide an introduction to climbing outside on boulders and friendly crags. The focus will be on maximum climbing time, how to move on rock, finding balance and using feet. Basic ropework and belaying will also be included. The two-day Rock Skills 2 course is the key to becoming a competent second and confident top-rope climber outside. The two-day Rock Skills 3 courses are an introduction to lead climbing, there are two choices depending whether a candidate is interested in trad or sport climbing.

1.2. Stages in the scheme

Registration

- Choose a course level using "How to choose the right Rock Skills course" (link to webpage)
- Find a course via the Mountain Training website
- Contact the course provider to book the course
- Parents/guardians of under 18s please read this advice (link to advice for parents/guardians)
- Attend a Rock Skills course
- Receive a certificate of attendance

1.3. Continuing development

- Go climbing
- Attend next level of Rock Skills
- Consider other Mountain Training schemes

2. Course Structure

2.1 Course Titles

Rock Skills 1: Introduction to rock climbing and bouldering
Rock Skills 2: Developing rock climbing skills and confidence
Rock Skills 3 Sport: Introduction to sport lead climbing
Rock Skills 3 Trad: Introduction to traditional lead climbing

2.2 Minimum Age

Rock Skills 1: 12
Rock Skills 2: 13
Rock Skills 3 Sport: 14
Rock Skills 3 Trad: 14

2.3 Previous Experience

Rock Skills 1: None
Rock Skills 2: RS1 or some other climbing experience
Rock Skills 3 Sport: RS1 and RS2 or considerable outdoor experience, plus indoor leading
Rock Skills 3 Trad: RS1, RS2 and RS3 Sport or considerable outdoor experience plus indoor leading

2.4 Contact Time

Rock Skills 1: 8 hours
Rock Skills 2: 16 hours
Rock Skills 3 Sport: 16 hours
Rock Skills 3 Trad: 16 hours

3. Course Delivery

3.1 Course Director qualifications

Rock Skills 1: Climbing Instructor 1
Rock Skills 2: Climbing Instructor 1 + Foundation Coach or equivalent
Rock Skills 3 Sport: Climbing Instructor 2 (Mountaineering Instructor Award interim) + Foundation Coach or equivalent
Rock Skills 3 Trad: Climbing Instructor 2 (Mountaineering Instructor Award interim) + Foundation Coach or equivalent
All: Member of a professional association and mountaineering council

3.2 Course Director other requirements

Rock Skills 1:
Active, current climber, operating regularly at Severe, Fr 4 and above.
Climbing Instructor 1 for at least 2 years: evidence of active use of qualifications with a valid cross-section of groups, and of current CPD. Good potential client market.

Rock Skills 2:
Active, current climber, operating regularly at HS, Fr 5 and above.
Climbing Instructor 1 + Foundation Coach or equivalent for at least 2 years: evidence of active use of qualifications with a valid cross-section of groups, and of current CPD. Good potential client market.

Rock Skills 3 Sport:
Active, current climber, operating regularly at VS, Fr 6 and above.
Climbing Instructor 2 + Foundation Coach or equivalent for at least one year: evidence of active use of qualifications with a valid cross-section of groups, and of current CPD. Good potential client market.

Rock Skills 3 Trad:
Active, current climber, operating regularly at VS, Fr 6 and above.
Climbing Instructor 2 + Foundation Coach or equivalent for at least one year: evidence of active use of qualifications with a valid cross-section of groups, and of CPD current. Good potential client market.

3.3 Other Staff qualifications

Rock Skills 1: Climbing Instructor 1
Rock Skills 2: Climbing Instructor 1 + Foundation Coach or equivalent
Rock Skills 3 Sport: Climbing Instructor 2/Mountaineering Instructor Award
Rock Skills 3 Trad: Climbing Instructor 2/Mountaineering Instructor Award

3.4 Ratio and course size

Rock Skills 1: 1:6 min 2 max 12
Rock Skills 2: 1:4 min 2 max 8
Rock Skills 3 Sport: 1:3 min 2 max 6
Rock Skills 3 Trad: 1:3 min 2 max 6

4. Awarding Organisation

National Mountain Training organisations

13. CLIMBING ASSISTANT – PATHWAY

1. Scheme Pathway

1.1 Introduction

This scheme is for those with competence in the basic skills of climbing who wish to assist qualified climbing instructors and coaches with the management of their sessions. Accredited assistants are assessed as competent in their role supporting qualified instructors and coaches but are not qualified to manage groups independently (just like a teaching assistant).

1.2 Scope of the scheme

A Climbing Assistant can:
Assist with the fitting of basic equipment such as harnesses, helmets and rock shoes.
Assist a qualified instructor with the supervision of core climbing techniques.
With the approval and supervision of an appropriately qualified instructor an assistant can assist at indoor and outdoor artificial bouldering venues, indoor and outdoor climbing walls. (See Climbing Wall Instructor 1 handbook for the definitions of these.)

1.3 Stages in the scheme

1.3.1 Scheme registration (online)
Minimum age: 16
No Council membership
Low cost registration

Record your experience
The Climbing Assistant scheme relies on experience and it is crucial that you record this experience in some way. Mountain Training has developed a digital logbook (DLOG) to help you keep track of your climbing sessions and other experience.

1.3.2 Training prerequisites

- Experience in the basic skills (belaying, harness fitting, tying on).
- 5 indoor and/or 5 outdoor climbing sessions[1] logged in DLOG. (There is no personal climbing requirement, you can just belay, but it is useful to have experience in climbing).
- Belayed on a minimum of 5 climbing sessions, indoors or outdoors. (Guidance would suggest that this experience be with a variety of groups)
- Complete the e-module on 'Intro to Mountain Training'- includes ethos and aims, Mountain Training pathways, CMS and DLOG use, participant pathways (e.g. NICAS etc.), role of the National mountain Training Organisations and Mountaineering Councils, role of the associations, duty of care, safeguarding role and equity. This module is to be completed by all new MT registrants and recorded on DLOG.

1.3.3 Continuous assessment

- On the training course you will be continuously assessed in the basic skills (belaying, harness fitting, tying on)
- There is no first aid requirement.

1.4 Continuing development

- Council membership will give Climbing Assistants access to relevant insurance cover
- Rock Skills

[1] a session is a half day or evening

- Foundation Coach - completion of Foundation Coach would accredit the candidate as an assistant coach
- Climbing Instructor 1 and Climbing Wall Instructor 1 schemes (sessions working as a Climbing Assistant would support DLOG requirements for Climbing Instructor 1 and Climbing Wall Instructor 1)

Reflective practice with qualified instructors would support these pathways. DLOG could be used to record these comments.

Association membership
Mountain Training Association membership would provide access to relevant CPD and support into the instructional schemes.

1.5 Further guidance and policies

- Guidance on managing assistants – for all instructors and leaders. (A separate publication available to all award holders.)
- Safeguarding – standard policy
- Complaints – standard policy

2. Course Structure

2.1 Training

Minimum 6 hours contact time (e.g. 2 x 3 hrs in evenings). Training will take place in a climbing wall.

2.2 Assessment

Continuous assessment of the basic skills.
Results – Pass or Defer (not yet mastered basic skills).

3. Course Delivery

3.1 Training

Director requirements – Climbing Wall Instructor 2 or above.
National Mountain Training Organisation requirements (e.g. market access).
Additional staff requirements – Climbing Instructor 1/Climbing Wall Instructor 1.
Min course size 4, max course size 12, max required ratio 1:6.

3.2 Assessment

As above.

4. Awarding Organisation

- Mountain Training Cymru
- Mountain Training England
- Mountain Training Scotland
- Mountain Training Board of Ireland (MTNI and BOS)

14. CLIMBING WALL INSTRUCTOR 1 (CLIMBING WALL AWARD) – PATHWAY

1. Scheme Pathway

1.1 Introduction

The Climbing Wall Instructor 1 gives climbers the skills required to supervise participants on purpose built artificial climbing walls and boulders.

1.2 Scope of the scheme

It is ideal for people who work at climbing walls or at venues with permanent or mobile climbing towers.

1.3 Stages in the scheme

1.3.1 Scheme registration

The prerequisites for registration are as follows:

- You must be at least 17 years old (18 at assessment)
- You should have at least 6 months of experience of using a variety of climbing walls
- You should have an interest in climbing and in supervising groups on climbing walls
- You must be a member of a mountaineering council
- Cheaper registration for U18s?

1.3.2 Training prerequisites:

- You must be registered on the scheme
- You must have recorded visits to 3 different climbing walls on at least 15 different occasions; this must include at least one major public wall
- You must have led routes on walls
- You must have an understanding of the wider sport of climbing and ideally have climbed outdoors
- You must complete the e-module on 'Introduction to Mountain Training'

The content of this includes Mountain Training's ethos and aims, Mountain Training pathways, CMS and DLog use, participant pathways (e.g. NICAS etc.), the role of the Councils, the role of the associations, duty of care, safeguarding and equity. This module is to be completed by all new Mountain Training registrants and recorded on DLOG. This must be completed prior to training. (Mountain Training's Climbing Assistants will already have completed this.)

Training Process

The Climbing Wall Instructor 1 training is a minimum of 12 hours long. The course must visit two climbing walls, one of which must be a public facility.

Assessments are run by one of our approved Providers and a variety of cost packages are available, depending on what's included (food, accommodation etc.) so you can choose one that's right for you.

1.3.3 Consolidation period

Consolidate your experience. Candidates will generally see new ideas and techniques during training and will therefore need some time to practise and evaluate these before taking the assessment. During this period of consolidation, candidates are advised to climb at as wide a range of venues as possible, both as an individual and when assisting with the supervision of others. Mountain Training recommends that all but the most experienced candidates allow a minimum of three months between training and assessment. There is currently no time limit on the validity of a training course and some candidates may take several years to complete the award.

1.3.4 Assessment prerequisites:

- You must be at least 18 years old
- You must have attended a Climbing Wall Award training course (or have been granted exemption)

- You must be familiar with the syllabus
- You must have logged a minimum of 30 visits to at least three different climbing walls
- You must have led a minimum of 40 climbs on climbing walls
- You must be confident at leading routes at Fr 4
- You must have assisted in the supervision of at least 15 instructed sessions on at least two different walls, including a large public facility, in a variety of contexts. At least five of these sessions must have reflective practice recorded on DLOG.
- You must hold a current first aid certificate, minimum 8 hours and relevant to your work as a Climbing Wall Award holder

Assessment process
The Climbing Wall Instructor 1 assessment is a minimum of 6 hours.
Assessments are run by one of our approved Providers and a variety of cost packages are available, depending on what's included (food, accommodation etc.) so you can choose one that's right for you. It is strongly recommended that the assessment includes the practical management of a group.

1.4 Continuing development

- Foundation Coach

Reflective practice with qualified Climbing Wall Instructor 2/Climbing Instructor 1/Climbing Instructor 2 instructors and coaches would support these pathways. DLOG could be used to record these comments.

Association membership
Mountain Training Association membership would provide access to relevant CPD and support into further instructional or coaching schemes.

1.5 Further guidance and policies

- Guidance on managing assistants – for all instructors and leaders. (A separate publication available to all award holders.)
- Guidance on the supervision of bouldering – for all instructors and coaches. Good practice and safe supervision of bouldering indoors and outdoors on artificial surfaces and on rock.
- Safeguarding – standard policy
- Complaints and appeals – standard policy

Further details of the exemption process can be found on the Mountain Training website.

There is no exemption from assessment.

2. Course Structure

2.1 Training

12 hours contact time (eg: 2 x 6hrs over 2 days) - sample programme

2.2 Assessment

6 hours contact time
Results – Pass, Defer or Fail

3. Course Delivery

3.1 Training

Director requirements – Mountaineering Instructor Award or above plus national Mountain Training organisation requirements (e.g. market access).
Additional staff requirements – Climbing Wall Instructor 1 or above.

Min course size 4, max course size 12, max required ratio 1:6. (needs min 4 to practice role with a group)

3.2 Assessment

Director requirements – Mountaineering Instructor Award or above. Additional staff – Mountaineering Instructor Award or above.
Min course size 2, max course size 8, max ratio: 1:4

4. Awarding Organisation

- Mountain Training Cymru
- Mountain Training England
- Mountain Training Scotland
- Mountain Training Board of Ireland (MTNI and BOS)

15. CLIMBING INSTRUCTOR 1 (SINGLE PITCH AWARD) – PATHWAY

1. Scheme Pathway

1.1 Introduction

The Climbing Instructor 1 scheme enables experienced rock climbers to instruct climbing on single pitch crags and artificial climbing walls and towers.

1.2 Scope of the scheme

A qualified instructor can:

- Teach climbing skills.
- Take people climbing, bouldering and abseiling.
- Manage groups safely in these activities.

1.3 Stages in the scheme

1.3.1 Registration prerequisites:

- 18 years old
- Experienced indoor and outdoor rock climber.
- A genuine interest in climbing and the supervision of groups.
- Member of a mountaineering council.

1.3.2 Training prerequisites:

- Led at least 15 graded rock climbs with traditional protection.*
- Led at least 15 climbing wall routes.
- Led at least 15 outdoor bolt protected sport climbs.

*HANDBOOK GUIDANCE NOTES: include definition of traditional protected climbs and importance of variety and different rock types etc.
HANDBOOK GUIDANCE NOTES: will explain that up to 50% of the experience is required within the UK/Ireland. Overseas experience will count if in comparable terrain to UK/Ireland.

1.3.3 Consolidation period

- Climb at a wide range of venues and on a variety of rock types, both as an individual and when assisting with the supervision of others.
- All but the most experienced candidates should allow a minimum of six months between training and assessment.
- You must have assisted in the supervision of approximately 20 instructed sessions post training. These sessions should be at a variety of different venues with 10 being on indoor climbing walls and the other 10 on outdoor crags. A session is a half day or evening.

1.3.4 Assessment prerequisites:

- You must be at least 18 years old.
- Have attended a Single Pitch Award training course or been granted exemption from training.
- You must be familiar with the syllabus.
- Be competently leading Severe grade climbs on outdoor crags with leader-placed protection.
- Have led a minimum of 40 graded rock climbs with traditional protection at a variety of venues (of which at least 20 MUST be at Severe grade or above).
- Be proficient in the use of climbing walls and have a minimum of 30 climbing wall leads graded at F4 or above.
- Be proficient in outdoor bolt protected sport climbing and have a minimum of 10 sport climb leads graded at F4 or above.
- Hold a valid first aid certificate.

1.4 Continuing development

- Registrants can join the Mountain Training Association.
- Attend Fundamentals workshops.
- Qualified candidates can go on to register for: Climbing Wall Instructor 2, Climbing Instructor 2, Mountaineering Instructor Award, Foundation & Development Coach.

1.5 Further guidance and policies

- Guidance on managing assistants – for all instructors and leaders. (A separate publication available to all award holders.)
- Guidance on the supervision of bouldering – for all instructors and coaches. Good practice and safe supervision of bouldering indoors and outdoors on artificial surfaces and on rock.
- Safeguarding – standard policy
- Complaints and appeals – standard policy

2. Course Structure

2.1 Training

Training will involve a minimum of 24 hours contact time delivered over a minimum of 3 days.
Results: Completed, Not yet completed, Withdrew, Did not show, Exemption
Climbing Wall Instructor 1 pathway training – candidates who hold Climbing Wall Instructor 1 training or assessment can progress to the Climbing Instructor 1 and automatically be exempt from the climbing wall aspect and attend a 16 hour Climbing Instructor 1 training.*

2.3 Assessment

Assessment will involve a minimum of 16 hours contact time delivered over a minimum of 2 days with at least 4 hours delivered at an indoor climbing wall.
Results: Pass, Defer, Fail, Not yet completed, Withdrew, Did not show.

*HANDBOOK GUIDANCE NOTES: candidates need to be registered for Climbing Instructor 1 and meet the training course criteria. Providers would need to manage ratios and courses sizes accordingly. This option gives great exit route for Climbing Wall Instructor 1 candidates.

3. Course Delivery

3.1 Training

Course director must be Mountaineering Instructor Award
Additional staff must be Climbing Instructor 1* or higher

Min course size: 2, max course size: 8, required ratio: 1:4.

3.2 Assessment

- course director must be Mountaineering Instructor Award
- additional staff must be Climbing Instructor 1* or higher
- min course size: 2
- max course size: 8
- required ratio: 1:4

*HANDBOOK GUIDANCE NOTES providers to be aware of deploying staff within their own scope. i.e. supervising of lead climbing activity would need to be carried out by the Course Director.

4. Awarding Organisation

- Mountain Training Cymru
- Mountain Training England
- Mountain Training Scotland
- Mountain Training Board of Ireland (MTNI and BOS)

16. CLIMBING WALL INSTRUCTOR 2 (CLIMBING WALL LEADING AWARD) – PATHWAY

1. Scheme Pathway

1.1 Introduction

The Climbing Wall Instructor 2 scheme develops the skill required to teach lead climbing skills on indoor or outdoor artificial climbing walls and structures with fixed protection.

1.2 Scope of the scheme

It builds on the skills gained through either Climbing Wall Instructor 1 or Climbing Instructor 1, one of which candidates must hold to access the Climbing Wall Instructor 2 scheme.

1.3 Stages in the scheme

1.3.1 Scheme registration

The prerequisites for registration are as follows:

- You must be at least 18 years old
- You must hold either the Climbing Wall Award or the Single Pitch Award

1.3.2 Training prerequisites

- You must have an up to date logbook (ideally DLOG) with evidence of the following...
- 50 led routes
- Climbed at 3 different major climbing walls
- Belayed a lead climber 50 times
- 25 lead routes at grade F6a on indoor climbing walls
- 20 supervising sessions after passing either Climbing Wall Award or Single Pitch Award

1.3.3 Consolidation period

Consolidate your experience. Candidates will generally see new ideas and techniques during training and will therefore need some time to practise and evaluate these before taking the assessment. During this period of consolidation, candidates are advised to climb at as wide a range of venues as possible, both as an individual and when assisting with the supervision of others. Mountain Training recommends that all but the most experienced candidates allow a minimum of three months between training and assessment. There is currently no time limit on the validity of a training course and some candidates may take several years to complete the award.

1.3.4 Assessment prerequisites

- You must have attended a Climbing Wall Leading Award training course (or have been accredited with prior learning)
- You must be familiar with the syllabus
- You must have logged a minimum of 100 different lead climbs, at least half of which must be a grade of French 6a or above
- You must have assisted or observed at least 5 teaching leading sessions delivered by a suitably qualified person and reviewed in DLOG as reflective practice.
- You must hold a current first aid certificate, minimum 8 hours and relevant to your work as a Climbing Wall Award holder

1.4 Continuing development

- The Coaching Scheme

Reflective practice with qualified Climbing Instructor 1 and Climbing Instructor 2 instructors and coaches would support these pathways. DLOG could be used to record these comments.

Association membership.

Mountain Training Association membership would provide access to relevant CPD and support into further instructional or coaching schemes.

1.5 Further guidance and policies

- Guidance on managing assistants – for all instructors and leaders. (A separate publication available to all award holders.)
- Guidance on the supervision of bouldering – for all instructors and coaches. Good practice and safe supervision of bouldering indoors and outdoors on artificial surfaces and on rock.
- Safeguarding – standard policy
- Complaints and appeals – standard policy

Further details of the exemption process can be found on the Mountain Training website.

There is no exemption from assessment.

2. Course Structure

2.1 Training

8 hours contact time

2.2 Assessment

6 hours contact time
Results: Pass, Defer or Fail

3. Course Delivery

3.1 Training

Course Director requirements – Mountaineering Instructor Award or above, national Mountain Training organisation requirements (e.g. market access).
Additional staff requirements – Climbing Wall Instructor 2 or above.
Min course size 2, max course size 8, max required ratio 1:4.

3.2 Assessment

Course Director requirements – Mountaineering Instructor Award or above.
Additional staff – Mountaineering Instructor Award or above.
Min course size 2, max course size 8, max ratio: 1:4

4. Awarding Organisation

- Mountain Training Cymru
- Mountain Training England
- Mountain Training Scotland
- Mountain Training Board of Ireland (MTNI and BOS)

17. CLIMBING INSTRUCTOR 2 – PATHWAY

1. Scheme Pathway

1.1 Introduction

For experienced instructors wishing to develop a participant's rock climbing proficiency. This development may extend to lead climbing.

1.2 Scope of the scheme

The 'Climbing Instructor 2' can develop individuals to lead rock climbs in a single pitch environment using leader placed (traditional climbing) and equipped (sport climbing) protection.

1.3 Stages in the scheme

1.3.1. Scheme registration

Registration for the Climbing Instructor 2 is by application.

To apply candidates must be a qualified Climbing Instructor 1 and have the following experience recorded in DLOG;

- Delivered a minimum of 20 days as a 'Climbing Instructor 1' at a variety of venues and with a variety of groups.
- Led a minimum of 60 named single pitch routes using leader placed protection in three different climbing areas at VS 4c or above. Candidates may include full multi-pitch routes using leader placed protection (up to 50% of the requirement).
- Led a minimum of 60 sport climbs in three different climbing areas at 6a or above. Up-to 50% of this experience can be outside the UK and Ireland.

Once experience is recorded candidates are required to;

- Register for the Climbing Instructor 2 through CMS. Registration incurs a non-refundable fee.
- Notify Mountain Training (via the SEND TO MT button in DLOG) that their DLOG is ready to be reviewed.

Candidates will be notified by email whether the application was accepted or not. This correspondence will include feedback if the application is unsuccessful. Unsuccessful applicants are required to reapply to proceed.

1.3.2 Training prerequisites

Candidates may not proceed to training unless their application is accepted by Mountain Training.

Exemption from training attendance is possible for exceptionally experienced candidates.

1.3.3 Consolidation period

During the period between training and assessment candidates are expected to reflect upon and evaluate their skills and techniques in preparation for assessment. Candidates should seek a wide variety of quality experiences to help them achieve this.

Undertaking or observing only similar sessions to those experienced before training is unlikely to be the best way to consolidate the new skills and techniques learnt.

Both the Mountain Training Association and Association of Mountaineering Instructors provide workshops to support the candidate journey for trainees and qualified instructors.

Mountain Training provides a self-assessment skills checklist for each scheme to assist candidates in completing any action plan discussed with the training course director.

1.3.4 Assessment prerequisites

Post Training and before presenting themselves for assessment candidates must have:

- A minimum of 10 rock climbing teaching days with students at a variety of outdoor venues.
- Led a minimum of 30 single pitch routes using leader placed protection in three different climbing areas at VS 4c or above. Candidates may include full multi-pitch routes using leader placed protection (up to 50% of the requirement).
- Led a minimum of 30 sport climbs in three different climbing areas at 6a or above. Up-to 50% of this experience can be outside the UK and Ireland.
- A valid first aid certificate.

These are minimum requirements. It is expected that the consolidation period will take in excess of 12 months.

1.4 Continuing development

- Continue as a qualification holder.
- Continue to Mountaineering Instructor Award (or equivalent) for Mountain Leaders.
- Continue to the Coaching awards.

1.5 Further guidance and policies

- Guidance on managing assistants – for all instructors and leaders. (A separate publication available to all award holders.)
- Guidance on the supervision of bouldering – for all instructors and coaches. Good practice and safe supervision of bouldering indoors and outdoors on artificial surfaces and on rock.
- Safeguarding – standard policy
- Complaints and appeals – standard policy

2. Course Structure

2.1. Training

4 days, 32 hours.

Sample program

- Day 1 - Coaching movement and progression. Indoor based.
- Day 2 - Teaching sport climbing.
- Day 3 - Rock climbing instruction and bouldering.
- Day 4 - Teaching leading.

2.2 Assessment

3 days, 24 hours.

Sample program

- Day 1 - Personal trad and sport climbing.
- Day 2 – Teaching sport climbing.
- Day 3 - Teaching climbing to include lead climb coaching.

Results: Pass, Defer, Fail or Withdrew.

3. Course Delivery

3.1. Training

Course director requirement –Climbing Instructor 2 (or above, presently it would be Mountaineering Instructor Award) + national Mountain Training organisation requirements.

Additional staff requirement - Climbing Instructor 2 (or above).

Min course size: 2, max course size: 8, required ratio: 1:4

3.2. Assessment

Course director requirement –Climbing Instructor 2 (or above, presently it would be Mountaineering Instructor Award) + national Mountain Training organisation requirements.
Additional staff requirement – Hold Climbing Instructor 2 (or above).

Min course size: 2, max course size: 8, required ratio: 1:2 maximum (if mock students are used 1:1 would be appropriate.)

4. Awarding Organisation

- Mountain Training Cymru
- Mountain Training England
- Mountain Training Scotland
- Mountain Training Board of Ireland (MTNI and BOS)

18. MOUNTAINEERING INSTRUCTOR AWARD – PATHWAY

1. Scheme Pathway

1.1 Introduction

The Mountaineering Instructor Award trains and assesses candidates in the skills required for instructing mountaineering, including all aspects of summer rock climbing, including the coaching of lead climbing and scrambling

1.2 Scope of the scheme

The scheme builds on the skills acquired in the Mountain Leader scheme, which candidates must have completed.

1.3 Stages in the scheme

1.3.1. Scheme registration

The following experience should be recorded in DLOG:

- Have gained 20 quality mountain days as a leader since becoming a Mountain Leader.
- Have led 30 named multi-pitch rock climbs of minimum VS 4c standard in at least 3 main climbing areas of the UK.
- Have led 10 sport climbs at or above French grade 6a.

There should also be a reference in the Referee tab of your DLOG.

1.3.2 Training prerequisites

- Have registered with the scheme, and had your registration approved.
- Have recent climbing experience
- Read “How to get the most out of your Mountaineering Instructor Award Training” ww.mountain-training.org/mountaineering/awards/mountaineering-instructor-award/how-to-get-the-most-out-of-your-mia-training

1.3.3 Consolidation period

The period between training and assessment varies in length for each person and it is recommended you allow a minimum of twelve months. Consolidation is an opportunity to develop your skills, paying particular attention to any weaknesses identified during the training course. You can use the excuse 'I'm preparing for assessment' to have as many mountain adventures as you like, so get out there and explore this beautiful country of ours! (current wording) (ADD)- The minimum DLOG experience that needs to be gained during the consolidation period is listed below, but it should be noted that most successful candidates will have far in excess of this. In addition they will have a robust and realistic action plan that ensures no aspects of the syllabus are forgotten. Many candidates will also seek the support of a mentor, or look for opportunities to shadow experienced Mountaineering Instructors. By joining the Association of Mountaineering Instructors there is also access to workshops and a community of practise.

1.3.4 Assessment prerequisites

- Have attended a Mountaineering Instructor Award training course, and since that training logged:
  - A minimum of 20 multi pitch lead climbs at VS 4c or above, a large proportion of which should be on mountain crags and major sea cliffs
  - A minimum of 20 quality mountain days in sole charge of a group
  - A minimum of 20 rock climbing teaching days with students
- Be familiar with the syllabus
- Have a valid first aid certificate

1.4 Continuing development

- Join AMI as full member
- Maintain CPD record
- Mountaineering Instructor Certificate, British Mountain Guides Scheme, Coaching Scheme

1.5 Further guidance and policies

- Guidance on managing assistants – for all instructors and leaders. (A separate publication available to all award holders.)
- Guidance on the supervision of bouldering – for all instructors and coaches. Good practice and safe supervision of bouldering indoors and outdoors on artificial surfaces and on rock.
- Safeguarding – standard policy
- Complaints and appeals – standard policy

2 Course Structure

2.1 Training

Minimum 9 days/80 hrs, this is in one block of 9, or two blocks of 5

2.2 Assessment

5 days. A panel of at least three assessors (including the course director) will be involved in deciding each candidate's result.

Results: Pass, Defer, Fail

Reassessments cannot be more than two days in length and cannot take place within three months of the previous assessment. A candidate may take two reassessments before being required to take the entire assessment course again. Since the reassessment will be based on information gained during the initial assessment, all reassessments should be completed within a five-year period.

3 Course Delivery

3.1 Training

Director requirements: Hold MIC, considerable experience of working on Mountaineering Instructor Award training and assessment, experience as course director in another award, climb above the grade, committed and current climber and mountaineer.
Additional staff guidance: hold MIC, considerable experience of working on other awards, experience as course director for another award, climb above the grade, committed and current climber and mountaineer.
Min course size -4, max course size -12, required ratio 1:2 to 1: 6

3.2 Assessment

Director requirements: Hold MIC, considerable experience of working on Mountaineering Instructor Award training and assessment, experience of directing Mountaineering Instructor Award training, experience as course director in another award, climb above the grade, committed and current climber and mountaineer Additional staff guidance: hold MIC, considerable experience of working on other awards, experience as course director for another award, climb above the grade, committed and current climber and mountaineer.

Min course size: 2, max course size: 6, required ratio 1:1 to 1:4
NB Plus addition of short paragraph to highlight what we expect regarding behaviours and attitudes of course staff.

4 Awarding Organisation

Mountain Training UK

APPENDIX 1

MTUK Climbing Awards Review Working Group

The large working group has three sets of people in it:

1. Seven MTUK Board member volunteers (the advocates/critics):
    - Andy Boorman
    - Carlo Forte
    - Dave Monteith
    - Andy Newton
    - Mike Pinder
    - Mike Rosser
    - Shaun Roberts/ Jon Jones

2. Two MTUK Directors (the facilitators):
    - Graeme Morrison
    - Tony Halliwell
    - (assisted by Roger Ward and Dan Downes)

3. Thirteen staff within the Mountain Training network ('the workforce'):
    - Belinda Buckingham
    - Jane Carney
    - John Cousins
    - Trevor Fisher
    - Jon Garside
    - Guy Jarvis
    - Nicola Jasieniecka
    - Cath Luke
    - George McEwan
    - Libby Peter
    - Jill Plummer
    - Mark Walker
    - Bryn Williams