

## **Rock 1**



Photo: Dave Brash

## **Scope and Syllabus**

With the support of:



# NZOIA™ Rock 1

## Scope

### Rock 1 Profile

The NZOIA Rock 1 is able to:

- Plan and prepare top rope climbing and abseiling experiences
- Lead and manage groups top rope climbing and abseiling
- Apply effective safety management
- Instruct the rock climbing skills required for positive, educational and safe experiences
- Prepare and deliver teaching sessions
- Role model and promote accepted environmental practices
- Provide interpretive information about sites visited

### Scope

The holder of this qualification can organise, instruct and guide bouldering, top rope climbing and abseil experiences at single pitch rock climbing sites, using fixed and placed protection anchors.

### Prerequisites

Be a current Full Member of NZOIA

Be 20 years old or over

Hold a current First Aid Certificate (minimum of a 12 hour or 2 day course including some direct contact with course tutors)

Have the following experience as evidence in a logbook:

**Total experience** – at least 40 days rock climbing experience (a rock climbing day is considered to be at least 4 hours climbing and no less than 4 climbs) including at least 10 sessions using placed protection. Logged experience will include:

**Personal experience** – at least 20 days personal climbing including at least three different climbing areas of different rock types and leading a minimum of grade 15 sport route

**Instructional experience** – at least 10 days instructing/guiding rock climbing including 5 abseil sessions.

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

## **Registration and Revalidation**

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

### **Progressing to NZOIA Rock 2**

As the Rock 1 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
- Gaining the NZOIA Sport Climbing Endorsement
- Attending an NZOIA Rock 2 training course
- Working with an NZOIA Rock 2 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
- Oral questions and discussion
- Observation of practical tasks

The scope of Rock 1 is instructing/guiding bouldering, top rope climbing and abseiling experiences. When skills such as personal lead climbing techniques or constructing anchors are assessed, it is the candidate's competency to do these skills personally that are assessed, not their ability to teach or instruct these skills.

## **Technical Competence**

### **1. Describe rock climbing history and ethics**

The candidate will have an understanding and awareness of:

- 1.1** The development of rock climbing as a sport 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 rock 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
- 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** Demonstrate the efficient uncoiling and coiling of a rope
- 2.5** Carry and use the appropriate clothing for the environmental conditions

## **3. Construct a variety of safe and efficient anchor systems**

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

- 3.1** Secure anchors which; minimise potential shock loading, share the load, have minimal angles, have redundancy, allow ropes to run smoothly and minimise wear
- 3.2** Passive placed protection e.g. wires, stoppers, hexes
- 3.3** Active placed protection e.g. spring-loaded camming devices
- 3.4** Fixed protection e.g. bolts, chains, bollards, trees or threads
- 3.5** Linking multi-point anchors (defined as three or more)

Anchor systems can use a mix of protection types but at least two must include placed protection. One anchor system may be constructed at ground level but at least one must be constructed at height i.e. the top of a crag

## **4. Construct a top rope climbing system**

The candidate will construct a top rope climbing system ready for operation within 20 minutes, which demonstrates:

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

## **5. Construct a client abseil system**

The candidate will construct an abseil system ready for operation within 30 minutes, which demonstrates:

- 5.1** Secure anchors which; minimise potential shock loading, share the load, have minimal angles, have redundancy, allow ropes to run smoothly and minimise wear

- 5.2 A set up suitable for use by novice clients, with the focal point situated to provide an easy and safe attachment point and transition to abseiling
- 5.3 Separate abseil and client safety lines which are releasable and comply with current good practice and industry standards
- 5.4 The use of a personal safety system while exposed to a potential fall during setup

## **6. Demonstrate safe and efficient personal climbing techniques**

The candidate will lead climb a grade 15 bolted route and demonstrate:

- 6.1 Leading the climb and leaving it set up for top roping
- 6.2 Clearing a sport route after top rope use
- 6.3 The climbing moves required for a participant to complete a grade 15 sport route

## **7. Demonstrate safe and efficient belaying technique**

The candidate will demonstrate:

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

## **8. Demonstrate rock climbing and abseiling rescue skills**

The candidate will demonstrate:

- 8.1 A top rope rescue that includes; top rope tension maintained, take over belay, belay tied off, prusik access up rope to client and a two person self-protected abseil to ground (the guideline time to complete this rescue is 15 minutes)
- 8.2 How to deal with an upside down abseil client
- 8.3 Releasing the abseil rope to free jammed clothing or hair
- 8.4 A controlled lower of an abseil client using the safety rope
- 8.5 Abseiling to an injured or stuck abseil client and assisting them to the ground

## **The Environment**

### **9. Role model and promote accepted environmental practices**

The candidate will:

- 9.1 Demonstrate and/or describe the responsibilities to land owners and other users, including access protocols

- 9.2 Role model and promote the NZ Alpine Club Code of Conduct for Rock Climbers
- 9.3 Role model and promote the principles of Leave No Trace

## **10. Demonstrate and/or describe cultural and environmental knowledge and interpretation of climbing sites visited**

The candidate will understand, and provide interpretive information about:

- 10.1 The natural and cultural history of the area
- 10.2 The geology of the climbing site
- 10.3 Local flora and fauna

## **Group Management and Leadership**

### **11. Plan and prepare a top rope climbing and abseiling experience**

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

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

### **12. Lead and manage a group during a top rope climbing and abseiling session**

The candidate will be responsible for a group during a top rope climbing and abseiling session and demonstrate:

- 12.1 Effective group briefing including setting boundaries/safe areas and ground rules
- 12.2 Coaching, encouraging, motivating clients to ensure they are interested and engaged, and have a fun and positive experience
- 12.3 Managing two top ropes consecutively
- 12.4 Supervising and coaching climbers and belayers
- 12.5 Establishing rapport with clients and having an awareness of their emotional, cultural or other needs

### **13. Apply effective safety management**

The candidate will:

- 13.1 Demonstrate checking climbing and abseiling routes for hazards e.g. loose rocks
- 13.2 Use an effective communication and checking system with clients during the rock climbing and abseiling sessions
- 13.3 Have a first aid kit and be able to deal with first aid situations if required
- 13.4 Never compromise their personal safety or the safety of their clients
- 13.5 Demonstrate safe practices and good judgement and decision making within the scope of this qualification



## **Instruction**

### **14. Instruct the rock climbing skills required for a positive, educational and safe experience**

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

- 14.1** Fitting and checking of harnesses and helmets
- 14.2** Bouldering activities and spotting
- 14.3** Climbing movement required to complete a grade 15
- 14.4** Safe and efficient belaying including clear communication between belayer and climber using agreed calls and systematic checking before the climber leaves the ground
- 14.5** What to do at the top of the climb and safe lowering technique

The candidate will use:

- 14.6** A logical sequence of teaching progressions
- 14.7** Clear demonstrations and explanations

### **15. Instruct the abseiling skills required for a positive, educational and safe experience**

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

- 15.1** Fitting and checking of harnesses and helmets
- 15.2** Movement from the safe zone and attachment to the abseil and safety ropes
- 15.3** Clear communication between the instructor and the client including systematic checking before the client begins descent
- 15.4** Use of abseil device
- 15.5** Safe and efficient abseil technique
- 15.6** What to do at the bottom of the abseil

The candidate will use:

- 15.7** A logical sequence of teaching progressions
- 15.8** Clear demonstrations and explanations

### **16. Prepare and deliver teaching sessions**

The candidate will prepare and deliver teaching sessions, which demonstrate:

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