



Mountain
Training

Climbing Wall Instructor

Candidate handbook





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Preface

This handbook has been designed to support candidates through Mountain Training's Climbing Wall Instructor qualification. It contains useful information about the various stages in the scheme as well as the syllabus and guidance notes.

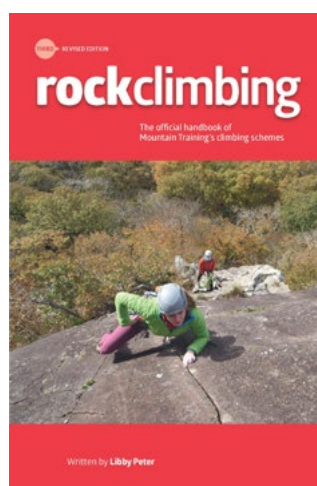
Participation statement

Mountain Training recognises that climbing, hill walking and mountaineering are activities with a danger of personal injury or death. Participants in these activities should be aware of and accept these risks and be responsible for their own actions. Mountain Training has developed a range of training and assessment schemes and associated supporting literature to help instructors manage these risks and to enable new participants to have positive experiences while learning about their responsibilities.

Acknowledgements

Many people have contributed to the preparation of the contents of this handbook, by attending Mountain Training working party meetings and by making detailed and constructive comments on the draft. Grateful thanks are due to volunteers and staff from the Climbing Awards Review Working Group, National Mountain Training organisation council members, course providers, staff of the mountaineering councils, members of the Association of Mountaineering Instructors, Mountain Training Association, staff from the National Mountain Centres and members of The Association of British Climbing Walls for their help and support.

Thanks also to the following individuals and organisations whose photographs bring the handbook to life: Jessie Leong, Karl Midlane, NICAS, Rick Singh, Rob Greenwood and The Adventure Brand.



Rock Climbing

Throughout this handbook there are references to Rock Climbing by Libby Peter which we publish to support developing rock climbers and instructors. It is packed with essential information and techniques and we have listed the relevant chapter(s) for each syllabus area.



1. Qualification pathway

1.1 Introduction

The Climbing Wall Instructor qualification enables experienced climbers to instruct climbing on purpose built artificial climbing walls and boulders.

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

1.2 Scope of the qualification

A qualified instructor can:

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

1.2.1 Terrain

A qualified Climbing Wall Instructor can operate on:

- Indoor and outdoor artificial bouldering venues.
- Indoor and outdoor climbing walls.

1.2.2 Exclusions

The qualification does not cover:

- The rock climbing skills needed to climb and/or supervise others on natural crags and quarries (these are covered in the Rock Climbing Instructor scheme).
- Multi-pitch rock climbing skills.
- The teaching or supervision of leading.
- The use of leader-placed protection.
- The supervision of high or low ropes courses.



- The supervision of ice climbing walls, including dry tooling.
- The assessment of candidates' personal qualities.
- Adaptive rope techniques for disabled climbers.

1.3 Stages in the qualification

1.3.1 Registration prerequisites

- 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 (British Mountaineering Council, Mountaineering Ireland, Mountaineering Scotland).

1.3.2 Training prerequisites

- You must be registered on the qualification.
- You must have an understanding of the wider sport of climbing.
- You must have an up-to-date logbook (preferably DLOG) with evidence of the following:
 - Visits to 3 different climbing walls on at least 15 different occasions; this must include at least one major public wall.
 - 10 led routes at Fr 4 on walls.

1.3.3 Consolidation period

Climb at a wide range of venues, both as an individual and when assisting with the supervision of others.

All by the most experienced candidates should allow a minimum of six 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 qualification.



**Mountain
Training**
Association

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

1.3.4 Assessment prerequisites

- You must be at least 18 years old to attend the assessment.
- You must have attended a Climbing Wall instructor (or Climbing Wall Award) training course or been granted exemption from training.
- You must be familiar with the syllabus.
- You must have logged a minimum of 30 personal climbing visits to at least three different climbing walls.
- You must have led a minimum of 40 climbs on climbing walls.
- You must be confident 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 personal reflective comments recorded on DLOG.
- You must have physically attended and completed (i.e. not online) a first aid course which involved at least one full day or 8 hours of instruction and included an element of assessment.

2. Course structure

2.1 Training

Training will involve a minimum of 12 hours contact time delivered over a minimum of two days. The course must visit two climbing walls, one of which must be a public facility.

Results: Completed, Not yet completed, Withdrew, Did not show, Exemption.



2.2 Assessment

Assessment will involve a minimum of 6 hours contact time.

Results: Pass, Defer, Fail, Not yet completed, Withdrew, Did not show. There is no exemption from any element of the assessment.

Practical reassessments cannot take place within three months of the initial assessment to allow sufficient time for practice and preparation. All deferral reassessments must be completed within five years of the original assessment. Candidates may undertake two short reassessments after a defer result. Subsequently a full assessment must be undertaken.

3. Course delivery

3.1 Training

Course directors must hold the Climbing Wall Development Instructor or higher plus national Mountain Training organisation requirements. Additional staff must be Climbing Wall Instructor or higher.

Min course size: 2, max course size: 12, max ratio: 1:6 (needs min 4 to practice role with a group).

3.2 Assessment

Course directors must hold the Climbing Wall Development Instructor or higher plus national Mountain Training organisation requirements. Additional staff must hold the Climbing Wall Development Instructor or higher plus national Mountain Training organisation requirements.

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

4. Awarding organisations

- Mountain Training Board Ireland
- Mountain Training Cymru
- Mountain Training England
- Mountain Training Scotland



Syllabus and guidance notes



Technical competence

Climbing Wall Instructors will be able to identify and evaluate commonly used indoor climbing equipment and demonstrate its use to individuals during a climbing session. They will be personally competent in a range of indoor climbing techniques and be able to provide clear demonstrations and effective tuition to novice climbers. They will be able to:

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 manufacturer's 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 Fixed matting

1.3.4 Holds

1.3.5 Anchors/lower offs and fixed equipment

Guidance

A sound knowledge of equipment is important for a Climbing Wall Instructor because it is an integral element of climbing safely. Misuse of climbing equipment can have dangerous consequences. As an instructor you are also likely to offer advice to novices on choice and suitability of equipment which cannot be done well if you do not have appropriate knowledge and understanding.

Climbing equipment such as footwear, helmets, harnesses (including full body harnesses), belay devices (including assisted braking devices) and karabiners come in a variety of different styles and sizes to suit different user groups. Some equipment is better suited for use with groups and some is more suitable for developing climbers; developing your technical competence will help you decide which is which and enable you to offer advice accordingly. For example, the decision making process around when, and what type of helmet should be worn is important.

Any in-situ equipment in a commercial climbing centre should be fit for use and climbing wall managers will appreciate your support if items are starting to look worn. You may also find yourself operating in non-commercial settings and you will need to have thought about how you are going to make decisions about whether or not the in-situ equipment is in good working order.



Chapter 6. Technical essentials

Key practice points

- Practise fitting a range of different helmets and harnesses. Research why there may be differences in the overall design or features.
- Take time to familiarise yourself with your own equipment by reading the manufacturer's guidance label each time you buy a new piece of kit.



- Develop an effective methodology for demonstrating the fitting of equipment to a group of novices.
- Seek out guidance on the storage of climbing equipment in particular for ropes and harnesses.



2. Belaying

- 2.1 Tie into the rope. Attach group members to the rope.
- 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 Demonstrate the skills of a competent belayer including holding falls and controlling lowers.
- 2.5 Supervise others belaying.



Guidance

Belaying is a crucial element of roped climbing and belayer error is a potential cause of serious accidents. Your personal competence and ability to supervise others in this task is therefore of the utmost importance. You need to be familiar with ways of tailing and understand the consequences of not doing this properly.

There are many knots that can be used for tying in. You should consider the pros and cons of commonly used knots and their variations. You should consider when it may be acceptable to use a karabiner to connect the harness to the rope and the extra checks this requires.

Most of the time you will be belaying directly from the harness or rope tie in loop but you need an understanding of when it might be appropriate to use an indirect system involving sandbags or ground anchors.



Chapter 7 Indoor Climbing

Key practice points

- Take time to make sure you are 'expert' at tying on as you will be in a role modelling situation.
- Practise lead climbing and lead belaying so that you can do this safely and efficiently should you need to put a rope up.
- Become proficient in using manual and assisted braking devices for both personal and group climbing.
- Be aware of the interaction between different ropes, karabiners and belay devices. Alongside the belayer's experience this should inform your choice of equipment used.



3. Personal skills

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

Guidance

Being a good role model is an essential part of being a Climbing Wall Instructor. When you are climbing, regardless of the grade on which you are operating, you should look smooth, relaxed, unhurried and able to climb with the minimum of effort by demonstrating good, appropriate, movement skills.

You need to understand how the risks of lead climbing might be managed differently by climber and belayer when the climber is near to the ground compared to when they are higher up a climb.

You also need to understand how the position of the belayer may affect the forces they feel in the event of a fall.



Chapter 7 Indoor Climbing

Key practice points

- When leading a route remember you are a role model. You will need to climb well, clip well and generally 'look the part'.
- Always 'buddy check' your partner before they climb.
- Practise lead climbing and lead belaying in different venues with different partners.



4. Background knowledge

- 4.1 Describe an awareness of the history, traditions and ethics of climbing in the UK and Ireland.
- 4.2 Describe the role and philosophy of Mountain Training and its qualifications, the mountaineering councils, climbing clubs and the NICAS/NIBAS schemes.
- 4.3 Describe the development of climbing walls in the UK and Ireland.



4.4 Describe the structure of competition climbing.

4.5 Describe the grading systems used in the UK and Ireland.

Guidance

Candidates registering on the Climbing Wall Instructor qualification will be a member of their mountaineering council, and so join a large community of climbers, walkers and mountaineers.

Mountaineering Scotland, Mountaineering Ireland and the British Mountaineering Council (BMC) publish good practice resources, deliver training events, and campaign to protect the freedoms of their members and the wider climbing, walking and mountaineering community, and so their work supports Mountain Training candidates.

In partnership with Mountain Training, the councils seek to help climbers develop their skills or undertaking Mountain Training qualifications. You could consider volunteering your time to support your mountaineering council to learn more about their work.

As a Climbing Wall Instructor, you should understand something of the history of climbing walls and how they fit into the wider world of competition climbing, outdoor climbing and mountaineering. In your role as a Climbing Wall Instructor you should be prepared to operate on walls of any style or age, using whatever grading system is in operation.

You should also have knowledge of how Mountain Training works and the qualifications they offer. You can then advise others for whom a Mountain Training qualification will Key



Chapter 1 A brief history of UK and Irish climbing

Chapter 6 Technical essentials

Key practice points

- Consider taking part in a competition or volunteering for a mountaineering council competition during your consolidation period.
- Explore Mountain Training's and your mountaineering council's website to gain a greater understanding of their roles and the work they do.
- Familiarise yourself with [NICAS](#)



Management and decision making



Climbing Wall Instructors should be able to independently organise, plan, manage and deliver sessions to a wide range of participants, often with support from an assistant. They should be able to:

5. Planning and structure of sessions

- 5.1 Plan individual sessions and programmes of activities with appropriate aims and objectives.
- 5.2 Demonstrate 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.



Guidance

Effective Climbing Wall Instructors recognise that prior planning and good structuring of sessions commonly results in participants having a safe and enjoyable time. In many ways, preparation is the hallmark of high quality instruction. As a Climbing Wall Instructor you may be required to work with a group over a number of sessions. You should be able to plan a series of sessions which might be spread over a number of weeks. Each session will need clear objectives to achieve the overall aims of the course. Each session should have a clear structure and show progression.

As a Climbing Wall Instructor you should understand the responsibilities assumed when you take charge of a group and the fact that you will be assumed to have a higher level of 'duty of care'.

Outdoor structures are exposed to the full effects of weather conditions and instructors should be mindful of this when planning climbing sessions. Temperature changes can loosen holds, even indoors, if they are not pinned.



Chapter 1 A brief history of UK and Irish climbing

Chapter 6 Technical essentials

Key practice points

- Observe how other instructors plan and structure climbing sessions based around their clients' aims and objectives and how this might change with different circumstances.
- Make yourself familiar with the legal aspects of taking people climbing, in-particular with under those under the age of 18.



6. Management of participants

- 6.1 Select appropriate management techniques to safeguard all participants, irrespective of whether or not they are directly involved in the climbing activity.
- 6.2 Utilise effective communication skills to:
 - 6.2.1 Set and review targets.
 - 6.2.2 Identify and react to the needs of the group in relation to involvement, interest, enjoyment and achievement.
- 6.3 Demonstrate an understanding of warming up and avoidance techniques.
- 6.4 Brief individuals and the group appropriately.
- 6.5 Manage time appropriately in relation to the plan, activity and conditions.
- 6.6 Avoid common roped climbing problems.
- 6.7 Solve common problems if they occur.
- 6.8 In the case of an incident describe how to call for relevant assistance.



- 6.9 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.

Guidance

Climbing Wall Instructors need to be very mindful of the environment within which they are operating. The physical space may not have been designed with your purposes in mind and you will need to adapt your management of your group accordingly.

Clear communication is paramount; groups need clear and concise targets and expectations to be set. Instructors need the empathetic skills required to recognise when change is required and communicate this in a sensitive but authoritative manner.

You must have a clear grasp of the principles of warming up. You need to have a range of activities in your repertoire so you can work effectively with a range of age groups and with people of differing levels of mobility.

Time management is always a balancing game for instructors; being well prepared before a session is key. The pace of a session at a climbing wall can be relatively fast and you may need to adapt your management style or have strategies in place to deal with this safely. You will need to be able to adjust the time allowed for particular activities within a session in order to respond to the needs of your group.

In typical bottom roping situations roped problems are very rare. Focus on belaying and tying on to the rope as your first priority. Training and practising lowers low down on a route will prevent many issues. If you need extra security then a knot behind the belay plate, on the dead rope, will give you peace of mind whilst you consider your actions.

Problems should be foreseen and avoided by sound training, clear briefs and two-way communication. There is no need for a Climbing Wall Instructor to carry out rope rescues on the wall without further, site-specific, training.



Chapter 1 A brief history of UK and Irish climbing

Chapter 6 Technical essentials

Key practice points

- Experiment with different ways to engage with your group e.g. games and ice breaker activities.



- Practise delivering briefings and instructions to novice climbers and evaluate what methods work well and understand why.
- Consider how you would adapt practice to support different needs. For example, supporting a light belayer/heavy climber, a timid climber, a hearing impaired climber. etc.
- Most accidents happen in bouldering walls – don't relax here. Focus on how experienced instructors keep control and build up participants' skills and safety.



7. Decision making

- 7.1 7.1. Demonstrate dynamic risk assessments throughout a climbing session.
- 7.2 7.2. Assess the abilities and objectives of the group participating in the session.

Guidance

Learning to make decisions is a challenging and enjoyable part of being a Climbing Wall Instructor. It takes time, practise and self-reflection and will ultimately lead to more successful sessions for you and your clients so it is worth the effort.



Key practice points

- Read Mountain Training's National Guidelines and research the Health & Safety Executive's approach to sensible risk management, controlling risks and risk assessment.
- Observe how other instructors plan and structure climbing sessions based around their clients aims and objectives and how this might change with different circumstances.



8. Knowledge and demonstration of techniques

8.1 Deliver technical instruction to individuals and the group including:

- 8.1.1 Choice and fitting of suitable harnesses.
- 8.1.2 Attaching the rope to the harness.
- 8.1.3 Effective belaying.

8.2 Demonstrate the use of bouldering activities with groups, using appropriate games and activities, including setting simple boulder problems.



8.3 Teach and demonstrate basic climbing movement skills.

8.4 Supervise a group of novice climbers in the following activities:

8.4.1 Belaying and tying-in.

8.4.2 Climbing (including bouldering).

Guidance

Climbing Wall Instructors need to build up a portfolio of knowledge and demonstration techniques to effectively facilitate a session. Often, instructors will find themselves working with large groups of novices, where a simple skill such as fitting a harness will need a well thought out demonstration

The key aspect of demonstrating skills is to ensure that you know your subject well and have practised it a number of times, ideally with feedback and criticism to allow for greater development. See also syllabus section 10 Teaching and learning skills.

Traversing is a useful way of teaching movement skills and this may require clear boundaries as ascent tends to be the human default setting.

Climbing games can be a great way of motivating groups and getting everybody involved at a level which suits them. You should however, have a critical eye on the purposefulness of any games being used and not just reproduce something you have been shown regardless of its suitability for the group in front of you.

Your training course will cover teaching movement skills so that your group can enjoy their climbing session to the full. The emphasis should be placed on getting individuals actively involved in the activity rather than their long-term development. For a more in-depth appreciation you may consider attending a FUNdamentals of Climbing workshop delivered by the mountaineering councils; and the Mountain Training Foundation Coach qualification; all of which will develop these skills in much greater depth.

When roped climbing the instructor's eyes will constantly monitor the belayer's actions. To do this you must be well positioned to see all belayers all the time. With novices the instructor will need to constantly check every connection in the safety chain.

Supervising bouldering requires excellent organisation, communication and constant vigilance. You will need to know when and how to spot individuals to support their safety.



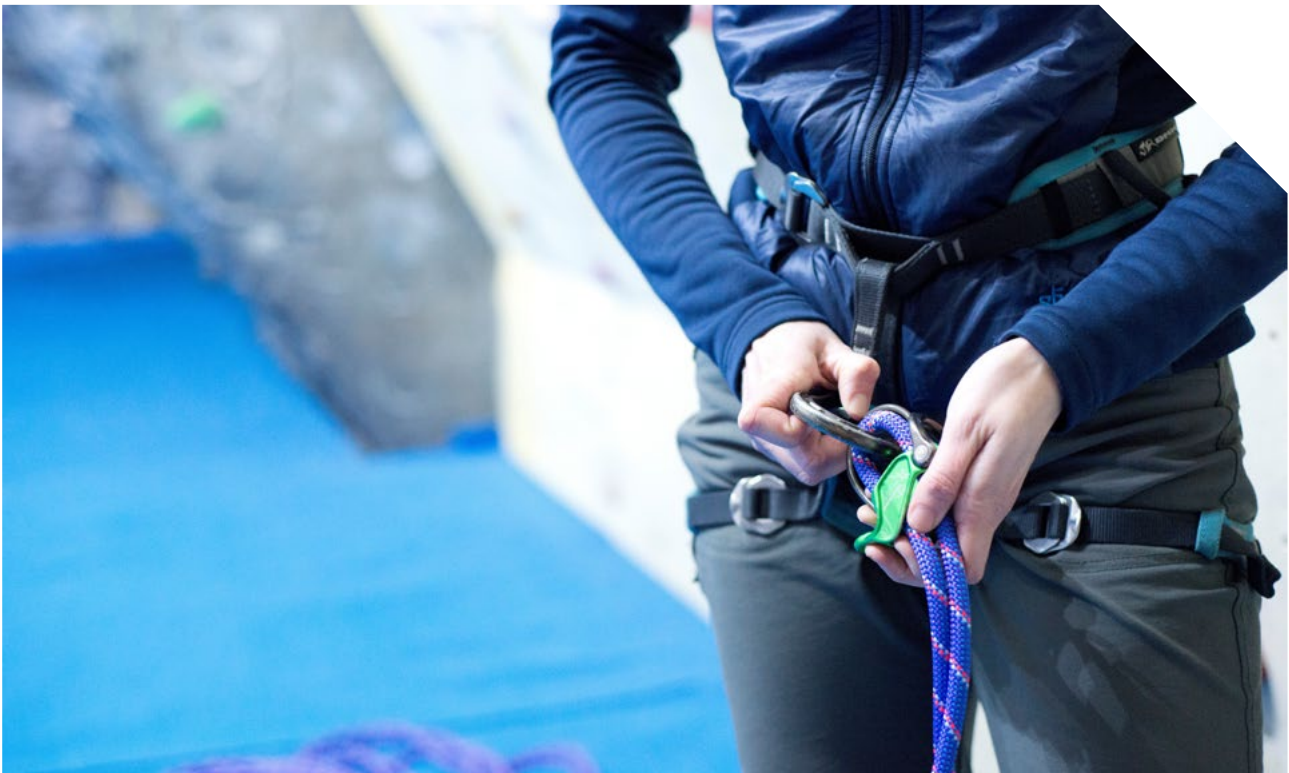
Chapter 4 Movement skills

Chapter 7 Indoor climbing



Key practice points

- Develop systematic ways of fitting helmets and harnesses. Watching experienced instructors working is the best way to do this. Instruction needs to be clear, concise and accompanied by flawless demonstration.
- Consider how you instruct individuals belaying climbers. Your instruction should be applicable to the group and situation. Experiment with different devices and strategies to ensure you are able to cope in different circumstances. Also consider using assisted braking devices in the teaching progression.
- Spend time in bouldering walls watching experienced instructors supervising and teaching novices. This is skilled work that takes great concentration (see Mountain Training's Bouldering Guidance Notes).



9. Managing/supervising other staff

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



Guidance

An assistant is any person who supports an instructor in the delivery of their session but who does not direct or make decisions about the management of the session.

Assistants and unqualified staff can be of enormous benefit to a session provided that they are managed appropriately. They can support the talented, those with individual requirements, their peers, or their own students and children, and can be powerful role models for the participants. An assistant can help further with clearly defined technical roles such as fitting personal climbing equipment and backing up belayers. However the judgements as to what activities are to be undertaken, and how they are to be managed, remain with the instructor.

Assistants and other staff come with a wide range of experience and competencies and you are wholly responsible for assessing these. If in doubt you should not use an assistant and not be compelled to work with them either. By definition an assistant or an unqualified member of staff cannot work independently and you are responsible for the group and the actions of an assistant at all times. All assistant deployment should be risk assessed before each session begins.

It is essential that assistants are appropriately supervised by you, the instructor, so that there can be constant communication and guidance given.

It is not possible to give specific guidance on instructor/student ratios with assistants as this will vary with the situation. For example, a disabled climber may benefit from the support of two or more assistants working very closely with an instructor whilst a talented academy group may benefit from an assistant working in sight of the instructor in a bouldering wall. The qualified instructor remains ultimately responsible for the group and must always be in a position to intervene if necessary.



Chapter 13 Inspiring others

Key practice points

- Practise briefing an assistant about their role and remit.
- Practise maintaining a position of maximum effectiveness, keeping assistants within sight and easy communication at all times.
- Get into the habit of discussing your session with an assistant to give and receive feedback.



Teaching and learning skills



Climbing Wall Instructors will frequently need to give tuition and support to a range of climbers in a variety of climbing related techniques. They should be able to:

10. Teaching and learning skills

- 10.1 Create and maintain a positive learning environment for all participants.
- 10.2 Communicate effectively and appropriately with a group and individuals, checking for understanding.
- 10.3 Demonstrate an ability to adapt the teaching style to meet group needs.
- 10.4 Help participants develop a positive attitude towards climbing and introduce the idea of lifelong participation.
- 10.5 Identify and use appropriate tasks to develop effective and safe climbers.
- 10.6 Demonstrate an understanding of the reasons for evaluating a session and success of the outcome.



Guidance

Climbing Instructors need to quickly create an environment of trust and confidence within their group so that participants feel safe and comfortable to tackle new and challenging activities. Age, ability, individual requirements, confidence and energy levels amongst the group will influence the best approach to achieve this.

Good communication skills are key. The foundations of effective teaching include the ability to create rapport, communicate at an appropriate level, use positive language, provide a variety of demonstration techniques, check for understanding through skilled questioning and give useful feedback and encouragement to individuals.

In addition to these communication skills effective teaching requires instructors to be able to observe and assess participants' abilities and confidence levels. They then need to calibrate the appropriate level of challenge and structure a task to stimulate and stretch the climber but not to intimidate or defeat them. Instructors also need to be adaptive in their approach. If a particular technique or activity is not working well then they should adapt their approach to better suit the needs of the group.

Remember that assistants can offer a valuable resource to support you with your teaching. Assistants are often connected with the group and will know about their individual needs and potentially how best to deliver information to them. All instructional sessions are different due to the nature of the group and the conditions of the day. Instructors should reflect upon the outcome of each session and consider changes in delivery style or content that may improve the outcomes of the next one.





The climbing environment



11. Access

- 11.1 Explain an awareness of both general and locally important rules and regulations and demonstrate an ability to obtain and comply with this information.

12. Etiquette and ethics

- 12.1 Describe your responsibilities to the general public other facility users and the wider climbing community.
- 12.2 Operate a flexible programme of activities in order to accommodate other site or facility users.
- 12.3 Describe the hazards presented to other site users by the actions of a group, and act in such a way that these are minimised.



Guidance

You must manage your group in a manner which shows respect to other users of the space. You will also need to be mindful about where you would like non-participants to locate themselves and the level of interaction you are prepared for them to have with the group. You will need to be very clear with your group about expectations and be prepared to enforce these expectations in a way which supports their learning and does not diminish the experience for anyone else in the same area.

Each and every climbing wall will have its own operating procedures. These do have much commonality but, you should look out for any special conditions which apply to each venue. The [Association of British Climbing Walls](#) may be a good source of information.

Key practice points

- Always talk to the management of a climbing wall about suitable areas to manage your group – particularly in a bouldering wall.
- Be considerate to other climbers who may wish to climb routes/problems your group are using. Don't monopolise an area for long.
- Don't leave equipment on the ropes or lying around on the floor/matting.



Appendix 1 - Additional information

Personal reflective comments

Mountain Training presently requires assessment candidates to have reflective comments recorded in DLOG for the Rock Climbing Instructor, Climbing Wall Instructor and Climbing Wall Development Instructor. Reflecting on experience is an important part of an instructor's development. Although feedback from others can be very useful it is important we can also independently consider our experiences in relation to the desired outcome.

The key aim of undertaking these reflective comments is to identify and reflect on areas of practice from the relevant Mountain Training qualification syllabus, and supporting guidance notes, where there is a desire or perceived need to reflect on one's personal practice to develop fluency. Being able to effectively analyse experience can be challenging but a few critically analysed sessions are of great value in identifying potential improvements for the future. When making these comments candidates should ask themselves the following questions and outline their responses:

- What are the desired aims and objectives of the session?
- What were the actual outcomes of the session?
- What was successful and less successful (reference the relevant Mountain Training syllabus) in your delivery of the session?
- What you would change to improve the outcome?

Your responses can then be added into DLOG in the comments section of the relevant DLOG entry.

Course delivery

Mountain Training courses are delivered by approved providers throughout the UK and Ireland. Providers of Climbing Wall

Instructor courses will appoint a course director for each course.

Courses can be found by searching on the Candidate Management System (CMS) <https://mt.tahdah.me> or on our website



<http://www.mountain-training.org/find/find-a-course>.

Your training and assessment result will be recorded on the Candidate Management System (CMS).

Exemption from training

Experienced climbers who already have substantial personal climbing experience and experience of supervising groups on climbing walls may apply for exemption from training. To qualify for exemption candidates must, at the very least, meet the minimum experience requirements for attendance at an assessment course and demonstrate that they have received relevant training in the management of climbing groups and assistants.

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

There is no exemption from assessment.

Further experience

Once you have passed the Climbing Wall Instructor assessment you are responsible for remaining current and up to date with good practice for as long as you are using your qualification. Mountain Training would like to encourage you to regularly dedicate some time to your development both as a climber and as a Climbing Wall Instructor.

The Mountain Training Association is a membership association designed to support both trainee and qualified candidates by providing access to developmental workshops, conferences and peer learning events among other member benefits.

The responsibility for ensuring that instructor receive refresher training must lie with the provider of the service, or the individual in the case of self-employed leaders. Climbing Wall Instructors who wish to operate beyond the scope of their qualification(s) by virtue of their additional experience and/or training, for example a Rock Climbing Instructor taking a group climbing at a sport climbing quarry may be enabled to do so either through in-house training and/or within the context of a site specific scheme.

Mountain Training publishes a digital document called the National Guidelines which provides advice on good practice for anyone with a responsibility for climbing, walking and mountaineering related activities, and encompassing the principles of safety management.



Mountain Training

Association

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

As a membership association we are building a community of confident and expert leaders, instructors and coaches, that we hope you will join.

We can help you with:

- Big savings on clothing and equipment
- A wide range of accredited development workshops, events and opportunities for continuing personal/professional development
- Specialist mentoring for your qualification
- Regional networks and opportunities to build connections with others in the sector
- The Professional Mountaineer magazine offering advice, tips and guidance from experts and peers within the profession
- Specially negotiated rates for liability insurance for qualified members

Anyone can join from the moment they register for a Mountain Training qualification, and can join anytime when working towards a qualification or when qualified.

Join via your account on the Mountain Training Candidate Management System (Tahdah – CMS).

“The workshops I’ve done have been brilliant and have definitely made me a better leader” Alex, Association member.

“The Association offers an excellent range of CPD, which has given me a broader understanding of the role, skills and expertise required to be a great leader. Definitely recommend.” Charlie, Association member.