

## Observable behaviours – Indoor Climbing Assistant – Document to support MTE and MTC delivery

| SYLLABUS THEME                                                                           | WEAK                                                                                                                   | MIN STANDARD                                                                                                | OUTSTANDING                                                                                                                                                                                                                                                                                        |
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| <b>1. Equipment</b>                                                                      |                                                                                                                        |                                                                                                             |                                                                                                                                                                                                                                                                                                    |
| <b>1.1 Name and understand the use of basic climbing equipment.</b>                      | Cannot name or explain the purpose and use of basic climbing equipment.                                                | Correctly names and can explain the purpose of basic climbing equipment.                                    | Correctly names and can explain the purpose of varied climbing equipment, appropriate to personal and group use.                                                                                                                                                                                   |
| <b>1.2 Fit basic climbing equipment.</b>                                                 | <p>Is unable to fit basic climbing equipment.</p> <p>Cannot recognise inappropriate equipment use by participants.</p> | <p>Able to fit basic climbing equipment.</p> <p>Recognises inappropriate equipment use by participants.</p> | <p>Selects appropriate, safe and well-fitting personal and group climbing equipment. Can logically explain their choices.</p> <p>Is aware of and adheres to the manufacturer's approved use of equipment when completing tasks.</p> <p>Recognises inappropriate equipment use by participants.</p> |
| <b>1.3 Demonstrate an ability to evaluate the condition of basic climbing equipment.</b> | Is unable to recognise worn or damaged equipment.                                                                      | Recognises worn or damaged equipment.                                                                       | <p>Recognises worn or damaged equipment.</p> <p>Recognises the importance of care and maintenance to ensure equipment is fit for purpose.</p> <p>Is aware of how to care and maintain climbing equipment.</p>                                                                                      |

## 2. Belaying

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| <b>2.1 Tie into the rope. Attach group members to the rope with and without a karabiner.</b>              | <p>Unable to consistently tie themselves or participants to the rope safely.</p> <p>Unable to recognise and correct errors if they occur.</p> | <p>Consistently ties themselves and participants to the rope safely and efficiency. Chooses an appropriate knot to do so. Knots are well dressed.</p> <p>Checks for errors and corrects them before climbing.</p> <p>Introduces and endorses a buddy check system.</p> | <p>Ties themselves and participants into the rope safely and efficiently in differing ways. Able to explain why they would choose one strategy over another in varied situations.</p> <p>Endorses and participates in 'buddy checks' with participants throughout.</p> |
| <b>2.2 Demonstrate the use of direct and indirect belay systems set up by the supervising instructor.</b> | <p>Unable to use direct and indirect belay systems applicable to the situation once set up.</p>                                               | <p>Uses direct and indirect belay systems safely once set up.</p>                                                                                                                                                                                                      | <p>Direct and indirect belays are used safely and efficiently in a range of situations.</p> <p>Able to clearly explain why one strategy would suit over another.</p>                                                                                                   |
| <b>2.3 Use different belay techniques/devices.</b>                                                        | <p>Unable to belay effectively and safely using a common manual and assisted braking device of their choosing.</p>                            | <p>Belays effectively and safely using a common manual and assisted braking device of their choosing.</p>                                                                                                                                                              | <p>Shows skilled, refined practice when belaying using a range of manual and assisted braking devices.</p> <p>Aware why one would choose one system over the other in the situation.</p>                                                                               |
| <b>2.4 Bottom rope belay a climber competently, hold falls and control lowers.</b>                        | <p>Unable to belay effectively and safely.</p> <p>Unable to hold falls and control lowers safely using a bottom rope system.</p>              | <p>Belays effectively and safely</p> <p>Holds falls and control lowers safely using bottom rope systems.</p>                                                                                                                                                           | <p>Able to belay, hold falls and control lowers effectively and safely using a bottom rope system in a range of situations.</p>                                                                                                                                        |

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| <b>2.5 While out of the rope system, assist a belayer to take in, hold a fall and control a lower.</b>                                               | <p>Unable to assist a belayer to take in, hold a fall and control a lower.</p> <p>When tailing; does not consistently hold the rope, allows excessive slack rope in the system, is unable to take control of the system and belay effectively, is unable to fold a fall or cannot safely control a lower.</p> | <p>Able to assist a belayer to take in, hold a fall and control a lower, safely and effectively.</p> <p>Aware of its importance.</p>                                                                                                          | <p>Safely assists a belayer to manage the rope system a manual and assisted braking device of their choosing.</p> <p>Aware of the rest of the group and external influences whilst doing so.</p>                                 |
| <b>3. Personal skills</b>                                                                                                                            |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                  |
| <b>3.1 Demonstrate evidence of ongoing access to climbing walls for personal use.</b>                                                                | <p>Unfamiliar with climbing wall environments and climbing activities undertaken within.</p> <p>Appears overwhelmed, easily distracted or complacent, for example, when undertaking tasks.</p> <p>Insufficient experience evidenced.</p>                                                                      | <p>Familiar with large commercial climbing wall environments and climbing activities undertaken within.</p> <p>Comfortable in the climbing wall environment and attentive when undertaking tasks.</p> <p>Sufficient experience evidenced.</p> | <p>Visits varied climbing wall environments on a regular basis. Undertakes practical climbing activities within.</p> <p>Relaxed and focused when undertaking tasks.</p> <p>Varied breadth and depth of experience evidenced.</p> |
| <b>3.2 Understand the importance of centre of gravity in climbing movement.</b>                                                                      | <p>Unable to explain what the centre of gravity is and its importance in maintaining balance and economy of movement.</p>                                                                                                                                                                                     | <p>Able to explain what the centre of gravity is and its importance in maintaining balance and economy of movement.</p>                                                                                                                       | <p>Able to explain what the centre of gravity is and practically demonstrate when climbing to support participant understanding.</p>                                                                                             |
| <b>4. Background knowledge</b>                                                                                                                       |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                  |
| <b>4.1 Describe and use common terminology for climbing.</b>                                                                                         | <p>Unaware of common climbing terminology.</p>                                                                                                                                                                                                                                                                | <p>Aware of common climbing terminology. Uses terminology correctly during tasks.</p>                                                                                                                                                         | <p>Fluidly uses climbing terminology. Uses terminology correctly throughout all tasks.</p>                                                                                                                                       |
| <b>4.2 Describe the role and philosophy of Mountain Training and its schemes, the mountaineering councils, climbing clubs and the NICAS schemes.</b> | <p>Lacks awareness, understanding or interest in the role and philosophy of Mountain Training and its schemes, the mountaineering councils, climbing clubs and the NICAS schemes.</p>                                                                                                                         | <p>Has broad understanding and interest in the role and philosophy of Mountain Training and its schemes, the mountaineering councils, climbing clubs and the NICAS schemes.</p>                                                               | <p>Has a deep understanding and enthusiastic interest in the role and philosophy of Mountain Training and its schemes, the mountaineering councils, climbing clubs and the NICAS schemes.</p>                                    |

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| <b>4.3 Describe the basic concept of grading.</b>                                                                                                          | Does not understand the purpose or concept of grading                                                                                                      | Understands and can explain common climbing wall grading systems used in the UK and Ireland.                                                   | Understands and can explain a range of climbing wall grading systems used in the UK and Ireland.                                                                                                                                                         |
| <b>5. Assistant responsibilities</b>                                                                                                                       |                                                                                                                                                            |                                                                                                                                                |                                                                                                                                                                                                                                                          |
| <b>5.1 Assist an instructor in liaising with climbing walls, parents, group members and organisations.</b>                                                 | Does not understand the position of responsibility instructors have with the group and 3rd parties.                                                        | Recognises and can explain the responsibilities instructors have with the group and 3rd parties.                                               | Recognises and can explain the responsibilities instructors, the group and 3rd parties have, their similarities and differences, and how they interconnect to ensure safe activity.                                                                      |
| <b>5.2 Demonstrate an awareness of environmental hazards and other site users.</b>                                                                         | Shows a dismissive or cavalier attitude towards environmental hazards and other site users                                                                 | Shows a diligent attitude and considered approach regarding environmental hazards and other site users.                                        | Shows a well-considered, realistic approach to risk assessment. Able to mitigate against a range of hazards.                                                                                                                                             |
| <b>5.3 Describe their duty of care in relation to assisting, including safeguarding issues specific to supervising young people and vulnerable adults.</b> | Has a very limited understanding of current legislation and related responsibilities.<br><br>Does not know where to source reliable information if unsure. | Shows a basic understanding of relevant legislation and related responsibilities.<br><br>Knows where to source reliable information if unsure. | Has a comprehensive understanding of relevant legislation and related responsibilities.                                                                                                                                                                  |
| <b>6. Leadership and decision-making</b>                                                                                                                   |                                                                                                                                                            |                                                                                                                                                |                                                                                                                                                                                                                                                          |
| <b>6.1 Demonstrate good conscientious behaviours for arrival, activity and departure.</b>                                                                  | Late and/or disorganised on arrival.<br><br>Poorly engaged and uninspiring when interacting with groups.                                                   | On time and well prepared on arrival.<br><br>Engaging and inspiring when delivering to the group.                                              | On time and well prepared. Significant consideration given to the needs of the group and types of activity to be undertaken.<br><br>Provides a positive and relatable role model participants could seek to aspire to when engaged in climbing activity. |

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| <p><b>6.2 With support from the supervising instructor, demonstrate adaptable leadership behaviours and decision-making</b></p> <p><b>6.2.1 Monitor the group, environmental conditions and activity, and can adapt their behaviours and decision-making to meet ongoing safety, group and task requirements</b></p> <p><b>6.2.2 Be consistent and confident in their decision-making to achieve positive outcomes and communicate these clearly to the group.</b></p> | <p>Shows limited awareness of the interaction between the needs of the group, environmental conditions and chosen activity. Is not adaptable in approach.</p> <p>Ineffective monitoring of the group.</p> <p>Uncertain and/or unconfident in their approach to achieve appropriate positive outcomes.</p> | <p>Shows good situational awareness and adaptable in approach.</p> <p>Monitors the group as a whole with periodic attention to the individual participant needs.</p> <p>Creates a comfortable learning environment for all.</p> <p>Confident in their approach to achieve appropriate positive outcomes.</p> <p>Explains the importance and context of the task to the group. Provides clear explanations.</p> | <p>Shows excellent situational awareness. Reacts well to safety and task requirements. Adapts approach throughout.</p> <p>Monitors group members and reacts instinctively to their individual physical and mental needs.</p> <p>Creates and maintains a comfortable learning environment throughout.</p> <p>Ensures all the group members are engaged throughout</p> <p>Confident and assured in their chosen approach to achieve positive outcomes and can explain why they have chosen one approach over others.</p> |
| <b>7. Knowledge and demonstration of techniques</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>7.1 Under direction, deliver technical instruction to individuals and the group including:</b></p> <p><b>7.1.1 Fitting of suitable harnesses.</b></p> <p><b>7.1.2 Attaching the rope to the harness.</b></p> <p><b>7.1.3 Effective belaying.</b></p> <p><b>7.2 Under direction, manage a basic safe warm up session.</b></p>                                                                                                                                     | <p>Gives incorrect or unsafe technical instruction.</p> <p>Instructs safely but in an inappropriate, illogical or inefficient manner.</p> <p>Misses' participant errors if they occur.</p> <p>Unable to deliver basic, safe warm activities.</p>                                                          | <p>Gives clear, safe technical instruction.</p> <p>Recognises participant errors if they occur.</p> <p>Able to warm up participants in a safe manner.</p>                                                                                                                                                                                                                                                      | <p>Has multiple strategies to give technical instruction to a range of participants. Able to choose one appropriate to the situation. Clearly explains why the chosen strategy suits the situation and environment.</p> <p>Has differing warm up activities suited to a range of participants and chooses one appropriate to the situation.</p>                                                                                                                                                                        |

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| <b>7.3 Under direction, supervise one bottom roping party, providing back up where appropriate.</b>                                     | Delivery is unsafe.                                                                                                                                              | Delivery is safe and fun.                                                                                                                             | Delivery is inspiring, engaging and fun.<br><br>All participants are engaged whether directly involved in climbing activity or not. |
| <b>7.4 Under direction, assist in the safe supervision of bouldering activities with groups (including spotting where appropriate).</b> | Bouldering activities are unsafe.<br><br>Bouldering problems set are inappropriate for participants due to safety issues, lack of purpose or level of challenge. | Bouldering activities are appropriate for the group as a whole.<br><br>Boulder problems set are safe, have purpose and are appropriately challenging. | Bouldering activities are safe and fun, and problems cater for the individual needs of all participants.                            |
| <b>8. Hazards and emergency procedures</b>                                                                                              |                                                                                                                                                                  |                                                                                                                                                       |                                                                                                                                     |
| <b>8.1 Avoid common problems when assisting supervising a roped party.</b>                                                              | Struggles to foresee common roped problems before they occur.                                                                                                    | Good awareness of participants and environment mean common problems are largely foreseen before they occur.                                           | Acute awareness of participants and environment and well conducted activity mean common problems are very unlikely to occur.        |
| <b>8.2 Demonstrate an awareness of fall zones, lower off zones and trip hazards.</b>                                                    | Unaware of what constitutes appropriate areas, activities and routes for groups with attention to fall zones, lower off zones and trip hazards.                  | Aware of what constitutes appropriate areas, activities and routes for groups.                                                                        | Chooses appropriate areas and routes when tasked. Explains these choices well.                                                      |
| <b>9. Working with other staff</b>                                                                                                      |                                                                                                                                                                  |                                                                                                                                                       |                                                                                                                                     |
| <b>9.1 Describe their role and responsibilities in supporting a qualified instructor.</b>                                               | Unable to describe the Indoor Climbing Assistant role and scope of the qualification.                                                                            | Able to describe the Indoor Climbing Assistant role and scope of the qualification.                                                                   | Able to recognise when operating on the fringe of the qualification scope and take appropriate action.                              |
| <b>9.2 Communicate effectively with a qualified instructor.</b>                                                                         | Does not maintain communication with the qualified instructor.<br><br>Disregards direction and/or instructor guidance.                                           | Maintains communication with the qualified instructor.<br><br>Listens and adheres to direction and guidance given.                                    | Works collaboratively with the qualified instructor to ensure activities are safe and enjoyable for all present.                    |
| <b>10. Teaching and Learning</b>                                                                                                        |                                                                                                                                                                  |                                                                                                                                                       |                                                                                                                                     |
| <b>10.1 Assist a qualified instructor in maintaining a positive learning environment for all participants.</b>                          | Shows little empathy with participants and/or interest in how best to support them to achieve positive outcomes.                                                 | 'Listens well' showing empathy and understanding of individual needs to achieve positive outcomes.                                                    | 'Reads' participants well, showing genuine empathy and successfully                                                                 |

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|                                                                                                            | <p>Does not modify their approach to cater for individual needs, differences, strengths and abilities.</p> <p>Reacts erratically or aggressively in stressful situations or when challenged by the group.</p> <p>Mistakes are commonly labelled 'errors' and handled in a negative, condescending manner.</p> <p>Does not show an appreciation, understanding and/or desire to overcome various, common barriers to participation participants may have.</p> | <p>Modifies their approach to cater for individual needs, differences, strengths and abilities.</p> <p>Reacts calmly and reassuringly in stressful situations.</p> <p>Mistakes are handled in a positive, non-condescending manner.</p> <p>Has an empathetic and positive attitude towards overcoming barriers to participation.</p> | <p>'connects' with all in attendance to achieve positive outcomes.</p> <p>Differentiates their approach to effectively engage with and inspire, all individuals in attendance. Holds the attention of all concerned throughout.</p> <p>Evidences praise given with tangible examples which participants are able to relate to.</p> <p>Has a 'can do' attitude towards overcoming barriers to participation.</p> <p>Has a basic understanding of common barriers and, where uncertain, where to access reliable sources of information.</p> |
| <b>10.2 Communicate effectively and appropriately both with a group and individuals.</b>                   | <p>Communicates with the group ineffectively; Participants are disengaged, uninterested or offended.</p> <p>Forces participation or uses negative and/or condescending language to influence performance.</p>                                                                                                                                                                                                                                                | <p>Communicates with the group well; Participants are engaged and enthused. Treats all participants with respect.</p> <p>Uses praise to positively influence performance. Provides timely feedback to individuals during tasks.</p>                                                                                                  | <p>Adjusts their communication style and demeanour to a range of participants. Uses humour appropriately to engage in a positive way.</p> <p>Uses non-verbal communication effectively to positively influence performance.</p>                                                                                                                                                                                                                                                                                                            |
| <b>11. Etiquette and Ethics</b>                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>11.1 Demonstrate an awareness of the impact the group they are with may have upon other site users.</b> | <p>Conducts themselves in a poor manner which could compromise access to climbing wall facilities in the future. Shows little consideration to the needs of others.</p>                                                                                                                                                                                                                                                                                      | <p>Conducts themselves well and demonstrates considerate use of climbing wall facilities.</p>                                                                                                                                                                                                                                        | <p>Can describe, explain and demonstrate good practice when undertaking climbing activities with groups.</p> <p>Is aware of the importance of adhering to facility rules.</p>                                                                                                                                                                                                                                                                                                                                                              |