

Sport Climbing



Photo: Sash Nukada

Scope and Syllabus

With the support of:



NZOIA™ Sport Climbing Scope

Sport Climbing Profile

The NZOIA Sport Climbing holder can:

- Plan and prepare top rope and lead climbing sessions using fixed protection
- Lead and manage groups during top rope and lead climbing sessions using fixed protection
- Apply effective safety management
- Instruct the rock climbing skills required for positive, educational and safe experiences
- Prepare and plan teaching sessions
- Role model and promote accepted environmental practices

Scope

The holder of this qualification can organise and instruct bouldering, top rope climbing and lead climbing at single pitch indoor/artificial and outdoor sport climbing venues using fixed protection.

Prerequisites

Be a current Registered Member of NZOIA

Be 20 years old or over

Hold a current First Aid Certificate

Have the following experience as evidence in a logbook:

Total experience – at least 40 days climbing experience (a climbing day is considered to be at least 4 hours climbing and at least 4 pitches climbed) at indoor/artificial and outdoor sport climbing venues including at least three different outdoor sport climbing venues and three different indoor/artificial sport climbing venues

Personal experience – at least 20 days personal climbing

Instructional experience – at least 10 days instructing sport climbing

The prerequisite experience requirements are minimums, extra days are recommended so that a broad range of experience is gained. Experience will include co-instructing or working as an assistant instructor.

Registration and Revalidation

Registration and revalidation with NZOIA provide proof of currency for NZOIA qualification holders.

Progressing to NZOIA Rock 2

As the Sport Climbing holder gains more experience, they can progress to gaining the NZOIA Rock 2 qualification. The steps they can follow include:

- Gaining the experience outlined in the NZOIA Rock 2 prerequisites
- Attending an NZOIA Rock 2 training course
- Working with an NZOIA Rock 2 qualification holder

Syllabus

Assessment Notes

The syllabus outlines what the content of the assessment will include and gives an idea of what assessment tasks the candidate will be asked to complete. All judgements on how the candidate meets the syllabus must be based on current good practice and industry standards.

Assessors use three types of direct evidence to judge a candidate's competency:

- Written questions/assignment
- Questioning and discussion
- Observation of practical tasks

Technical Competence

1. Describe sport climbing history and ethics

The candidate will be able to describe and discuss:

- 1.1** The development of sport climbing and current developments and trends
- 1.2** The NZ Alpine Club Code of Conduct for Rock Climbers
- 1.3** Any ethical issues for climbing areas visited e.g. use of top ropes, bolts, pegs, chalk, aid, modification of the climb/rock-chipping, cleaning, gardening, pruning

2. Demonstrate the care and correct use of sport climbing equipment and clothing

The candidate will:

- 2.1** Use equipment that is in good condition, well maintained and is used in accordance with the manufacturer's recommendations and current good practice

- 2.2** Describe the advantages and disadvantages of current equipment used for rock climbing and reasons for choice e.g. static rope, dynamic rope, tubular tape, abseil devices, prusik cord, harnesses, helmets, karabiner types, belay devices, quick draws, daisy chains
- 2.3** Complete a pre-activity check of equipment and describe how to identify worn equipment e.g. surface wear of ropes and tapes and harnesses, internal damage to ropes, wear and stress to metal of karabiners and belay/abseil devices, wear and stress to helmets, recommended maximum life for use of equipment
- 2.4** Describe the types of fixed protection commonly used at sport climbing venues in New Zealand
- 2.5** Demonstrate the efficient uncoiling and coiling of a rope

3. Construct safe and efficient anchor systems

The candidate will construct at least two anchor systems which demonstrate the use and understanding of:

- 3.1** Fixed protection e.g. bolts, chains, waratahs, bollards, trees or threads
- 3.2** Secure anchors which; minimise potential shock loading, share the load equally, have minimal angles, have redundancy, allow ropes to run smoothly and minimise wear
- 3.3** Linking multi-point anchors (defined as three or more)
- 3.4** Anchor systems can use a mix of protection types. One anchor system can be constructed at ground level but at least one must be constructed at height

4. Construct a top rope climbing system

The candidate will construct a top rope climbing system ready for operation within 10 minutes which demonstrates:

- 4.1** Using secure anchors which; minimise potential shock loading, share the load equally, have minimal angles and allow ropes to run smoothly and minimise wear
- 4.2** The rope positioned over the intended route
- 4.3** Role modelling the use of a personal safety system while exposed to a potential fall during setup

5. Demonstrate safe and efficient climbing techniques

The candidate will climb a grade 18 bolted route and demonstrate:

- 5.1** Leading the climb and leaving it set up for top roping
- 5.2** Clearing a sport route after top rope use
- 5.3** The moves required for a participant to complete a grade 15 sport route

6. Demonstrate safe and efficient belaying technique

The candidate will demonstrate:

- 6.1** Using both a manual locking (e.g. ATC, Bug) and brake-assist (e.g Grigri, Cinch) belay device (one type of device could be demonstrated on the model client day)
- 6.2** An understanding of the advantages and disadvantages of at least two different belay systems or devices
- 6.3** Systematic checking before the climber leaves the ground
- 6.4** Clear communication with a lead climber including anticipating the climber's movement and paying out and taking in the rope as required
- 6.5** Lowering the climber safely, smoothly and efficiently

7. Demonstrate rescue skills

The candidate will demonstrate:

- 7.1** A top rope rescue that includes; top rope tension maintained, belay tied off, prusik access up rope to climber and a two person self-protected abseil to ground
- 7.2** Abseiling to an injured or stuck climber

8. Role model and promote accepted environmental practices

The candidate will:

- 8.1** Demonstrate and/or describe the responsibilities to land owners and other users, including access protocols
- 8.2** Understand and work within the specific rules and regulations of indoor/artificial climbing venues/facilities
- 8.3** Role model and promote the NZ Alpine Club Code of Conduct for Rock Climbers
- 8.4** Role model and promote the principles of Leave No Trace

9. Demonstrate cultural and environmental knowledge and information about climbing sites visited

The candidate will be able to describe, discuss and provide information about:

Indoor or artificial climbing walls

- 9.1** An overview of the background of the indoor/artificial facility

Outdoor climbing venues

- 9.2** The natural and cultural history of the area
- 9.3** The geology of the climbing site
- 9.4** Local flora and fauna

Group Management and Leadership

10. Plan and prepare a top rope climbing and lead climbing session

The candidate will prepare a written risk management or activity management plan which:

- 10.1** Identifies any hazards of the climbing site and the risk management strategies to minimise or avoid the impact of these identified hazards
- 10.2** Contains a relevant weather forecast and identifies any implications of the weather forecast for the planned session
- 10.3** Outlines emergency procedures

11. Lead and manage a group during a top rope climbing and lead climbing session

The candidate will be responsible for a group during a top rope climbing and lead climbing session using fixed protection and demonstrate:

- 11.1** Effective group briefing including setting boundaries/safe areas and ground rules
- 11.2** Coaching, encouraging, motivating clients to ensure they are interested engaged and have a fun and positive experience
- 11.3** Supervising and coaching climbers and belayers
- 11.4** Establishing rapport with clients and have an awareness of the emotional, cultural and other needs of the group

12. Apply effective safety management

The candidate will:

- 12.1** Demonstrate checking the climbing routes used for hazards e.g. loose rocks, unsafe bolts, loose holds
- 12.2** Use an effective communication and checking system with clients during the climbing sessions
- 12.3** Have a first aid kit and be able to deal with first aid situations as required
- 12.4** Never compromise their personal safety or the safety of their clients
- 12.5** Demonstrate safe practices and good judgment and decision making within the scope of this qualification

13. Instruct the sport climbing skills required for a positive, educational and safe experience

The candidate will provide clients with effective instruction in the following skills:

- 13.1** Fitting and checking of harnesses and helmets
- 13.2** Bouldering activities and spotting
- 13.3** Climbing movement

- 13.4** Safe and efficient belaying including clear communication between belayer and climber using agreed calls and systematic checking before the climber leaves the ground
- 13.5** Top rope climbing; what to do at the top of the climb and safe lowering technique
- 13.6** Safe and efficient clipping of bolts while lead climbing
- 13.7** Safe and efficient transitions from climbing to descending at the top of the climb e.g. lowering, abseiling
- 13.8** Abseiling with self-protection

The candidate will use:

- 13.9** A logical sequence of teaching progressions
- 13.10** Clear demonstrations and explanations

14. Prepare and deliver a teaching session

The candidate will prepare and deliver a teaching session on any given topic or skill contained in the NZOIA Sport Climbing Scope and Syllabus which demonstrates:

- 14.1** A range of teaching skills e.g. introduction, appropriate voice, language and body language, teaching/visual aids, demonstrations, evaluation of learning
- 14.2** A wide knowledge of the topic
- 14.3** Creating a positive learning environment which encourages enthusiasm, interest and learning