



## LEVEL 1 CLIMBING COACH AWARD





# Contents

Preface.....	4
Acknowledgements.....	4
PROSPECTUS	
1. Introduction.....	5
2. Scope of the scheme.....	5
3. Stages in the scheme.....	5
4. Registration.....	6
5. Training.....	6
6. Logbook.....	6
7. Consolidation Period.....	7
8. Assessment.....	8
9. Exemption.....	9
10. Equality & Diversity.....	9
11. First Aid.....	9
12. Complaints and Appeals.....	9
13. The Level 1 Coaching Climbing Scheme at a Glance.....	10
SYLLABUS	
Section 1 Why Coach?.....	11
Section 2 Introduction to the Level 1 Climbing Coach.....	11
Section 3 Responsibilities of a Coach.....	11
3.1 Long Term Participation Development.....	11
3.2 Safety.....	11
3.3 Child and Vulnerable Adult Protection.....	11
3.4 Operational Requirements.....	11
3.5 Inclusive Coaching.....	11
Section 4 Coaching Theory and Practice.....	11
4.1 Coach Theory and Practice.....	11
4.2 Session Planning.....	11
4.3 Communication.....	11
4.4 Teaching and Learning Styles.....	12
4.5 Motor Learning.....	12
4.6 The Coaching Cycle.....	12
Section 5 Lifestyle.....	12
5.1 Nutrition and Recovery.....	12
5.2 Anti-doping.....	12
Section 6 Practical Skills- Technical/mechanical.....	12
6.1 Warming Up.....	12
6.2 Footwork.....	12
6.3 Climbing Movement.....	12
6.4 Balance.....	12
6.5 Tactics and Mental Skills.....	12

Section 7	Conditioning for Climbing.....	13
7.1	Core and Antagonistic muscles.....	13
7.2	Stretching and flexibility.....	13

#### GUIDANCE NOTES FOR CANDIDATES, TRAINERS & ASSESSORS

Introduction	.....	13
Candidates	Section 1-7 .....	13
Trainers	Sections 1-2 .....	14
	Sections 3-4 .....	15
	Sections 5-7.....	16
Assessors	Sections 1-4 .....	17
	Sections 5-7 .....	18

#### APPENDICES

1	Model Home Paper .....	19
2	Sample Training Programme .....	20
3	Sample Assessment Programme	22
4	Mountain Training Boards and Mountaineering Councils .....	23
5	Suggested Reading List .....	24
6	Provider Guidance .....	26

## **Preface**

The existing BOS/MTNI awards in climbing and mountaineering focus on the ability of instructors and leaders to safely manage individuals and groups and to pass on safe practice rather than develop performance. We all know that instructors 'coach' and coaches 'instruct', but with world championships and possible Olympic medals, the development of a coaching awards is overdue. Performance climbing however is not solely an elitist sport and is enjoyed by people from all walks of life and climbers at all stages of development enjoy improving what they do. Everyone has the right to the highest quality of coaching whatever their level of performance and coaching is for all.

This is the first formal coaching award produced by Mountaineering Ireland and is designed to support and develop the skills of coaches and help those that work with young people and adults to better develop the potential that every individual has.

## **Acknowledgements**

Coaching Ireland, Mountaineering Ireland, BOS, MTNI, MT

This award is the culmination of the work of many people who will go unmentioned.

## **1. Introduction**

Many of the skills to be coached in climbing can be performed at a bouldering or climbing venue, both indoors and out. A Level 1 Coach must possess the skills to supervise safe practice of bottom rope climbing and bouldering. They must have an understanding of the core elements of efficient climbing movement and be able to encourage, enthuse and offer advice to climbers. This award will appeal to climbing wall staff, club volunteers and parents of young climbers as well as increasing the skills of instructors and other award holders.

## **2. Scope of the scheme**

The Level 1 Coach will be able to operate independently in the delivery of a series of progressive coaching sessions.

This scheme is primarily concerned with good coaching practice and quality coaching of fundamental climbing skills.

The scheme is designed to provide you with the skills to coach climbing, within the scope of the supervisory award held, such as; Climbing Wall Award (CWA), Single Pitch Award (SPA), Climbing Wall Leading Award (CWLA), Mountaineering Instructor Award (MIA) or higher. For example, in order to coach lead climbing indoors, the coach would also need to hold the Climbing Wall Leading Award (CWLA).

## **3. Stages in the scheme**

1. Hold the Climbing Wall Award or Single Pitch Award or higher
2. Attend the FUNdamentals 1 & 2 workshops
3. Attend a Safe Guarding and Protecting Children in Sport workshop or equivalent
4. Lead climb consistently at French 6a
5. Gain 12 months post CWA/SPA experience
6. Join Mountaineering Ireland as an individual or club member
7. Register for the award, with Mountaineering Ireland
8. Attend a 16 hour training course
9. Fulfil consolidation requirements
10. Attend a 1 day assessment course
11. Present a current 16 hour First Aid Certificate at assessment
12. Remain a member of Mountaineering Ireland and meet the requirements of maintaining the award
13. Engage with reflective practice

## **4. Registration**

Candidates wishing to register for this award should have:

- A genuine interest in coaching climbing
- Have 12 months post Climbing Wall Award or Single Pitch Award experience
- Attended the FUNdamentals 1 & 2 workshops
- Attended a Safe Guarding and Protecting Children in Sport Workshop or equivalent
- Current evidence of Lead climbing at French 6a standard
- Membership of Mountaineering Ireland

On receipt of the registration form and fee, Mountaineering Ireland will issue a logbook, handbook and workbook. Candidates' personal details will be retained and progression through the scheme will be recorded.

## **5. Training**

Training courses are administered by Mountaineering Ireland and run by Mountaineering Ireland approved providers who are also Coaching Ireland Adventure Sports Tutors. The training course consists of 16 hours contact time and is of a theoretical and practical nature.

Current competence and experience of coaching climbing is assumed. Prior reading and research will aid the candidate's learning.

The training course report will be completed. Each candidate will be given feedback on what they need to do prior to assessment for Level 1 Climbing Coach.

## **6. Logbook**

The logbook is designed to help you demonstrate your experience prior to training and assessment. This will help the trainers discuss your training needs before presenting yourself for assessment. Entries must be concise and easy to read.

It should be noted that minimum requirements should not be seen as a target and that strong candidates have in excess of the minimum requirements.

## 7. Consolidation Period

Candidates will see many new ideas and techniques during training and will therefore need time to practice and evaluate these before taking the assessment. During the period of consolidation, candidates are advised to work with as wide a variety of coaches in all sports. It is recommended that all but the most experienced candidates allow 6 months between training and assessment.

The minimum consolidation requirements are;

- Observe a Level 1 (or higher coach) at two organised training sessions in any sporting discipline. Candidates must complete a report on the observation.
- Observe a Level 1 Climbing Coach or equivalent coach that is acceptable to Mountaineering Ireland, at two organised sessions. Candidates must complete a report on the observation.
- Run a programme of 6 progressive sessions, coaching climbing to the same group of 1-4 people and provide evidence of the session plans
- Run 6 separate coaching climbing sessions for a group of 1-4 people and provide evidence of the session plans
- Personal lead climbing: ten or more routes at Fr6a or above.
- Complete the 'Real Winner' on-line anti-doping programme. The certificate of completion must be presented at the assessment.
- Log book- The candidates log book must be submitted to the assessor not less than 4 weeks before the assessment.
- Case Study- Complete a series of 6 session plans for a given case study. \*
- Complete a written paper and research topic, as set by the assessor. \*

\*These will be supplied not less than one month before the assessment and must be returned to the assessor not less than two weeks before the assessment.



## 8. Assessment

Assessors work on a 1:2 ratio or less.

The assessment will take the following format:

**Submission of logbook** 4 weeks prior to assessment, to include training course report or proof of exemption, First Aid Certificate (16 hours), Child Protection Certificate (Children in Sport Awareness Workshop - Code of Ethics – Irish Sports Council or Safeguarding Young People in Sport – Sport NI) , The Real Winner Certificate, Fundamentals 1 & 2 Certificates, SPA or CWA Award Certificate or higher.

1. **Submission of home paper and research topic.**  
Complete a home paper and research topic into an aspect of coaching. This will be given by the assessor, four weeks prior to the assessment and should be returned to the assessor, 2 weeks prior to the assessment.
2. **Practical.**  
The candidate will be expected to plan and deliver:
  - a. A 60 minute coaching climbing session with own students.
  - b. A 60 minute coaching climbing session with unfamiliar students.Candidates will be assessed on all aspects of performance.
3. **Q and A session** with your assessor on any aspects of the syllabus, logbook, home paper, research topic and session plans.
4. **Results and feedback** on performance on all aspects of the assessment
5. **The Assessor will endorse the log book** with either;

**A PASS** – Where the candidate has satisfied the assessor in all aspects of the syllabus and its requirements

**A Defer** – Where performance was generally up to standard, but complete proficiency was not attained in some aspects of the syllabus, a form of re-assessment will be outlined by your assessor and an action plan given. (Please see candidate guidance notes below \*).

**FAIL** – The overall performance was generally weak or the necessary experience has not been demonstrated. A full reassessment is required. Further training may be recommended before another complete assessment is taken.

\*Candidates who have been deferred or failed will receive specific written feedback, including an action plan. This will include the reasons for the result, recommendations on the additional experience required and details of the format and timing of the re-assessment.

## **9 Exemption**

Experienced coaches who already have substantial experience may apply to Mountaineering Ireland to be exempted from attendance at a training course or elements of the entry or consolidation requirements. Each application will be assessed on its individual merits. Exemption forms are available at [www.mountaineering.ie](http://www.mountaineering.ie) There is no exemption from the assessment.

## **10 Equality and Diversity**

Mountaineering Ireland believes that equality is concerned with fairness, justice and respect for diversity, rather than just about equal numbers. Equality is about making sure that everyone has an equal chance to participate in and contribute to sport or their chosen recreation if they choose to do so, and that no one is discriminated against unfairly for any reason, including- but not limited to – gender, race, disability, age, religious or political belief, sexual orientation, social background, ethnic origin, language, marital or civil partnership status or pregnancy. Candidates, trainers and assessors should express a positive attitude towards equality and act as positive role models.

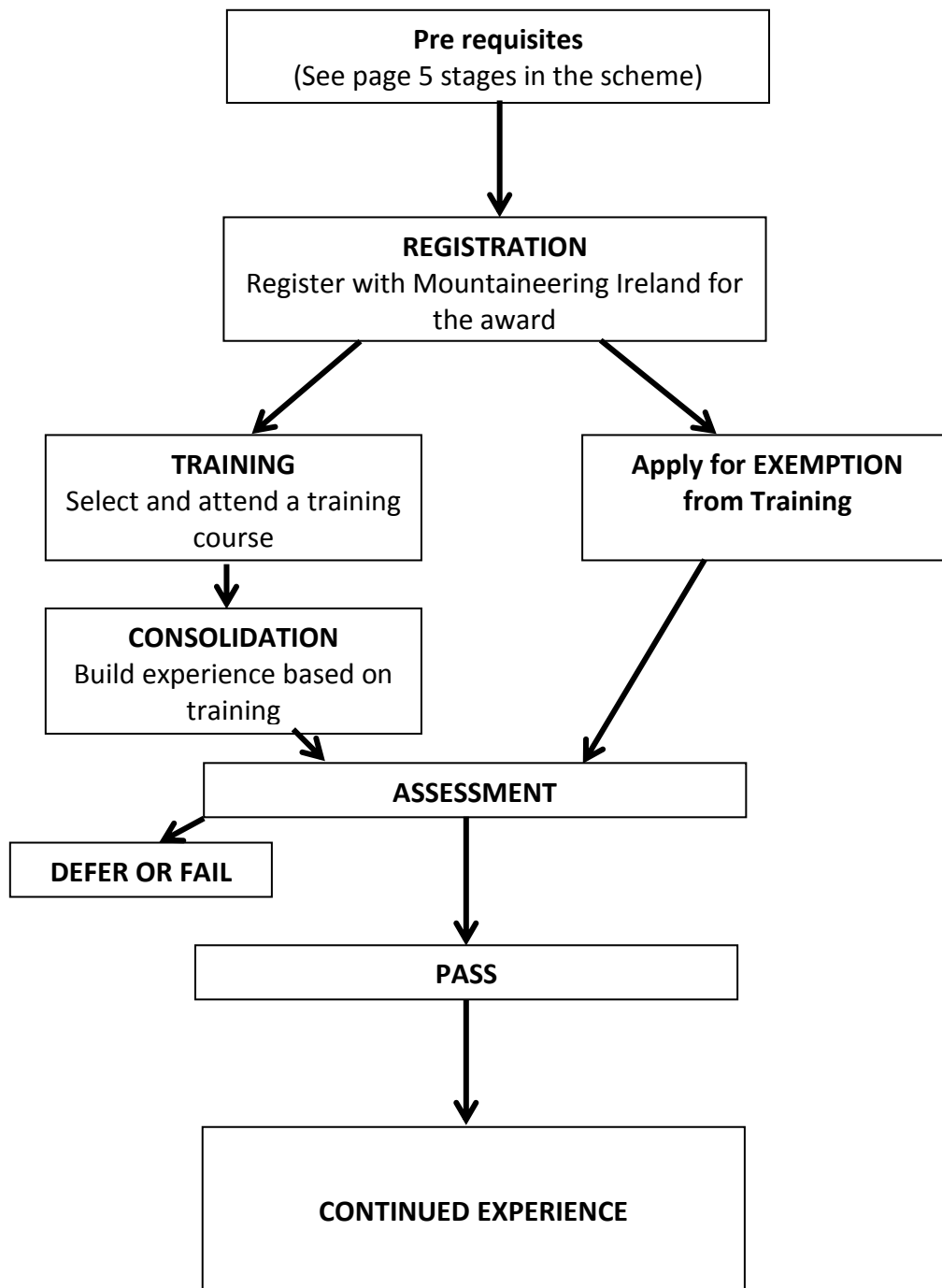
## **11 First Aid**

Prior to attendance on an assessment course candidates must hold a valid first aid qualification, (must be a minimum of 16 hours of instruction and include an element of assessment.).

## **12 Complaints and Appeals Procedure**

Mountaineering Ireland have procedures for both complaints and appeals, which can be viewed at [www.mountaineering.ie](http://www.mountaineering.ie)

### 13 The Level 1 Climbing Coach scheme at a glance



<b>Level 1 Climbing Coach Syllabus</b>
<b>Section 1 Why Coach?</b>
1.1 The role of the coach 1.2 The purpose of the coach
<b>Section 2 Introduction to the Level 1 Climbing Coach Award</b>
2.1 The Level 1 Climbing Coach Award 2.2 The scope of the Level 1 Climbing Coach Award 2.3 Mountaineering Ireland and the Level 1 Climbing Coach Award 2.4 Coaching Ireland and the Level 1 Climbing Coach Award
<b>Section 3 Responsibilities of the Coach</b>
<b>Section 3.1 Long Term Participant Development</b>
3.1.1 LTAD model 3.1.2 Developmental age appropriate exercises
<b>Section 3.2 Safety</b>
3.2.1 Effective learning environment 3.2.2 Types of risk assessment 3.2.3 How to conduct a risk assessment
<b>Section 3.3 Child and Vulnerable Adult Protection</b>
3.3.1 Child and Vulnerable Adult Protection 3.3.2 Special considerations when working with children and vulnerable adults
<b>Section 3.4 Operational Requirements</b>
3.4.1 Duty of care 3.4.2 Informed parental consent 3.4.3 Background check 3.4.4 Insurance 3.4.5 Client medical consent forms 3.4.6 Data protection 3.4.7 Different jurisdictions
<b>Section 3.5 Inclusive Coaching</b>
3.5.1 Barriers to participation 3.5.2 Disability awareness 3.5.3 Accessibility
<b>Section 4 Coaching &amp; Theory Practice</b>
<b>Section 4.1 Sports Psychology</b>
4.1.1 Motivation – Intrinsic and extrinsic 4.1.2 Goal setting – SMART goals model
<b>Section 4.2 Session Planning</b>
4.2.1 Athlete centred coaching 4.2.2 Session planning 4.2.3 Individual sessions 4.2.4 Series of sessions
<b>Section 4.3 Communication</b>
4.3.1 Methods of communication 4.3.2 Effective communication

<b>Section 4.4 Teaching and Learning Styles</b>
4.4.1 Teaching and learning styles
4.4.2 The VARK model
<b>Section 4.5 Motor Learning</b>
4.5.1 Stages of Motor Learning
4.5.2 Hierarchy of skills
<b>Section 4.6 The Coaching Cycle</b>
4.6.1 Assessment
4.6.2 Observation
4.6.3 Analysis
4.6.4 Intervention - the EDICT model
4.6.5 Feedback
4.6.6 Self-reflection
<b>Section 5 Lifestyle</b>
<b>Section 5.1 Nutrition and Recovery</b>
5.1.1 The food groups
5.1.2 The food pyramid
5.1.3 Age and gender issues relating to nutrition
<b>Section 5.2 Anti-doping</b>
5.2.1 Doping
5.2.2 Health implications
5.2.3 Athletic career implications
5.2.4 The role and responsibilities of the coach
5.2.5 Where to find information
<b>Section 6 Practical Skills</b>
<b>Section 6.1 Warming up</b>
6.1.1 Benefits of warming up
6.1.2 Elements of warm up
6.1.3 Suitable exercises
<b>Section 6.2 Footwork</b>
6.2.1 Footwork
6.2.2 Benefits of good footwork
6.2.3 Exercises to improve footwork
<b>Section 6.3 Climbing Movement</b>
6.3.1 Movement
6.3.2 Modern climbing movement
6.3.3 Exercises to promote better movement
<b>Section 6.4 Balance</b>
6.4.1 Centre of Gravity
6.4.2 Body position and COG
6.4.3 Counter balance
<b>Section 6.5 Tactics and Mental Skills</b>
6.5.1 Route reading
6.5.2 Rehearsal
6.5.3 Concentration

<b>Section 7 Conditioning for Climbing</b>
Section 7.1 Core and antagonistic muscles
7.1.1 Core muscles
7.1.2 Antagonistic muscles
Section 7.2 Stretching and Flexibility
7.2.1 Stretching
7.2.2 Types of stretching

## Guidance Notes for Candidates, Trainer & Assessors

### Introduction

The Level 1 Rock Climbing Coach will be able to work independently with an individual climber or group of climbers for a single or series of progressive sessions. It is the first coaching award in climbing developed by Mountaineering Ireland. This award focuses on the laying down of the fundamental climbing skills and the “how to” and the “what to” coach.

### Candidates

By assessment candidates will need to explain, apply and demonstrate competence in the following:

**Section 1** The role and purpose of the coach.

**Section 2** The Level 1 Climbing Coach Award, its scope and Mountaineering Ireland and Coaching Ireland in relation to it.

**Section 3** The responsibilities of the coach with respect to; LTAD model, safety, Child and Vulnerable Adult Protection, operational requirements and inclusive coaching.

**Section 4** Coaching Theory and practice, regarding; Motivation, (intrinsic and extrinsic), goal setting, (SMART goals model), athlete centred coaching, session planning, (individual and a series of sessions), effective communication, teaching and learning styles, the VARK model, stages of Motor Learning, hierarchy of skills, the Coaching Cycle, (assessment, observation, analysis, intervention, (EDICT model), feedback, self-reflection).

**Section 5** Lifestyle with respect to; nutrition, recovery, anti-doping.

**Section 6** Practical Skills such as; warming up, footwork, climbing movement, balance, tactics and mental skills.

**Section 7** Conditioning for climbing with attention to; core muscles, antagonistic muscles, stretching and flexibility.

Please read and be familiar with the syllabus and see the skills check list and assessment check list at the back of your logbook. The workbook has been provided to contain a series of tasks, links and other references and materials to enhance the training and post training learning. It will also provide a useful aid memoire pre and post assessment.

## **Trainers**

The structure of this course should include as much peer to peer coaching as possible, with the emphasis on; practice at coaching, repetition of the coaching cycle, session planning and execution, providing feedback and evaluation, (self, session and student).

Trainers should aim to extend the learning opportunities by giving prior reading, homework, case studies, scenarios and tasks in preparation for the training course.

The workbook has been designed as a support to the candidate, trainer and assessor. The logbook and its requirements are to be explained and guidance given as to how to gain the relevant experience.

Each candidate should be given specific feedback on their experience to date and suggestions as to how best to expand their repertoire of skills and knowledge on their way to assessment.

Candidates should be reminded that minimum requirements are just that and not a target. Candidates should be encouraged to strive for more than the minimum, with as broader range as possible of; venues, coaches, observations, group type as possible before presenting for assessment.

### **Section 1** The role and purpose of the coach.

The trainer may well be in new territory from the perspective of the level and experience of candidates, the syllabus, and the type of award. It is therefore important that the course starts with a definition of what a coach is and how it fits in with coaching across other sports. The embedding of the fundamental climbing skills is just one key role of the coach. The role of a coach has many facets and should be holistic and athlete centred, with the longer term picture of the athlete, the priority. The coach may do the most important job and has what might be the largest influence at the early stages of a climbers' career. This huge responsibility is both exciting and rewarding for all.

### **Section 2** The Level 1 Climbing Coach Award, its scope and Mountaineering Ireland and Coaching Ireland in relation to it.

The Level 1 Climbing Coach Award and the larger picture, into which it fits, must be made explicit. The effect that knowledgeable coaching has had on; performance, injury prevention, competition, lifelong participation, needs to be stressed. The links between the relevant bodies must also be described and shown to be a resource for the individual coaches to develop their own coaching repertoire. Whilst this is the first formal coaching award in climbing in Ireland, other sports are well established and climbing coaches can benefit from the transfer of others experience and research.

**Section 3** The responsibilities of the coach with respect to; LTAD model, safety, Child and Vulnerable Adult Protection, operational requirements and inclusive coaching.

This section requires prior reading by the candidate, so set this as a task to do before the training course commences. Plenty of case studies should be provided, which require the application of the LTAD model by the candidate. Parts of section 3 will have already been covered by candidates in awards already held, (e.g., Climbing Wall Award or Single Pitch Award), but should be raised in relation to coaching specific areas. For example, age appropriate training, operational requirements at different venues and informed parental consent.

**Section 4** Coaching Theory and practice, regarding; motivation, (intrinsic and extrinsic), goal setting, (SMART goals model), athlete centered coaching, session planning, (individual and a series of sessions), effective communication, teaching and learning styles, the VARK model, stages of Motor Learning, hierarchy of skills, the Coaching Cycle, (assessment, observation, analysis, intervention, (EDICT model), feedback, self-reflection).

It is essential that candidates continue to research around the key topics in this section, as theory and practice will continue to evolve alongside the coach as time passes and experience grows. The methods and practices included on the course are just some of many and advice should be given as to where to source more. Candidates will develop a deeper understanding in the application of theories, through practical tasks, scenarios and case studies. Trainers should encourage the use of available technologies, such as recording images, voice and video for playback and analysis. Use of these tools will permit a powerful and immediate form of feedback for the trainer, candidate and their students. Peer teaching is also to be used to practice the coaching cycle, with climber, coach, observer, evaluator roles to enable accurate analysis and corrective feedback from a range of perspectives. This section has a natural order to it and the candidate can be brought through it a bit at a time over the course. By breaking down the section and building it up from its parts, the candidate will have time to repeat, review, reinforce and build on earlier learning.



**Section 5** Lifestyle with respect to; nutrition, recovery, anti-doping.

In this short section trainers will spend time discussing nutrition and anti-doping in relation to the climbers' performance and general good health. The candidates will be made aware of the "Real Winners" online anti-doping education programme.

**Section 6** Practical Skills such as; warming up, footwork, climbing movement, balance, tactics and mental skills.

A trainer needs to explain to candidates, the level of personal competence required to give; superb demonstrations, knowledgeable explanations, clear instructions, relevant tasks and drills. There will be overlap with other sections, such as the coaching cycle and session planning, where it will be appropriate to use a practical skill as a means to employ the coaching cycle or a topic for a coaching session. This style of delivery puts the skills into the coaching context and is preferable to isolated practical skill sessions.

**Section 7** Conditioning for climbing with attention to; core muscles, antagonistic muscles, stretching and flexibility.

Trainers should stress the effective impact on performance that conditioning has. Conditioning should be built into every climbing session and series of sessions. Trainers should aim to explain and demonstrate a number of appropriate exercises; to develop core and antagonistic muscles for climbing and for stretching and improved flexibility.

## **Assessors**

The assessor will be confirming competency in all aspect of the syllabus. This will be determined from the logbook entries, written home paper, research topic and practical sessions under assessment conditions.

Candidates will receive the home paper no less than 4 weeks before the assessment date and return it with their completed logbook, to the assessor no less than 2 weeks before the assessment date. During the 2 weeks prior to an assessment an assessor can review the candidates' logbook and written paper and seek further evidence as required before the assessment date. A candidate should not present incomplete logbooks for assessment. The 2 weeks allows time to fill in any oversights or recommend that the candidate not sit for assessment until further evidence is logged. This should not happen on the morning of the assessment.

There is a benefit to using real students rather than peers at assessment. To facilitate this, it is expected that candidates source and make available 2-4 student climbers for the assessment. Then the candidates will usually be allocated their own students and unfamiliar students for the two practical sessions respectively.

**Section 1** The role and purpose of the coach.

The candidate can be questioned both verbally and in the written paper to determine competency in this section. Use of open questions will encourage discussion and a freer response.

**Section 2** The Level 1 Climbing Coach Award, its scope and Mountaineering Ireland and Coaching Ireland in relation to it.

The written paper and questioning can determine the candidates' level of understanding of the scope of the award and where it sits in the larger picture of coaching.

**Section 3** The responsibilities of the coach with respect to; LTAD model, safety, Child and Vulnerable Adult Protection, operational requirements and inclusive coaching.

A review of the candidates' workbook alongside the practical sessions will determine competency in this section. As said earlier, candidates will have been assessed on these topics in other awards and it is competence of the elements specific to the climbing coach that the assessment should home in on.

**Section 4** Coaching Theory and practice, regarding; motivation, (intrinsic and extrinsic), goal setting, (SMART goals model), athlete centered coaching, session planning, (individual and a series of sessions), effective communication, teaching and learning styles, the VARK model, stages of Motor Learning, hierarchy of skills, the Coaching Cycle, (assessment, observation, analysis, intervention, (EDICT model), feedback, self-reflection).

As a larger section in content and importance, it may be appropriate for the assessor to create a check list for the practical assessment, using the skills check list in the back of the logbook.

Candidates should expect to be asked questions during the assessment and continued research around the key topics in this section, will enable a candidate to demonstrate their competence. Assessors should encourage the use of technology during the practical assessment and/or to support the logbook entries.

**Section 5** Lifestyle with respect to; nutrition, recovery, anti-doping.

In this shorter section the assessor will ask the candidates to make suggestions to the group or individual around nutrition and recovery and present evidence of having completed the, “Real Winners” online anti-doping education programme.

**Section 6** Practical Skills such as; warming up, footwork, climbing movement, balance, tactics and mental skills.

An assessor will use the logbook and practical assessment to determine the candidates coaching competencies such as; superb demonstrations, knowledgeable explanations, clear instructions, relevant tasks and drills. There will be overlap with other sections, such as the coaching cycle and session planning, where it will be appropriate to use a practical skill as a means to employ the coaching cycle or a topic for a coaching session. This style of delivery puts the skills into the coaching context and is preferable to isolated practical skill sessions.

**Section 7** Conditioning for climbing with attention to; core muscles, antagonistic muscles, stretching and flexibility.

Assessors should question and observe candidates about the key aspects of this section, such as; what is the impact of conditioning on climbing performance? Conditioning should be built into every climbing session and series of sessions. Candidates should be able to include a variety of appropriate exercises within their coaching session.

## Model Home Paper

1. Describe how you would determine where a student you are coaching fits into the LTAD programme. (4 Marks)
2. Describe how you would assess a student you are coaching, in the lead up to designing a series of progressive sessions. (4 Marks)
3. List 3 common foot work errors and describe a task to help correct each error? (6 Marks)
4. List 3 common body position errors and describe a task to help correct each error? (6 Marks)
5. List 3 common training errors and describe a task to help correct each error? (6 Marks)
6. Taking one error each from questions 3, 4, & 5, outline a session plan that would go some way to addressing the issues. (10 Marks)
7. Take one fundamental movement skill and describe the key teaching points you would list for a novice climber. (6 Marks)
8. What advice would you give to a parent of one of your student in relation to nutrition, rest and recovery? (4 Marks)
9. Describe the main stages of a suitable warm up for a climber. (4 Marks)

<b>DAY 1</b>	<b>Level 1 Climbing Coach Sample Training Programme</b>	
<b>Section</b>	<b>Topic</b>	<b>Time (minutes)</b>
<b>1 Why Coach?</b>	The role & purpose of a coach in the long term development of a coach.	<b>20</b>
<b>2 Introduction to the Level 1 Climbing Coach Award</b>	The award, the scope of the award, the role of Mountaineering Ireland and the role of Coaching Ireland.	<b>10</b>
<b>3.1 Responsibilities of the coach- Long Term Participant Development</b>	Identify key stages in the LTAD and relate them specifically to the role of the coach. Specifies examples of age appropriate exercises.	<b>40</b>
<b>3.2 Safety</b>	To identify effective learning environments for the coaching of climbing and conduct a risk assessment.	<b>25</b>
<b>Break</b>		<b>15</b>
<b>4.1 Coaching Theory and Practice</b>	Sports Psychology- The Role of Motivation and Goal Setting	<b>45</b>
<b>4.2 Part a Session planning</b>	Designing an individual session plan taking an athlete centred approach to coaching	<b>45</b>
<b>Lunch</b>		<b>45</b>
<b>4.6 Part a The Coaching Cycle</b>	Assessment, Observation, Analysis, Intervention- the EDICT model	<b>75</b>
<b>6.1 Warming up</b>	Appropriate and effecting sport specific warm up.	<b>60</b>
<b>Break</b>		<b>15</b>
<b>6.4 Balance</b>	Centre of Gravity-application to the climbing environment	<b>45</b>
<b>Dinner</b>		<b>60</b>
<b>6.3 Climbing Movement</b>	Identify the components of effective Climbing Movement and coach the climber to improve.	<b>45</b>
<b>5.1 Lifestyle</b>	Nutrition as applicable to the role of a climbing coach.	<b>25</b>
<b>5.2 Anti-doping</b>	As applicable to the role of a climbing coach	<b>20</b>
<b>Debrief and wrap up</b>		<b>15</b>

<b>DAY 2</b>		
<b>4.2 Part b Session Planning</b>	A programme of 6 sessions	<b>30</b>
<b>4.3 Communication</b>	Methods of effective communication	<b>30</b>
<b>4.4 Teaching and learning styles</b>	Application and awareness of their use as a climbing coach-The VARK model	<b>30</b>
<b>4.6 Part b The Coaching Cycle</b>	Feedback and self-reflection	<b>15</b>
<b>4.5 Motor Learning</b>	Stages of Motor Learning, Hierarchy of skills and the application to the climber.	<b>30</b>
<b>Break</b>		<b>15</b>
<b>6.2 Footwork</b>	To identify the components of effective Footwork and coach the climber to improve.	<b>45</b>
<b>6.5 Tactics And Mental Skills</b>	Explain the concept and introduce the practice of Tactics and Mental skills to the climber in their role as a climbing coach.	<b>45</b>
<b>Lunch</b>		<b>45</b>
<b>7.1 Conditioning For Core</b>	The role of core and antagonistic muscles and appropriate exercises to aid the development of core and antagonistic muscles for climbing.	<b>45</b>
<b>7.2 Stretching And Flexibility</b>	The purpose of stretching and flexibility for climbers and stretching and flexibility exercises as part of a climbing session.	<b>30</b>
<b>Break</b>		<b>15</b>
<b>3.3 Child Protection And Vulnerable Adults</b>	This section will focus on Coaching Specific areas.	<b>30</b>
<b>3.4 Operational Requirements</b>	Duty of care, Informed parental consent, Background check, Insurance, Client medical consent forms, Data protection, Different jurisdictions	<b>40</b>
<b>3.5 Inclusive Coaching</b>	Identify; barriers to participation, a range of disabilities, accessibility issues and the coaches capability to coach inclusively.	<b>30</b>
<b>Debrief and closing</b>		<b>30</b>

## Sample Assessment Programme

The candidate will be assessed on all aspects of the syllabus during the assessment.

<b>DAY 1</b>	<b>Level 1 Climbing Coach Sample Assessment Programme</b>	
<b>Time</b>	<b>Topic</b>	<b>Time (minutes)</b>
<b>9.15am</b>	Introduction to the course, assessors, candidates and student climbers. Explanation of the assessment and its format.	<b>15</b>
<b>9.30</b>	Planning and delivering a coaching climbing session with own students.	<b>60</b>
<b>10.30</b>	Student, session and self-evaluation	<b>15</b>
<b>10.45</b>	Break.	<b>15</b>
<b>11.00</b>	Planning and delivering a coaching climbing session to unknown students	<b>60</b>
<b>12.00</b>	Student, session and self-evaluation	<b>30</b>
<b>12.30</b>	<b>Lunch</b>	<b>30</b>
<b>1.00</b>	Feedback and results	<b>15</b>
<b>1.15</b>	End	

## **Mountain Training Boards and Mountaineering Councils**

### **Mountaineering Ireland**

MI, Sport HQ, National Sports Campus, Blanchardstown, Dublin, Ireland

Tel: 00 353 (1) 625 1112

Email: [info@mountaineering.ie](mailto:info@mountaineering.ie) Website: [www.mountaineering.ie](http://www.mountaineering.ie)

### **Mountain Training UK**

MTUK, Siabod Cottage, Capel Curig, Conwy LL24 0ES

Tel: 01690 720272

Email: [info@MTUK.org](mailto:info@MTUK.org) Website: [www.mtuk.org](http://www.mtuk.org)

### **Mountain Training England**

MTE, Siabod Cottage, Capel Curig, Conwy LL24 0ES

Tel: 01690 720314

Email: [info@mte.org](mailto:info@mte.org) Website: [www.MTe.org](http://www.MTe.org)

### **Mountain Training Northern Ireland**

MTNI, Tollymore Mountain Centre, Bryansford, Newcastle, Co Down BT33  
OPT

Tel: 02843 722158

Email: [admin@tollymoremc.com](mailto:admin@tollymoremc.com) Website: [www.tollymoremc.com](http://www.tollymoremc.com)

### **Mountain Training Scotland**

MTS, Glenmore, Aviemore, Inverness-shire PH22 1QU

Tel: 01479 861248

Email [mtsmtb@aol.com](mailto:mtsmtb@aol.com) Website: [www.MTscotland.org](http://www.MTscotland.org)

### **Mountain Training Wales / Hyfforddi Arweinwyr Mynydd Cymru**

MTW, Siabod Cottage, Capel Curig, Conwy LL24 0ES

Tel: 01690 720361

Email [mtinfo@mtw.org](mailto:mtinfo@mtw.org) Website: [www.mtw.org](http://www.mtw.org)

### **British Mountaineering Council**

BMC, 177-179 Burton Road, Manchester M20 2BB

Tel: 0161 445 6111

Email: [office@thebmc.co.uk](mailto:office@thebmc.co.uk) Website: [www.thebmc.co.uk](http://www.thebmc.co.uk)

### **Mountaineering Council of Scotland**

MCofS, The Old Granary, West Mill Street, Perth PH1 5QP Tel:  
01738 638227

Email: [info@mountaineering-scotland.org.uk](mailto:info@mountaineering-scotland.org.uk)

Website: [www.mountaineering-scotland.org.uk](http://www.mountaineering-scotland.org.uk)



## Suggested Reading List

### Syllabus

- Rock Climbing Essential Skills and Techniques . . . . . Libby Peter, BOS, 2004
- Rock Climbing for Instructors..... Alun Richardson 1998
- The beginners guide for climbers..... Sophie Mitchell
- Mountain Skills Training Handbook...Pete Hill & Stuart Johnston, David & Charles, 2004

### Training

- Training for Climbing..... Eric Horst, Globe Pequot Press, 2002
- The Self-Coached Climber . . . . . Dan Hague & Douglas Hunter, Stackpole Books, 2006
- Performance Rock Climbing ... . Dale Goddard & Udo Newmann, Stackpole Books, 1993
- One Move Too Many . . . . . Thomas Hichholzer & Volker Schoeffl, Petzl, 2003
- Learning to Climb Indoors. . . . . Eric Horst, Falcon Press, 2006
- Climbing from Gym to Crag . . . . . S Peter Lewis & Dan Cauthorn, Swan Hill Press, 2000
- Exercises for Climbers . . . . . Lisa M Wolfe, Wish Publishing, 2005
- Mental Training for Climbers . . . . . Arno Ilgner, Desiderata Inst, 2006
- Technical Competence
- Climbing Walls: A Complete Guide. . .James Steihl &Tim Ramsey, Human Kinetics, 2004
- Care and Maintenance..... BMC
- Climbing Wall Manual: Design, Development and Management . . . . . BMC
- Scottish Climbing Walls . . . . . MCofS
- Climbing Wall Directory . . . . . BMC, 2008

### Supervision

- Leading and Managing Groups in the Outdoors.....Ken Ogilvie, IOL, reprinted 2005
- National Guidelines . . . . . Mountaineering Ireland

Working Out of Doors with Young People . . . . . Alan Smith, IRTC, 1987  
Safety, Risk and Adventure in Outdoor Activities..... Bob Barton, PCP, 2007

Child Protection Policy . . . . . Mountaineering Councils

Outdoor Activities, Negligence and the Law . . . . . Julian Fulbrook, Ashgate, 2005

#### **DVD Titles**

“Climb When Ready” . . . . . UIAA, 2005

“Neil Gresham's Masterclass” Parts1+2 . . . . . Crux Films, 2005

#### **Websites**

[www.mountaineering.ie](http://www.mountaineering.ie)

[www.climbing.ie](http://www.climbing.ie)

## **Provider Guidance**

### **1 Approval process**

Download and submit a provider application form to Mountaineering Ireland. Eligible providers must be holders of; the Level 1 and 2 Climbing Coach Award, a supervisory award such as the SPA, Mountaineering Instructor Award or Certificate, British Mountain Guide, a Coaching Ireland Adventure Sports Tutor Certificate and have relevant coaching experience.

Providers will be expected to produce evidence of; observation of at least two Level 1 coach Award Training courses and one assessment. All applicants have to satisfy the Board that they fulfill all requirements, as per the provider hand book, ([www.mountaineering.ie](http://www.mountaineering.ie)).

### **2 Workshops**

All Boards run training events and workshops for their Providers. Attendance at an approved workshop or seminar, preferably scheme specific, at least once every three years is a mandatory requirement. Providers may attend events run by their own or any other Board.

### **3 Ratios**

1:6 on training courses, maximum course size 12, minimum 4. Additional staff must also be a provider of the Level 1 Coach, or hold a higher award and have extensive experience of coaching climbing, delivering courses and training coaches.

1:2 on assessment courses, maximum course size 2, minimum 2. Additional staff must hold the Level 1 Coach Award and be a provider of the Level 1 Coach Award.

### **4 Moderation**

An initial moderation visit will be made to the first course, and one visit per provider agreement period of 3 years.

### **5 Board and provider communications**

BOS, MTC, MTE, MTNI and MTS are required to develop a variety of methods for ensuring effective communication between themselves and their Providers. Providers will receive communications from Mountaineering Ireland including; e-zines, newsletters, phone calls and moderation visits.

Workshops will also be provided to enable providers to meet their continued professional development, (CPD), requirements, as per the provider agreement.

The latest Provider Guideline can be located on the Mountaineering Ireland website.

## Skills Checklist

Syllabus Area	Understand this?	Notes
<b>Section 1</b> 1.1 The role of the coach 1.2 The purpose of the coach		
<b>Section 2</b> 2.1 The Level 1 Climbing Coach Award 2.2 The scope of the Level 1 Climbing Coach Award 2.3 Mountaineering Ireland and the Level 1 Climbing Coach Award 2.4 Coaching Ireland and the Level 1 Climbing Coach Award		
<b>Section 3</b> 3.1.1 LTAD model 3.1.2 Developmental age appropriate exercises 3.2.1 Effective learning environment 3.2.2 Types of risk assessment 3.2.3 How to conduct a risk assessment 3.3.1 Child and Vulnerable Adult Protection 3.3.2 Special considerations when working with children and vulnerable adults 3.4.1 Duty of care 3.4.2 Informed parental consent 3.4.3 Background check 3.4.4 Insurance 3.4.5 Client medical consent forms 3.4.6 Data protection 3.4.7 Different jurisdictions 3.5.1 Barriers to participation 3.5.2 Disability awareness 3.5.3 Accessibility		
<b>Section 4</b> 4.1.1 Motivation – Intrinsic and extrinsic 4.1.2 Goal setting – SMART goals model 4.2.1 Athlete centered coaching 4.2.2 Session planning		

<p>4.2.3 Individual sessions  4.2.4 Series of sessions  4.3.1 Methods of communication  4.3.2 Effective communication  4.4.1 Teaching and learning styles  4.4.2 The VARK model  4.5.1 Stages of Motor Learning  4.5.2 Hierarchy of skills  4.6.1 Assessment  4.6.2 Observation  4.6.3 Analysis  4.6.4 Intervention - the EDICT model  4.6.5 Feedback  4.6.6 Self-reflection</p>		
<p><b>Section 5</b>  5.1.1 The food groups  5.1.2 The food pyramid  5.1.3 Age and gender issues relating to nutrition  5.2.1 Doping  5.2.2 Health implications  5.2.3 Athletic career implications  5.2.4 The role and responsibilities of the coach  5.2.5 Where to find information</p>		
<p><b>Section 6</b>  6.1.1 Benefits of warming up  6.1.2 Elements of warm up  6.1.3 Suitable exercises  6.2.1 Footwork  6.2.2 Benefits of good footwork  6.2.3 Exercises to improve footwork  6.3.1 Movement  6.3.2 Modern climbing movement  6.3.3 Exercises to promote better movement  6.4.1 Centre of Gravity  6.4.2 Body position and COG  6.4.3 Counter balance  6.5.1 Route reading  6.5.2 Rehearsal  6.5.3 Concentration</p>		

<b>Section 7</b> 7.1.1 Core muscles 7.1.2 Antagonistic muscles 7.2.1 Stretching 7.2.2 Types of stretching		
---	--	--

### Assessment Checklist

	Done
<b>Be at least 18 years of age</b>	
<b>Have maintained this logbook in accordance with the Mountaineering Ireland guidelines</b>	
<b>Completed all personal details on the appropriate pages</b>	
<b>Be a current member of Mountaineering Ireland (individual or club)</b>	
<b>Obtained a valid first aid certificate (16 hours) and included a copy within</b>	
<b>Have attended a Child Protection Course, accepted by Mountaineering Ireland, and present certificate at assessment</b>	
<b>Completed a LEVEL 1 CLIMBING COACH AWARD training course or have gained exemption and provided evidence within</b>	
<b>Have a completed and signed reference page</b>	
<b>Observe a Level 1 (or higher coach) at two organised training sessions in any sporting discipline. Candidates must complete a report on the observation.</b>	
<b>Observe a Level 1 Climbing Coach or equivalent coach that is acceptable to Mountaineering Ireland, at two organised sessions. Candidates must complete a report on the observation.</b>	
<b>Run 6 separate coaching climbing sessions for a group of 1-4 people and supplied evidence of session plans</b>	
<b>Run a programme of 6 progressive sessions, coaching climbing to the same group of 1-4 and supplied evidence of session plans</b>	
<b>Personal lead climbing: ten or more routes at Fr6a or above.</b>	
<b>Complete the 'Real Winner' on-line anti-doping programme. The certificate of completion must be presented at the assessment.</b>	
<b>Log book- The candidates log book must be submitted to the assessor not less than 4 weeks before the assessment.</b>	
<b>Case Study- Complete a series of 6 session plans for a given case study. This will be supplied not less than one month before the assessment and must be returned to the assessor not less than two weeks before the assessment.</b>	
<b>Research Topic- This will be supplied not less than one month before the assessment and must be returned to the assessor not less than two weeks before the assessment.</b>	

- All but the most experienced candidates allow 6 months between training and assessment.