

Climbing Wall Development Instructor

Guidance notes for trainers and assessors

Contents

| | |
|---|----|
| Introduction | 2 |
| 1. Equipment..... | 4 |
| 2. Belaying..... | 5 |
| 3. Personal climbing skills | 7 |
| 4. Instructor responsibilities | 8 |
| 5. Leadership and decision-making | 9 |
| 6. Knowledge and demonstration of techniques..... | 12 |
| 7. Hazards and emergency procedures..... | 14 |
| 8. Teaching and learning skills..... | 16 |
| 9. Etiquette and ethics | 17 |

Introduction

These guidance notes should be used together with the Climbing Wall Development Instructor candidate handbook.

Candidate experience

- It is important candidates have the appropriate level of experience to allow engagement with course content. Candidates must satisfy the prerequisites for training and assessment courses. This must be evidenced in writing, we strongly prefer candidates record this information within [DLOG](#).
- A thorough review of a candidate's logbook in advance of the course should provide the course director with information about their breadth, depth and currency of experience. It's important to scrutinise the quality, not just the quantity.
- Trainers should be mindful of experience levels of candidates when introducing content especially if techniques shown are on the fringe of the qualification scope.

Responsibility for safety

- Course directors and staff should remember that they are ultimately responsible for the safety of everyone, during any training or assessment course, and will do all they can to prevent accidents leading to physical or mental injury.
- Climbing Wall Development Instructor courses are for experienced indoor climbers. While course staff should endeavour to maintain a safe working environment, participants should be reminded that they also have a duty to exercise judgment regarding their own personal safety and that of other members of the group.
- Trainers and assessors should be mindful of the psychological pressure candidates may feel to perform. This can be effectively managed by course staff through attentiveness to the group's needs, recognition of individual differences, and an understanding of how group dynamics and the environment interact. Course staff self-awareness is also essential; understanding one's own strengths, limitations, and training or assessment style supports informed decision-making and contributes to safer outcomes.

Managing lead climbing

- Lead climbing needs to be carefully managed. Course staff should consider a lower grade warm-up route or bottom-rope exercise, or other suitable steps to ensure that lead climbing at the required grade is not their very first interaction with lesser-



known candidates, for whom that grade may be their maximum. They should also share and discuss this process and rationale with the candidates – they are being trained/assessed in their judgement and decision making after all.

General

- Training and assessment courses should facilitate open discussion.
- The Climbing Wall Development Instructor syllabus does not define a prescribed set of techniques; rather it describes a range of skills with which candidates should be familiar. It is likely that training courses will be run as a series of open discussion workshops – taking advantage of the experience of trainers and trainees.
- Assessors should set realistic tasks or scenarios rather than request specific techniques be demonstrated. Tasks set should not demand solutions that use techniques beyond the scope of the qualification.
- If assessment candidates are unable to demonstrate competence initially, other opportunities should be given where possible or appropriate.
- Course staff should encourage candidates to engage in reflective practice recognising they, in turn, must foster this in participants they subsequently instruct.

In conclusion, Climbing Wall Development Instructor courses are for participants with considerable personal experience. While course staff should endeavour to maintain a safe working environment, participants also have a duty to exercise judgment regarding their own personal safety and that of other members of the group.

1. Equipment

Trainers:

Candidates should be encouraged to bring along their own equipment to the course. This can prompt good discussion on its use, care and maintenance in line with manufacturers' guidance. Additional items should be supplied by the course provider, particularly items which are widely used when teaching lead climbing or other developmental activities. Good sources of additional information should be highlighted.

Note should be made on the function and appropriateness of harness design for lead climbing, for participants of different ages and shapes.

Candidates should be aware of the importance of ensuring that lead ropes are of compatible diameter for the belay devices used.

Assessors:

As with training courses, candidates should be encouraged to bring their own equipment to assessment courses. They should be able to talk through their choice of equipment, suitability, its history of use and maintenance. Candidates should know where to access information on appropriate use of equipment if they appear unsure. Candidates should understand the importance of adhering to the rules of the climbing wall when using fixed equipment. Candidates should be conversant with the advantages and disadvantages of wearing a helmet whilst lead climbing and undergoing training.

It is recommended that a home research or question paper is used, where a section on equipment should be included to ask more in-depth questions about equipment use, care and maintenance. Candidates should have a basic understanding of how the safety chain reacts to dynamic forces, including fall factors and how the climber's and belayer's actions may affect the forces experienced by either.

Top tips:

- Etiquette around using fixed equipment should be addressed on both training and assessment courses.
- Manufacturers produce great resources with detailed information on their climbing equipment. Consider using some of their materials to teach or to set tasks such as learning how to use a new piece of equipment or researching the storage and maintenance requirements.

- Differentiating between equipment appropriate for use as an independent climber and an instructor can be very productive. When doing so reference can be made to manual and assisted braking devices.

2. Belaying

Trainers:

Competent lead belaying and the ability to hold a fall or slip and carry out controlled lowers are all essential skills. Throughout the training course candidates should be encouraged to demonstrate model belaying technique appropriate to the device, ensuring both their safety and that of the climber, whilst providing an 'expert model' example for their future groups.

In addition to the technical aspects of belaying, instructors should emphasise key principles regarding belayer positioning, including:

- **Positioning relative to runners/clips:** The belayer should anticipate the direction of pull and position themselves accordingly to maintain control.
- **Proximity to the wall:** Staying close to the wall minimises excess rope between the belayer and climber, improving stability, response time and control.
- **Managing weight differences:** Strategies should be taught for handling differing body weights between the belayer and climber, and understanding the associated implications for holding a fall.
- **Clear and agreed-upon communication:** Standardised and simple calls between the climber and belayer should be agreed upon to ensure clear communication.
- **Focused attention:** The belayer must maintain undivided attention on the climber at all times to ensure prompt response to any movement or potential falls.

Lead belaying is a complex skill that requires well developed reactions, sound judgement, concentration and adaptability. Candidates may have experience in depth, but not in breadth and training should cover the different techniques that may be needed for lead climbers of different ages, weights, skill levels and motivation. The ability to anticipate the climber's movements and provide rope, security and support for them at all times constitutes the core skills at this level.

Candidates should be shown good practice for holding falls with lead climbers of different weights. The understanding of when to give a soft catch as well as the ability to create one

by moving with the falling climber is a skilful technique that requires much varied practice, with back up, to be performed safely and appropriately. This is mainly achieved by moving the belayer's body with the falling climber. It is beyond the scope of the scheme to employ techniques that let significant amounts of rope slip through the belay device.

It is particularly useful to demonstrate and discuss the fall potential when the actions of the belayer contribute to excess slack in the system (for example: poor attention, poor stance or position, lack of awareness of weight difference, poor rope/belay device compatibility, incorrect hand position). Practical and theoretical applications of fall factors and the safety chain can be explored here, while reviewing candidates' performances.

Assessors:

Assessing a candidate's belaying skills goes beyond the physical action of belaying and should include the selection of an appropriate device for the given scenario. Choice of belay device and method should also take into account the properties of the rope, the venue, route and the climber. The assessment of belaying skills needs to encompass the candidate's decision-making process.

Candidates should be able to demonstrate safe and consistent lead belaying skills that are anticipatory and supportive of the lead climber. They need to be able to give a soft catch when appropriate, and to be able to achieve this through a variety of techniques, depending upon the weight of the climber. Likewise they should be able to take small lead falls themselves, safely and without undue stress. This area of assessment carries significant risk and should be managed in a progressive and carefully controlled way, with close supervision and backup if necessary.

Top tips:

- Use a variety of different belay devices (including assisted breaking), ropes (varying diameters) and environments (slab, overhanging, traversing etc.) to give a broad context to the skills.
- Don't forget the importance of down climbing as an essential safety and tactical skill for lead climbers. It also introduces basic lead belaying skills in a relatively safe manner.

3. Personal climbing skills

It is expected candidates will lead indoor routes during training and assessment courses. Before all lead climbing course staff must completely assure themselves that individuals can safely undertake the activity, likely through progressive practical tasks and careful questioning. This will likely include setting up and using top and/or bottom ropes, for example.

In all cases, careful consideration must be given to the choice of routes. Course staff will typically know the routes and can offer guidance, subtly influencing candidate decision-making.

Where candidates regularly climb at a higher lead standard, it may be appropriate for them to lead more challenging routes during their course. However, candidates must first demonstrate competence on lower-grade climbs. This also allows them to 'warm up' and reflect on broader themes.

Trainers:

Candidates will be entering the training course as climbers with extensive experience in indoor climbing. The training course will spend time evaluating and expanding their knowledge with the aim that candidates then complete several indoor lead climbs. There is no requirement to climb at any particular standard which gives the trainer the ability to adapt the activity to the needs of the candidates and other wall users. Throughout the training course candidates should be encouraged to demonstrate model lead climbing technique appropriate to the route, demonstrating good movement and clipping technique along with basic route reading providing an 'expert model' example for their future groups.

It is particularly useful to demonstrate and discuss the fall potential when clipping protection points at different heights on the wall and relative to the body. Practical and theoretical applications of fall factors and the safety chain can be explored here, while reviewing candidates' performances.

Assessors:

Candidates will need to have experience of leading climbs at grade 6a (F6a) minimum in their logbook and discussion with them individually should take place to verify this experience. The ability of the candidate to lead at 6a (F6a) on assessments is also required. This will inevitably mean the course staff will find themselves balancing the syllabus requirements with the ability of the candidates, and working out the safest most appropriate way to manage this element of the assessment course.

Likewise they should be able to take small lead falls themselves, safely and without undue stress. This area of assessment carries significant risk and should be managed in a progressive and carefully controlled way, with close supervision and backup if necessary.

4. Instructor responsibilities

Trainers:

Candidates should be made aware of some of the formal requirements of the planning process such as organising insurance and obtaining organisational permissions. Risk assessments for all climbing activities should be undertaken and trainers should signpost to relevant safeguarding training. The topic of an instructor's duty of care, especially with younger climbers, should be discussed in detail with candidates. Parents and carers of young climbers will need to be advised and consulted for their informed consent specifically for lead climbing, and the practical processes of doing this should be addressed.

Trainers should ensure that candidates are made aware of the importance of assessing the strengths, weaknesses and needs of the group and planning the climbing activity accordingly. Trainers should discuss with candidates how best to carry out initial preparation and budgeting exercises and how to complete detailed planning before delivering sessions.

Candidates should be encouraged to develop a range of management strategies applicable to different circumstances and climbers. It is ideal if those management strategies allow full group participation. Either way, candidates should be reminded that their responsibility is for the whole group, irrespective of whether they are directly involved in the climbing activity or not. Participants may require additional support to join in the activity and trainers may need to make adjustments for these individuals. Although instructors should commonly be able to facilitate this, trainers should make candidates aware that they may require additional training to do so.

Assessors:

Assessors should examine the candidate's ability to undertake risk assessments for climbing activities and their strategies for dealing with emergency situations. Planning skills can initially be assessed with a presentation or written task but they should not be looked at in isolation from a candidate's practical ability to lead a group effectively during climbing activities. Questioning and tasks can be set to examine candidates' knowledge on safeguarding, duty of care, obtaining informed consent and information on participants, contingency and emergency planning, supporting special needs and planning appropriate objectives.

Top tips:

- Setting scenario-based open questions or tasks, whether verbally or in writing, will best determine the candidates' knowledge and thought processes with regard to planning.
- The developmental role of this qualification should be emphasised. At this level, candidates should be shown how they can plan for each individual in their group. Aims and objectives for sessions should be set through discussion and agreement with their students.
- They will need to be shown how to review the progress, and the physical and mental state, of their students and how to adapt their programme accordingly. At assessment this may be tested using real students or using scenarios.

5. Leadership and decision-making

Trainers:

Trainers should emphasise to candidates that underpinning their role as an instructor are the values, beliefs, ethos and philosophy that shape our view of what leadership should be.

The 'Vision, Support, Challenge' model used by Mountain Training provides a framework that candidates can use to plan, execute and review their leadership behaviours. In this way, groups who receive the right balance of the three categories can be encouraged to perform beyond their own expectations.

Transformational leadership is a model of positive (INSPIRE) behaviours that instructors can use to promote the best outcomes for their groups. Mountain Training's ethos of developing competence and independence should be contrasted with other approaches.

Training in leadership needs to be a balance between a theoretical and practical approach to group management and the leader's responsibilities. Trainers should highlight that leadership attributes can be learned, trained, and developed.

Trainers should highlight that whilst leadership attributes allow us to make good decisions and lead well, our decision-making is influenced by the 'situation and environment', the instructor, and the group.

All instructors tend to have preferred behaviours that are heavily influenced by their personality, experience, ethos and beliefs, as do their groups. Trainers should stress that

instructors will need to adapt their preferred behaviour to an appropriate behaviour required by balancing the needs of both the situation and the group.

Teaching of leadership works best if it is integral to every task and situation during training. Trainers should include the more commonplace leadership tasks that occur, for example managing a group's arrival at a busy venue. Training staff should recognise that they are acting as role models for candidates through their own practice during a course.

The 'Vision, Support, Challenge' (VSC) model can help trainers frame discussions, sessions, and feedback regarding leadership and decision-making. They should discuss the seven leadership attributes:

- Leadership style: controlling versus non-controlling
- Decision-making: what informs this & how to make them
- Instructor observations: what they should be & how to make them
- Instructor communication skills: verbal and non-verbal, listening
- Experience and ability: how this influences decision-making
- Emotional intelligence: to support individualised leadership
- Group management: techniques, styles and influences

Realistic target setting and subsequent review commonly leads to a successful outcome. Candidates should be taught that effective communication underpins this, and the importance of being mindful of prior experience when managing participants. Candidates should be aware that communication with groups prior to the session can be very revealing and is to be encouraged.

Trainers should ensure candidates know what they are trying to achieve with regard to the 'Individual and group satisfaction and performance'. Importantly how do they – the instructor – know what this is? How do they monitor it? And how do they achieve it?

Whilst there are challenges with setting scenarios involving peers during training, trainers may find that modelling leadership behaviours, then using the Vision Support Challenge model to review the task, can support candidates' understanding of the practical application of the Mountain Training leadership model.

The following are examples of other options for structuring leadership tasks:

- Use of scenario cards to promote discussion and reflection amongst the group.
- Having the group involved in decision-making and route/climbing activity choice
- Having the group plan breaks/food stops for the day.

Trainers should be well versed in the literature on leadership and the responsibilities of an instructor, as specified for candidates, in addition to developing their own resources.

Trainers should draw on their own and the candidates' experiences to discuss and expand this topic in the classroom and during the course.

Assessors:

It can be challenging to provide genuine leadership situations on assessment. For example, groups of assessment candidates are not likely to react like a novice party. Much assessment however can be achieved by careful questioning throughout the course as situations arise. Assessors should consider introducing the Vision Support Challenge model at the beginning of the assessment and use this to help frame the assessment process and manage candidates' expectations.

Assessors should be clear in their own minds as to which aspects of leadership they can assess within the structure of the course. They should carefully consider how they use simulated situations for assessment and should make clear to candidates what is being assessed at any given time. Self-evaluation (using Vision Support Challenge as a framework) should be encouraged because being an effective leader depends upon leaders being aware of their behaviours, strengths and limitations.

Assessors may consider using questions based around the factors underpinning leadership and decision-making competencies e.g. can you briefly explain your personal leadership style and beliefs? How does this align with the Mountain Training ethos?

Candidates' understanding of different styles and modes of leadership should be assessed. Candidates should be able to identify their preferred behaviour(s) and therefore the style with which they are most comfortable and be able to make judgements about when changes of behaviour might be appropriate when leading a group. Assessors should give candidates opportunities to show understanding of the issues surrounding effective management during a variety of climbing activities. During practical assessment candidates should also be presented with some common emergency situations.

Certain aspects of group management, such as briefings and communication are relatively easy to evaluate, as are the choice and preparation of personal equipment, selection of venues and climbing activities and reaction to set emergency situations. However, the best course of action for an unanticipated situation must be weighed carefully against possible alternatives. It is common for these situations to be used as further training for the benefit of all concerned.

Assessors should give daily debriefs, with special regard to leadership aspects. Such sessions will provide a vital platform for discussion and opportunities to compare the perceptions of all parties involved.

Top tips:

- Encourage candidates to think of observable behaviours that demonstrate the leadership competencies. The VSC and situational leadership models can help with this.
- Ask candidates to describe or enact leadership behaviours on the course as relevant situations arise e.g. ‘What would you say/do to a mixed ability group before starting climbing activities to create an inclusive and positive team spirit for the day?’
- Set tasks that require technical focus (e.g. teaching lead belaying or introducing clipping techniques) and also demand positive group management. Can they manage both?
- Home research tasks and brief interviews can examine candidates’ knowledge of leadership models and their own ethos of leadership.
- Give candidates a clear structure for reflection E.g. Driscoll’s ‘3 Whats’ model ‘What?; ‘So What?’; ‘Now what?’.

6. Knowledge and demonstration of techniques

Trainers:

A key skill of a Climbing Wall Development Instructor is their ability to demonstrate sound technique and have a good level of knowledge around indoor lead climbing. Trainers can show a range of methods for teaching and developing the specific climbing and movement techniques listed in the syllabus. These can involve floor exercises, bouldering tasks and various roped activities. Candidates should be shown how these techniques can be built up over time in an appropriate progressive fashion.

During training candidates should see and discuss what makes an effective demonstration on the skills of lead belaying, clipping quickdraws and holding falls. Additionally, candidates will need to develop good demonstrations of fundamental movement skills which can be applied to lead climbing such as keeping as much weight over the feet as possible and employing techniques that create efficient, stable clipping positions. The training course should give good opportunities for each candidate to practise demonstrations and for active discussion among the group and for feedback to take place. This is not a coaching movement course however and trainers should be able to signpost the relevant candidates towards the FUNdamentals of Climbing courses developed by the mountaineering councils for further training in this area.

Climbing Wall Development Instructors commonly work with novice lead climbers and lead belayers. For this reason it is important that they are comfortable running sessions with a range of groups with limited experience of these demanding skills. Instructors should be able to teach these activities in a safe, fun, engaging and progressive way. Trainers should develop these skills, drawing on their own and the candidates' prior experience.

Lead climbing is a much more tactical exercise than top-roping and candidates should be encouraged to interpret routes with students including spotting rests, key clipping holds, poor holds, crux sections and key sections that require specific techniques.

Assessors:

Candidates should be able to demonstrate all the techniques listed in the syllabus with clarity. They do not need to demonstrate movement skills to a high performance standard, but should be able to reproduce fundamental techniques (e.g. rockover, twist and flag, precise footwork and balance) with accuracy and basic precision – enough to convey a clear image.

Candidates should have a methodical approach to supervising novice lead climbers and lead belayers. Assessors should question candidates about how they might adapt their methods for students of different ages and experience.

Top tips:

- A common temptation for candidates is to introduce lead climbing tasks before students are ready. Having students with little experience can provide illuminating assessment opportunities.
- The bouldering wall is a very useful place to teach and demonstrate lead climbing techniques at all levels. Be creative.
- Asking candidates to find an appropriate area to teach or demonstrate a particular technique in a venue unfamiliar to them can show an assessor much about their wider experience and judgement.
- Consider using a back-up bottom rope (sometimes referred to as an “M belay system” - see Climbing Wall Leading by Ian Fenton) for teaching and practising the taking and holding of lead falls.

7. Hazards and emergency procedures

Trainers:

Discussion should be had upon arrival at each venue during the training course about its suitability for use with groups. Attention to the arrival at the venue, physical layout, awareness of other users and objective dangers should be considered and this is best done as a practical session with group discussion to follow.

Warming up is key in injury avoidance and preparing for activity and should be an engaging activity in its own right. A creative approach commonly inspires good participation. Candidates should be encouraged to experiment with multiple, effective methods of warming up applicable to different groups and situations, throughout the course.

Problem avoidance is a key focus of the Climbing Wall Development Instructor qualification, therefore a good amount of dedicated time is required during the course to help candidates build knowledge about management techniques. This will assist them in identifying potential and common issues along with simple strategies to avoid them, and as a last resort, deal with them appropriately. Given that most issues can simply be avoided, only minor additional skills are required to deal with less likely issues.

Some suggested simple strategies for instructors to avoid common problems include:

- Comprehensive participant gear and equipment checks – make sure everything fits and is done up.
- Appropriate venue and route choice.
- Effective and clear briefings to participants.
- Challenge through choice – students should only lead climb and belay when they can make an informed choice about their decision to do so
- Ensuring a measured approach to the progressive development of new skills rather than rushing students into lead climbing and belaying
- Maintaining constant awareness of the location and activities of other site users

The majority of common roped problems are foreseeable. Examples of common issues include:

- Climber back-clipping a quickdraw.
- Climber z clipping quickdraws.
- Climber missing clipping a quickdraw.
- Climber becoming scared having climbed above their last clipped quickdraw.

It should be emphasised that almost all lead climbing problems should not occur under instruction – they need to have been prevented. There is relatively little control that an instructor can have over a lead climber once they have left the ground. Therefore they must have thoroughly assessed the understanding, ability and preparedness of their students before sanctioning them to lead climb without back up. However, the interventions that could be made should problems occur, and their attendant risks, should be discussed.

Assessors:

Candidates can be tasked to review the suitability of a given venue for a particular group as a way for the assessor to gauge their knowledge. The home research or question paper can be used to address in more detail some of the subjects surrounding organising sessions and emergency procedures.

Assessors should use scenario-based approaches to set tasks which require the candidate to make judgements in a realistic way. Candidates should be given a range of scenarios to enable them to demonstrate their knowledge and communication skills as they seek to avoid common problems occurring. Alternatively the use of live students for candidates to work with may be beneficial.

Assessors should then build upon the scenarios and consider what common occurrences may happen given the setup, location and group. These additional scenarios should be realistic for the given environment and used to prompt further discussion within the group.

Top tips:

- Get candidates to individually assess a venue for risks and opportunities. This can be reported back verbally or in writing.
- Use a scenario-based approach to group management to help draw in wider issues.
- The focus needs to be on the avoidance of issues, rather than the solving of problems.
- Demonstrating the ability to resolve common problems should be a discrete part of the course and should not stray into complex additional issues.

8. Teaching and learning skills

Trainers:

Candidates need to pass on their knowledge and enthusiasm effectively to their students. However, inspiring is not the same as impressing and a fruitful discussion can be had on the role of the instructor and the values that Mountain Training espouses. It is often worth spending some time looking at group communication skills, both verbal and non-verbal. Reference to specific techniques that a trainer may have expert knowledge in can sometimes be useful here.

The ability to plan a series of progressive sessions and adapt these to individuals' needs is a core skill set of any Climbing Wall Development Instructor. The ability to give timely feedback that is useful to the student is also an essential part of the learning cycle. Trainers should emphasise the importance of employing these skills in order to be an effective educator at this level. Candidates need to be able to assess individual students' abilities and progress, and provide differentiated learning tasks for them. Trainers can hold useful discussions about identifying the most relevant blocks to a student's progress and methods for addressing these. Examples may be as varied as the fear of falling, poor clipping technique or weak core strength. In any case candidates should be encouraged to develop exercises and an approach that will address these blocks and support the student's development.

Understanding and supporting motivation is especially important if working with students over several sessions. Fostering feelings of competence, control and community are as essential as developing climbing skills if the student is to be resilient. Trainers should discuss with candidates what instructional behaviours and methods are likely to encourage confident learners. Climbing Wall Development Instructors should be able to inspire their colleagues and students alike by establishing rapport, offering sound guidance and presenting a positive role model. Reflective practice is the key to improving teaching skills and candidates should be encouraged to approach more experienced instructors for feedback and to experiment by modelling different behaviours with groups. The Mountain Training Climbing Wall Development Instructor Skills Checklist and Action Plan are useful tools for facilitating this process.

Assessors:

Climbing Wall Development Instructors need to be effective educators with good planning, reviewing and communication skills. Assessors should be able to present scenarios for candidates to demonstrate these skills. Lesson plans and longer-term programmes can be set as written tasks prior to the assessment course. These plans should have a clear

structure describing aims and objectives, differentiated tasks, assessment criteria, review points, timings and teaching methodologies, for example.

A candidate should be able to communicate effectively with a range of students, employing different styles as appropriate, adapting their voice and body language accordingly. They should be proficient at checking for understanding with their students and be able to calibrate the appropriate level of challenge for each individual (e.g. choosing an appropriate style and grade of route). Setting practical scenarios where the assessor can observe these skills and judgements being performed will provide the evidence required to measure against the nationally recognised standard.

Top tips:

- Candidates should be encouraged to teach their fellow candidates during training and assessment to demonstrate their teaching skills. This can be prompted by setting scenarios
- Attending a Development Coach training course would be highly relevant for candidates preparing for a Climbing Wall Development Instructor assessment course.
- Getting candidates to prepare a session plan and then presenting them with students of a different ability to that of the brief will test their own assessment skills and adaptability.
- Teaching models that may be useful to refer to are: Kolb's learning cycle, Bloom's Taxonomy and Mosston's teaching styles. Good resources can be found on the web.

9. Etiquette and ethics

Trainers:

Trainers should discuss the behaviour and attitudes of instructors using climbing walls and emphasise the responsibilities of the instructor to avoid any potential conflict with other users or local climbing wall guidance and rules.

Candidates must understand the importance of adhering to facility rules, particularly when it comes to lead climbing or teaching leading. Trainers should ensure candidates understand why common rules exist and why rules differ between different facilities.

Candidates may find themselves in a position where there are no set rules at the facility. In this case they should be encouraged to abide by 'normal practice' and, if necessary, encouraged to seek further information from reliable sources.

Candidates should be able to cope in busy, hectic environments and deal with common complications (e.g. sections of the wall being closed).

Assessors:

This section of the syllabus is commonly assessed through an open discussion among candidates. This will highlight how wide ranging the subject is once candidates draw and share from their experiences. In addition to the discussions, assessors should use questioning with candidates individually to gauge a more accurate understanding of the candidate's knowledge.

Top tips:

- A range of facilities' rules can be given to the candidates to compare and contrast.
- Candidates could be asked to bring a copy of their local facility rules to stimulate discussion.
- Using local climbing wall staff to contribute to this part of the course is very effective