



WINTER MOUNTAINEERING AND CLIMBING INSTRUCTOR

CANDIDATE HANDBOOK





PREFACE

This booklet contains all the information needed to progress through the Winter Mountaineering and Climbing Instructor scheme. It is designed to support the knowledge and experience of candidates, trainers and assessors whilst at the same time avoiding prescribed techniques. There are many technical manuals for climbers and mountaineers that illustrate the range of evolving techniques used by instructors; these notes are designed to complement such literature (see Appendix 2).

This handbook is divided into three parts:

- Information about the scheme from registration to assessment.
- A syllabus that lists the skills of a Winter Mountaineering and Climbing Instructor with guidance notes that help advise candidates and their trainers and assessors of protocols and procedures.
- Appendices that provide background information.

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 provides training and assessment courses and associated literature to help leaders manage these risks and to enable new participants to have positive experiences while learning about their responsibilities.

ACKNOWLEDGEMENTS

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THE SCHEME

1 INTRODUCTION

The Winter Mountaineering and Climbing Instructor scheme provides comprehensive training and assessment for individuals working as instructors in winter mountaineering activities, including winter climbing. It is designed for the specific situations and conditions found in the UK and Ireland and it integrates training, experience and assessment in a variety of testing situations.

2 SCOPE OF THE SCHEME

The scheme provides training and assessment in the skills required to teach, train and assess general winter mountaineering, ice climbing and related activities. Also included are elements of training and assessment that are necessary for those directing and working on schemes such as Winter Mountain Leader.

The Winter Mountaineering and Climbing Instructor scheme is designed specifically for conditions encountered within the United Kingdom and Ireland. There is an opportunity for Mountaineering Instructors to work overseas, subject to further training, a qualifying period of 2 years and within a set of terrain-specific definitions. For further information contact the Association of Mountaineering Instructors (AMI).

3 STAGES IN THE SCHEME

The scheme consists of the following stages:

- pass Mountaineering and Climbing Instructor assessment
- gain appropriate experience and pass Winter Mountain Leader assessment
- register for Winter Mountaineering and Climbing Instructor and have your registration approved
- attend a Winter Mountaineering and Climbing Instructor training course
- gain further experience during a consolidation period
- pass Winter Mountaineering and Climbing Instructor assessment course

4 REGISTRATION

The Winter Mountaineering and Climbing Instructor is considered the minimum standard for those instructing the skills of snow and ice climbing.

To register for the scheme applicants must:

- 4.1 Have passed Mountaineering and Climbing Instructor assessment.
- 4.2 Have 20 days logged experience of teaching/leading post Mountaineering and Climbing Instructor assessment
- 4.3 Have passed Winter Mountain Leader Award assessment.
- 4.4 Have 20 days logged experience of winter party management. At least half must be post Winter Mountain Leader assessment.
- 4.5 Lead winter climbs at Grade III or above.



- 4.6 Have logged at least 10 routes at Grade II or above and at least a further 10 at Grade III or above in a minimum of three main mountain areas of the UK.
- 4.7 Provide a reference from someone who is prepared to endorse the registration application, preferably a Mountaineering Instructor, Guide or training board approved provider. A long term climbing partner or suitable employer would also be considered as an appropriate referee. The referee should be able to endorse the candidate's suitability as a potential Winter Mountaineering and Climbing Instructor and vouch for the accuracy of the application. It is therefore vitally important that potential referees have an overview of the climbing and work experience of an applicant.



WINTER CLIMBING EXPERIENCE REQUIRED AT REGISTRATION

The Winter Mountaineering and Climbing Instructor scheme is UK orientated and the experience recorded should reflect this. Whilst experience gained ice climbing in, for example, the Chamonix Valley is undoubtedly valuable, it must be backed up with considerable UK experience. The Board is looking for both depth and breadth of experience since candidates who have only the minimum experience are unlikely to benefit fully from either the training or assessment course.

In general terms, successful applicants will have climbed at least 40 or 50 winter climbs of which the 10 routes at Grade II or above and 10 at Grade III will be a representative sample.

5 TRAINING

All candidates must attend a mandatory five day training course run by an approved Winter Mountaineering and Climbing Instructor course provider. Before attending a training course candidates must be registered for the Winter Mountaineering and Climbing Instructor scheme. The training course includes aspects of the syllabus not covered on the assessment course, so there is no exemption from training. A few minor aspects of the syllabus may not be covered during the training course and candidates are expected to deal with these themselves.

At the end of the training course feedback and advice on consolidation will be given individually. To assist this process, candidates must make sure their DLOG is up to date.

6 CONSOLIDATION PERIOD

During the period between training and assessment candidates are expected to consolidate their experience and evaluate their skills and techniques.

The minimum requirements during this period are:

- 6.1 10 days in the mountains managing parties in winter conditions.
- 6.2 5 days climbing experience at Grade III or above.
- 6.3 A valid first aid certificate (see Section 7).





7 FIRST AID REQUIREMENTS

Prior to the assessment candidates must have physically attended and completed (i.e. not online) a first aid course which involved at least two full days or sixteen hours of instruction and included an element of assessment. Candidates are further expected to undertake such additional elements of first aid training as are consistent with their work in wild and remote country, including emergency assistance and evacuation techniques. It is the responsibility of the instructor and/or their employers to evaluate their likely work and the type of situations that they can reasonably expect to encounter and to maintain current appropriate first aid training and qualifications.

8 ASSESSMENT

Candidates should be familiar with all aspects of the syllabus before assessment. The assessment is carried out over at least four days. A panel of at least three assessors (including the course director) will be involved in deciding each candidate's result. At the end of the course the course director will record the outcome on the Candidate Management System (CMS) in one of three ways:

PASS: awarded where the candidate has demonstrated a proper knowledge and application of the course syllabus and has shown the necessary experience and attributes for winter mountaineering instruction.

DEFER: awarded where the candidate has generally performed well and shown the necessary experience and attributes but where complete proficiency has not been attained. Written recommendations for further experience will be given, along with details of the proposed reassessment.

FAIL: awarded where the candidate's performance has been generally weak, or the necessary experience and attributes have not been shown.

9 REASSESSMENT

Reassessments cannot be more than two days in length and cannot take place within three months of the initial 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 must be completed within a five year period.

10 COMPLAINTS AND APPEALS PROCEDURE

If you would like to give feedback, complain or appeal a result you should:

- make contact with the course director, explain your concerns and seek clarification.
- if this does not resolve your concerns, contact the Chief Executive Officer of Mountain Training UK and Ireland. The decision of the Board will be final.

The Winter Mountaineering and Climbing Instructor scheme is subject to continuous monitoring, culminating in periodic reviews.

SYLLABUS & GUIDANCE NOTES

- 1 Personal Winter Mountaineering
- 2 Winter Mountaineering Instruction
- 3 Winter Climbing Instruction
- 4 National Qualifications and Local Accreditation Schemes





1 PERSONAL WINTER MOUNTAINEERING



SYLLABUS

- 1.1 Demonstrate safe and assured leadership on multi-pitch snow and ice climbs up to Grade III.
- 1.2 Demonstrate efficient movement over all types of mountain terrain.
- 1.3 Have a theoretical and practical understanding of snow and avalanche conditions.

GUIDANCE

Winter climbing conditions in the UK are legendary and have contributed to the development of many of our greatest mountaineers. Winter Mountaineering and Climbing Instructors have to be at home in this environment if they are to help others enjoy the peculiar delights of limited daylight, difficult belays, extreme navigational challenges, appalling weather and a pretty unstable medium to walk or climb across! It is stating the obvious to say that Grade III is a very broad standard when compared to a summer grade such as VS 4c. Not only is Grade III harder to define but the start and finish of any climb is less obvious, requiring the instructor to make more decisions about appropriate methods for safeguarding everyone. Instructors have to rely on a real breadth of experience, drawn from as many different winter climbing venues as possible, if they are to deal with the range of terrain that they will encounter.

Evaluating snow and avalanche conditions is a process that needs constant monitoring and decision making. Instructors should be teaching this process by gathering clues such as reports and forecasts and then assessing the mountain environment constantly during their journey. The use of profiles and stability tests should be part of the information gathered and used in conjunction with all the other observations, the aim being to enable students to make their own judgements regarding the conditions. This decision-making process should help build a basis for safe travel in the mountains. Instructors' advice should allow practical decision-making on the hill and not dwell on the science of the subject.

2 WINTER MOUNTAINEERING INSTRUCTION



SYLLABUS

- 2.1 Instruct all elements of winter navigation.
- 2.2 Structure teaching sessions and give demonstrations of appropriate techniques in all aspects of the basic winter mountaineering skills.
- 2.3 Demonstrate and instruct the use of standard equipment such as an ice axe, crampons and belay devices.
- 2.4 Understand the limitations of winter camp craft and the use of alternative methods, planned and emergency.
- 2.5 Demonstrate the technical skills required to safeguard a party on difficult terrain, including the use of short-rope techniques as appropriate.
- 2.6 Demonstrate the ability to select a suitable route, given the ability and aspirations of the party and the likely weather and conditions.

GUIDANCE

Navigation in winter requires confidence, skill and experience. A Winter Mountaineering and Climbing Instructor should be able to navigate accurately, assess snow conditions and move efficiently on difficult terrain. They should also be able to teach these skills to others.

Instructors must be able to teach in such a way that their students can then coach others in a logical and clear manner. Emphasis must be on progressive practical coaching and the ability to be flexible in ever changing winter conditions.

Instructors should be familiar with the wide array of modern winter walking and climbing equipment. Advice that is given to students concerning equipment must match the individual's experience and the intended use.



3 WINTER CLIMBING INSTRUCTION



SYLLABUS

- 3.1 Demonstrate safe and assured leadership on multi-pitch winter climbs up to Grade III.
- 3.2 Supervise and control a party in descent or retreat from winter climbs or steep and broken ground.
- 3.3 Select a suitable winter climb, taking into account the ability and aspirations of the party and the likely weather and conditions.
- 3.4 Provide safe and enjoyable instruction on winter climbs up to Grade III.

GUIDANCE

To operate safely and efficiently in a winter climbing environment, instructors must be capable of moving confidently on both mixed and ice climbs of Grade III. This level of expertise will enable the instructor to make quick decisions on route choice, pace of movement and the hazards found on the climb. Leading and managing groups on this type of ground requires plenty of personal and instructional experience. Winter Mountaineering and Climbing Instructor candidates must feel confident operating at this grade to maximise the benefits of the training course and to be able to coach novice climbers on this type of terrain.

Trainers and assessors should instil a sense of pace into their teaching, which should be comparable with the speed necessary on winter climbs.



Instructors must consider the suitability of the rope systems they demonstrate when teaching climbing. Instructors must differentiate between situations when a guided approach is appropriate and when instructing the basics of winter climbing is the main objective.

Instructors must be very familiar with the use of a variety of winter anchors on snow, ice and rock. Transferring summer belay skills to winter requires a whole new set of judgements. Instructors must be able to coach climbers from novices upwards in building their own set of skills and judgements.

In case of an emergency or planned retreat, instructors must be familiar with the potential hazards and judgements required for lowering, counterbalancing and stacked abseils.

Confidence roping and short roping are commonly used skills while approaching and descending from winter climbs. Choosing when and where to use these techniques will depend on many factors. Instructors should be able to coach winter leaders in the basics of confidence roping on appropriate terrain (see Appendix 1).

Introducing students to winter climbing should follow a logical progression. Communicating the required skills and judgements to others to enable them to make judgements themselves is a challenging task. This process is aided by sound demonstrations from the instructor and well-considered venues. Allowing novice climbers to lead should be managed in a controlled and safe way. Both instructor and novice leader must be aware of the potential dangers of leading.





4 NATIONAL QUALIFICATIONS



SYLLABUS

4.1 Where appropriate, instruct and assess on Winter Mountain Leader courses.

GUIDANCE

Candidates should familiarise themselves with the contents of the relevant literature in order to gain a deeper appreciation of the organisation, philosophy and standards of all Mountain Training schemes. Experience gained working on these courses is invaluable even if only in an observational role.

Experience of working on Mountain Training courses will promote understanding of the skills required to brief candidates, observe tasks and give feedback at appropriate moments. The requirements at registration, training and assessment will also become more clearly defined, enabling candidates to work effectively and at the correct level on training and assessment for each scheme and have an understanding of the associated administration and organisation.



ADDITIONAL GUIDANCE NOTES

CANDIDATES

Candidates must have a good level of experience in order to grasp and analyse all aspects of the training and contribute fully to the course. They should feel free to ask even the simplest questions since they are often the most pertinent. It can be helpful to keep notes during the course to refer to at a later date.

TRAINERS

Trainers should encourage and assist candidates to become more effective instructors. While trainers have a responsibility to deliver the syllabus, they must also structure their courses to accommodate the strengths and weaknesses of candidates. Courses should concentrate on the skills that candidates may have difficulty in learning without expert guidance, while not forgetting that in reality the instructor's skills need to be integrated holistically. Candidates should be given regular feedback and should leave the training course with a good idea of what is required during the consolidation period. This may often take the form of an action plan.

ASSESSORS

Assessors will evaluate the performance of a candidate against the syllabus requirements and make a realistic and objective assessment against the nationally recognised standard. Assessments should enable everyone to perform to the best of their ability under suitably realistic conditions. Assessors should ensure that candidates understand the tasks required of them and are given sufficient opportunities to demonstrate their competence. Assessors should remember the importance of a holistic approach to the skills of leadership by limiting the time devoted to single techniques in isolation. Feedback should be provided to candidates at the end of each element.





APPENDIX 1 - DEFINITIONS

CONFIDENCE ROPING, SHORT ROPING AND MOVING TOGETHER

Confidence Roping

This is used to safeguard an individual within a hill walking group to boost confidence in an apparently exposed situation. The individual is tied to a short length of rope that is held by the instructor or leader. The instructor might even choose not to tie into the rope. Both will usually move at the same time, thereby not impeding the progress of the group as a whole. The use of the rope is normally unplanned. Confidence roping is for use in situations where a fall or slip will not have serious consequences.

Short Roping

This is the use of the rope to safeguard one or two individuals in ascent or descent on terrain that is exposed and where a slip could have serious consequences. The terrain is not continuous rock climbing or scrambling but may have short sections of technical difficulty approaching the V Diff grade. Sections that require safeguarding will generally be very short but could be anything from a few metres to 20 metres or more. The instructor or leader will generally climb the section first leaving the clients secure, possibly belayed, on a ledge. Normally clients will move over the difficult ground at the same time, tied a few feet apart. The instructor or leader will safeguard them using direct belay methods or, where necessary, a braced stance with a body belay. The whole party will move at the same time between sections of difficulty and in less exposed situations. Occasionally in descent it may be appropriate to lower the clients either together or individually. Leaders or instructors will not normally place running belays for their own safety but place them for the safety of the clients and for directional stability when safeguarding the clients.

Moving Together

The party will travel at the same time over terrain that presents a combination of exposure and technical difficulty or extreme exposure alone. Most commonly this technique is linked with moving along alpine type ridges or mixed climbs where speed, with a degree of safety, is important. A competent and compatible rope of two will move together, arranging running belays between each climber. On arriving at anything of greater difficulty the party will stop and initiate 'normal' climbing procedures.

SUMMER AND WINTER

Winter:

When winter conditions, including snow and ice, prevail or are forecast. This cannot be defined by a portion of the year.

Summer:

Any conditions not covered under winter.

APPENDIX 2 - SUGGESTED READING LIST

Books:

Winter Skills, A. Fyffe & A. Cunningham, Mountain Training UK, 2006
Hostile Habitats, N. Kempe & M. Wrightam, SMT, 2006
Cold Climbs, K. Wilson, D. Alcock, J. Barry, Diadem, 1990
Navigation in the Mountains, C. Forte, Mountain Training UK, 2012
Rock Climbing, L. Peter, Mountain Training UK, 2004
International Mountain Trekking, Plas y Brenin Staff, Mountain Training UK, 2012

Other:

National Guidelines, Mountain Training UK, Fifth Edition, 2014
Winter Essentials (DVD), BMC, 2005
Crampons and Ice Axes, BMC (free download), 2002
Care and Maintenance, BMC (free download), 2001

Magazines:

Summit
Scottish Mountaineer
Irish Mountain Log
Climb
Climber
The Professional Mountaineer

This list is not exhaustive and candidates are expected to be familiar with other publications which may support their development or that of their future clients.



APPENDIX 3 - COURSE PROGRAMMES

TRAINING COURSE OUTLINE

The purpose of the Winter Mountaineering and Climbing Instructor training course is three-fold:

- to expose candidates to the skills and techniques needed for safe operation as a winter climbing and mountaineering instructor in the United Kingdom and Ireland under winter conditions
- to prepare candidates for the assessment
- to explain the role of the Winter Mountaineering and Climbing Instructor in other Mountain Training schemes

Candidates should come to the training course prepared to contribute to a structured learning experience. Much of the time Mountaineering Instructors work in isolation and courses like this, which bring together candidates from different climbing and instructional backgrounds, offer unrivalled opportunities for exchanging ideas and discussing techniques and teaching methods.

The course aims to cover those aspects of the syllabus that candidates usually find most problematic and which are difficult to practise in isolation. Therefore areas such as technical climbing will receive less in-depth coverage than subjects such as problem solving and stance management. If there is any broad area that candidates would like to cover in greater depth, they should raise this with the instructors. However, it must be recognised that not all of the syllabus can be covered in the five-day training course.

Skills are not taught in isolation. They are transferable through all syllabus areas. Therefore an integrated approach to the syllabus material will be taken. Candidates are recommended to take a holistic approach to subject matter and not assume that because a specific technique was taught in one situation this is the only situation for which it is appropriate.

The following training course outline gives an approximate breakdown of the course content. Candidates should realise that this is only an outline and Mountain Training recognises the freedom of each provider to run a training course that:

- satisfies the requirements of the Board
- satisfies the requirements of the majority of course members
- makes best use of prevailing conditions and weather

A typical five day Winter Mountaineering and Climbing Instructor training course will usually include the following elements:

Basic winter mountaineering skills

Teaching and instructing walkers, mountaineers and climbers in the fundamental skills of winter mountaineering is an important part of the job of an instructor. The emphasis will be on teaching these skills to novices and on coaching other leaders and instructors. It is vital that candidates at training are already competent in all these areas. It will be assumed that candidates will have some practical experience of teaching novice winter walkers in the basics, as part of their Winter Mountain Leader qualification. Other basic skills include weather, navigation, movement over snow, self-arrest, use of crampons, avalanche assessment, basic roped climbing and snow belays.

Personal winter climbing skills

Candidates should already be competent winter climbers with a wealth of experience on which to draw. Candidates are expected to be capable of leading Grade III on snow, ice and mixed climbs during the course. Emphasis will be placed on efficient movement over varying climbing terrain and sound belay and anchor

choice. The training course is dedicated to helping the winter climber transfer their skills to becoming a winter climbing instructor. It is not about teaching them how to climb. As all winter climbers are well aware the mountain days in Scotland are long and the light is short. Candidates should be physically and mentally prepared for this, in order to make the most of the course.

Teaching winter climbing

Instructors must be capable of coaching winter climbing at a variety of levels as follows:

- instructing and coaching winter walkers in the use of the rope in an emergency situation.
- introducing novice climbers to the basic climbing skills
- coaching winter climbers in safer and more efficient techniques
- leading clients effectively on winter climbs.

Emphasis will be on coaching and instructing at an appropriate level and on suitable ground for the conditions. Instructors should be capable of structuring suitable programmes to teach winter climbing to students with varying abilities, backgrounds and aspirations. The ability to demonstrate sound winter climbing practice is an essential skill of a Winter Mountaineering and Climbing Instructor.

Situational leadership styles and appropriate skills

A skill commonly required in the winter environment is that of safeguarding students on terrain that does not necessitate a pitched approach. The techniques of confidence roping and short roping are often used in these situations. However, the technique of moving together may also be employed in places such as mountain ridges. These skills may also be appropriate when leading students up long climbs in Scotland.

Other areas covered

Time will be spent looking at modern climbing equipment and what the a Winter Mountaineering and Climbing Instructor is expected to carry when instructing in the winter. The various roles of a Winter Mountaineering and Climbing Instructor as trainer, assessor and advisor will be discussed.

Candidates at training should be familiar with the basics of snow structure and how to assess the stability of snow slopes. Further theory on snow and avalanche awareness will be covered during evening sessions.

Time will be made available during the course to discuss the requirements at assessment and how best to structure the consolidation period.

ASSESSMENT COURSE OUTLINE

A candidate's personal ability as a winter mountaineer will be under assessment at all times during the course. This includes navigation, route-finding ability and assessment of snow and avalanche conditions.

A typical Winter Mountaineering and Climbing Instructor assessment course will be at least four days in duration and will usually include the following elements:

Personal Climbing

Candidates will be assessed on multi-pitch climbs at Grade III. They must demonstrate that they can climb confidently and fluently at that grade and are able to look after their own personal safety and the safety of those climbing with them. They should be able to protect routes effectively, choose appropriate rope techniques and construct belays safely and efficiently. Candidates may also be asked to perform an abseil retreat from the crag. During this day a candidate's whole approach to winter climbing will be assessed.

Candidates experience difficulty on this day if they do not climb to the required standard and if they make very slow progress. It is important that candidates are able to find adequate runner placements and construct



belays efficiently. Their ropework system must be appropriate to the winter climbing environment. They will also be assessed on their ability to solve problems commonly encountered when winter climbing.

If candidates are not considered competent on this day it is unlikely that they will be successful on the other days. If the course director decides that a candidate's lack of ability would put themselves or other candidates at risk, they may be asked to withdraw from the rest of the course. It is therefore most important that candidates arrive for assessment climbing well and confidently at the required standard.

General Mountaineering

This day will assess a candidate's all round ability as a winter mountaineer. This includes navigation, route choice, techniques appropriate for various terrain and conditions, safeguarding a party both roped and unroped and teaching the basic techniques of winter mountaineering. As a general rule, the majority of this day will be conducted on ground of approximately Grade I/II and will involve the use of a single ice-axe.

Teaching Climbing

Two days are allocated to this area of the syllabus and candidates should have the same two students for both days. A key part of the assessment will be a candidate's ability to structure the days so as to take best advantage of the conditions and the aspirations of their students. Candidates will be expected to complete a graded climb (up to Grade III) on both days. In the past candidates have experienced difficulty with this day either because they have been too ambitious, or have embarked on routes that are too long or difficult for their students, or because they have underestimated their students' abilities and have run an inappropriate session.

While the teaching of basic techniques is an important part of the assessment process, candidates must structure the days so that the climbing requirements detailed above are met.

Evening Sessions

Mountain Training's expectations of Winter Mountaineering and Climbing Instructors, their role in the training schemes and other related issues will be discussed.

APPENDIX 4 - MOUNTAIN TRAINING UK AND IRELAND

MOUNTAIN TRAINING UK AND IRELAND

The main aim of the Mountain Training boards is to promote awareness of mountain safety through its formal leader training schemes and skills courses.

Mountain Training UK and Ireland promotes, coordinates and assists the national Mountain Training organisations in the provision of this training and is directly responsible for the Mountaineering and Climbing Instructor and Winter Mountaineering and Climbing Instructor schemes, the Coaching scheme and the International Mountain Leader scheme. The other qualifications are coordinated by the other national Mountain Training organisations (England, Scotland, Wales and Mountain Training Board Ireland which covers the whole of the island of Ireland).

Mountain Training UK and Ireland also maintains a centralised national Mountain Training database, which holds records of these qualifications throughout the UK and Ireland.

Mountain Training UK and Ireland

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PROFESSIONAL ASSOCIATIONS

Association of Mountaineering Instructors

www.ami.org.uk

Mountain Training Association

www.mountain-training.org/mta

British Association of International Mountain Leaders

www.baiml.org

British Association of Mountain Guides

www.bmg.org.uk

NATIONAL MOUNTAIN CENTRES

Glenmore Lodge

Glenmore, Aviemore, Inverness-shire PH22 1QZ

Tel: 01479 861256

Email: enquiries@glenmorelodge.org.uk

Website: www.glenmorelodge.org.uk



Plas y Brenin

Capel Curig, Conwy LL24 0ET

Tel: 01690 720214

Email: info@pyb.co.uk

Website: www.pyb.co.uk

Tollymore Mountain Centre

Bryansford, Newcastle, Co Down BT33 0PT

Tel: 02843 722158

Email: admin@tollymore.com

Website: www.tollymore.com

ASSOCIATED ORGANISATIONS

Adventure Activities Licensing Service

AALS, 44 Lambourne Crescent, Llanishen, Cardiff CF14 5GG

Tel: 02920 755715

Email: info@aals.org

Website: www.hse.gov.uk/aala/

Health and Safety Executive (HSE) Information Services

Caerphilly Business Park, Caerphilly CF83 3GG

Website: www.hse.gov.uk

APPENDIX 5 - SUGGESTED MODEL FOR TEACHING IN MOUNTAIN ENVIRONMENTS

Teaching/instructing should be a dynamic mixture of personalities, teacher and student(s), learning aims, venue, weather and even interaction with other climbers at the venue. This dynamic mixture could be proposed as the chief ingredient of a successful teaching session – but it is by definition hard to pin down. However there are some general qualities of a good days' teaching in a multi-pitch environment, whether in summer or winter. These include the following:

Candidates should demonstrate adequate preparation - the "ASSURE" model can be adapted here:

Analyse learners

- Demonstrate a thorough discussion with the student(s) to negotiate learning outcomes and appropriate venue and routes

State objectives

- The candidate should be able to articulate the learning points of the day
- As a general presumption it should not be necessary for the students to lead climb unless there are strong educational reasons

Select instructional methods, gear, crag and routes

- Appropriate personal kit and emergency kit, easily accessible while climbing
- Ensure appropriate kit is brought by the student(s)

Utilize opportunities and resources

- The candidate should demonstrate an ability to choose appropriate climbs for the students
- Under normal circumstances the student(s) should be working on unfamiliar routes
- The first climb should generally be well within the candidate's stated capabilities
- Appropriate reference to environmental factors should be included

Require learner participation

- The general theme should be a journey:
- The student should complete several pitches of roped climbing: normally this will probably be at least four pitches and also some descent.
- The student should demonstrate positive development in techniques and knowledge.
- Hands On – Any rope work done by the candidate instead of performed by the student(s) should be a conscious decision not to delegate.
- Under normal circumstances student(s) should experience multiple roles in the session (e.g. removing runners, belaying leader)

Evaluate and revise

- The candidate should include a review session to cover the main learning points
- The candidate should be able to articulate ways that future sessions could be improved



APPENDIX 6 - CLIMBING PATHWAYS





The Association of Mountaineering Instructors (AMI) is the professional representative body for qualified Mountaineering and Climbing Instructors in the UK and Ireland.

Benefits include:

- Representation at MTUKI/other national organisations
- Use of the AMI logo/badge for Full Members
- Trainee Workshops and Mentoring schemes
- Quarterly Magazine and e-newsletters
- Access to Promotional and Marketing resources
- Discounted Civil Liability Insurance
- Brand and Retail partnerships
- Membership of BMC/MCofS/Mountaineering Ireland
- Full programme of CPD workshops
- Welfare and Support package for members
- Trainee members receive a year's free membership following completion of the MCI training course



To join AMI visit:

www.mountain-training.org/membership/ami





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