



ACIA – Climbing Instructor – Syllabus

Scope – A qualified CI - Climbing instructor - Uses a wide range of instructional and coaching processes to facilitate skills transfer and assist clients to develop independent competence with all aspects of rock-climbing activities (including trad lead climbing, Multi pitch adventurous climbing, complex rescue and associated skills). They have a high level of technical expertise across all areas.

Structure - the structure to progress through the qualification is as below,

- Prerequisite personal experience and qualification
- Training course attendance
- Consolidation period
- Assessment course

Prerequisite personal experience and qualification

- Current holder of ACIA MPG (Multi Pitch Guide) Qualification
- Minimum 3 years' experience operating regularly as a climbing guide, at a variety of crags and locations
- Minimum 5 years' experience (minimum 2000 metres per year) climbing throughout Australia (and / or internationally)
- Able to comfortably lead at grade 18 (minimum)

Training course attendance

- Attendance on training course, 3 days (or exemption from training granted)
- Training course maximum ratio 4 to 1 (Participants to ITA's)

Consolidation period

- Logged experience showing at least 4 days teaching and supervising trad lead climbing, multi pitch climbing, rescue skills - (assisting / co-instructing)
- Continued personal climbing (minimum 2000 metres per year)
- Leading comfortably at a minimum of grade 18

Assessment course

- Successful completion of the practical assessment course, 2 day – competence with all aspects of the syllabus and all prerequisites is required, assessment to involve instruction to model clients (real climbers at appropriate skill level)
- Successful completion of theory tasks (creation of session plan for practical teaching day)
- Current first aid qualification
- Assessment course maximum ratio 2 to 1 (Participants to ITA's)



Syllabus

Technical Competence

- **Equipment** – Demonstrate appropriate use, care, and maintenance of all commonly used climbing equipment. Including an understanding of manufacturers recommendations and good practice, advantages, and disadvantages of different options of equipment, types of anchors found and placed at crags and their advantages and disadvantages.
- **Belaying skills** – Demonstrate a comprehensive understanding and ability to use all common belay devices (manual and assisted braking) and systems, including the ability to perform checks and use appropriate communication, belay efficiently, lower safely and smoothly, hold falls in a manner appropriate to the situation.
- **Personal climbing skills and knowledge** – Lead routes of grade 18 in a manner that is competent, assured and demonstrates good techniques, show a clear understanding of good practice when taking leader falls, and knowledge around fall factors and the overall safety chain involved in lead climbing (route selection / decision making, closing systems, situational awareness).
- **Background knowledge** – demonstrate knowledge and understanding of the development of climbing, its ethics, and current trends / directions

Guidance notes –

Personal competence and experience are essential if you are to impart knowledge to others, the foundation to provide quality instruction is within your own knowledge, understanding and ability. It is important that you are both familiar and capable with all common climbing equipment and techniques, and that you can advise and choose appropriate equipment and systems for different contexts and situations.

As a climbing instructor you will be a role model to others, it is therefore important to provide good examples of systematic approaches that will prevent error and always maximise safety, the prerequisite and experience requirements for the courses exist to ensure you can develop the required judgement, they should be considered minimums, with candidates ideally surpassing them.



Group Management and decision making

- **Planning and preparing sessions** – Prepare a written “session plan” for the instructional lead climbing session. The “session plan” should address appropriate activities and progressions to meet the aims and objectives whilst retaining the ability to respond to client / situational needs. Show an awareness and understanding around “safety management plans” who is responsible for these and their content (identify the risks of the planned activities, control measures and specific safety / emergency procedures etc)
- **Managing the participants and group** – Provide appropriate and effective briefings, coaching and supervision to facilitate a safe productive session. This may include adapting session plans to meet participants displayed ability levels
- **Decision making and using effective safety management techniques** – demonstrate the ability to dynamically risk assess and make good decisions on route selection and hazards (route direction, unsafe gear, friable / loose rock etc). Use techniques appropriate to the context to manage risks during clients leads (preplaced gear, pre clipping first protection, simulated leads, moderate graded first leads, leading with instructor support in place etc). Ensure effective communication systems and safe practices are always maintained

Guidance notes –

Lead climbing has inherent risk, as an instructor you have very limited capacity to keep novices safe once they have set off “on the sharp end”, because of this it is very important that the people you are teaching fully appreciate and understand the potential risks and have been taught to evaluate and make decisions. The rate at which any individual will progress will differ, having a full range of teaching activities and progressions will allow you to continue to assist them in developing specific skills in isolation.

Developing the ability to perform complex skills requires the progression from cognitive to autonomous performance, achieving this goes beyond simple instructional technique of demonstration and imitation, having a genuine progressive, gradual build up approach, with activities that are appropriate for the individual and their demonstrated ability will be essential in helping people move toward independent performance.

Judgement and decision making around hazards, risks and control measures is essential to operate at an instructional level, as an instructor delivering practical sessions we should be dynamically risk assessing and making decisions to ensure safety, this should be done within the framework of a structured safety management system (at an overall organisational level), the safety management system we are operating within, and aims / objectives of the session should inform and influence the activities and progressions that we choose to include in our session plan.



Instructional and teaching skills

- **Knowledge and demonstration of techniques** – Provide appropriate levels of knowledge for the task and clear concise demonstrations that give clients good visual images to learn from
- **Gradual build up processes, progressions, and activities** – Utilise a gradual build up process, with a logical sequence of progressions and activities, to ensure the development and consolidation of required knowledge, skills, and experience over time
- **Adapt instructional style and approach to meet individual needs** – Use instructional and teaching strategies that work for the individuals you are with, make changes to the session plan based on the observable progression of the group and individuals
- **Observe and provide constructive feedback to help clients improve performance** – Analyse performance and identify the areas that most need improvement, provide constructive feedback and strategies / progressions to work towards improvement
- **Skills and techniques** – show a clear ability to teach required skills and techniques for participants to,
 1. Safely and efficiently climb in outdoor environments
 2. Safely and efficiently lead Sport climbs
 3. Safely and efficiently lead trad routes
 4. Safely and efficiently climb in multi pitch environments
 5. Safely and efficiently use rescue skills and techniques
 6. Look after the climbing environment

Guidance notes –

Our role as a climbing instructor is to provide opportunities and help clients progress towards their goals, to achieve this, you will require a range of abilities beyond technical climbing competence, your ability to communicate, inspire, and provide positive instruction will be essential in supporting their learning.

The ability to use different instructional strategies and models (experiential learning, IDEAS, TTPP etc) to focus on differing aspects and best meet the needs of individuals will be required, gaining understanding through questioning, analysing performance, and providing feedback are skills that are outside of normal climbing that you will need to develop and refine to allow you to best meet the needs of those you teach.



Problem solving and improvised rescue

- **Assisting from below** – Be able to ascend efficiently to allow you to approach from below to solve problems, including approaching from below to assist / rescue fallen lead climbers
- **Assisting from above** – Be able to use assisted abseil and counterbalance abseil techniques to allow efficient approach and problem solving from above. Including using counterbalance pick off techniques.
- **Lowering** – Be able to lower climbers in all situations with all common belay devices, including bypassing knots during lowering.
- **Hoisting** – Be able to use a wide a range of assisted and unassisted hoists, including creating extra advantage, increasing efficiency and using the best available equipment for the task
- **Bypassing systems** – Be able to bypass and escape loaded belay systems, to allow systems to be changed or modified to solve problems, improve efficiency in raising / lowering.
- **Stabilise injured climber** – Be able to create improvised chest harness to stabilise and keep climber in a better position.
- **Back-ups** – Implement appropriate back-up systems whilst problem solving to ensure that hazards and risk are not increased in an unacceptable manner.
- **Problem solve** – Be able to assess a situation and apply a varied range of skills and techniques to solves issues, including rescuing from traverses, rescuing lead climbers, rescuing unconscious participants (all within complex environments)

Guidance notes –

The systems and supervision that we choose and implement whilst instructing in complex climbing environments can pre-empt and prevent many issues, however teaching people to climb independently is a more dynamic and complex situation than basic guiding, so we need to have a solid foundation of transferable problem solving and improvised rescue skills to deal with whatever issues arise. The one thing that can be guaranteed is that if issues do happen, they won't be exactly the same as you have practiced previously.

Having the ability to solve issues that are unexpected or unusual is essential, the environment that we operate in has many variables, our knowledge and skill are the best preparation for dealing with these.

Ensuring problem solving and improvised rescue skills are well practiced and smooth is important to ensure that we are prepared if they are ever required.



The climbing environment

- **Access** – Understand access rules and requirements, role model positive approaches to crag access and use
- **Conservation** – Understand the natural environments that you are in, role model “leave no trace principles” and manage your group to minimise impact
- **Etiquette and ethics** – understand climbing etiquette and ethics broadly and specifically (for the local crags), role model positive approaches on all occasions

Guidance notes –

Sport climbing outdoors involves being in natural outdoor environments, because of this there will always be conflicting interests in relation to access, conservation, and ethics. It is important that as instructors we both understand these issues (from both sides) and role model responsible approaches to these issues.

Involvement with state based climbing organisations and national organisations will help in maintaining an awareness of current issues or thought processes.