Rock Climbing Instructor

Guidance notes for trainers and assessors

INTRODUCTION

- These guidance notes should be used together with the Rock Climbing Instructor handbook.

- It is important that candidates have the appropriate level of experience to allow engagement with course content. Candidates must satisfy the prerequisites for training and assessment courses and this must be evidenced in writing, ideally in DLOG.

- Overseas sport climbing routes can count as all or part of the minimum number required for training or assessment. Overseas trad climbing routes can count for 50% of the minimum number required for training or assessment.

- Trainers should be mindful of experience levels of candidates when introducing content especially if techniques shown are on the fringe of the qualification scope. Training and assessment courses should facilitate open discussion.

- Assessors should set realistic tasks or scenarios rather than request that specific techniques be demonstrated. Tasks set should not demand solutions that use techniques beyond the scope of the qualification.

- If assessment candidates are unable to demonstrate competence initially, other opportunities should be given where possible or appropriate.

- Course staff should encourage candidates to engage in reflective practice.

- In conclusion, Rock Climbing Instructor courses are for participants with considerable personal experience. While course staff should endeavour to maintain a safe working environment, participants also have a duty to exercise judgment regarding their own personal safety and that of other members of the group.

TECHNICAL COMPETENCE

1. EQUIPMENT

Trainers

Candidates should be encouraged to bring along their own equipment to the course. This can prompt good discussion on its use, care and maintenance in line with manufacturers' guidance. Additional items should be supplied by the course provider, particularly items which are widely used with groups. Good sources of additional information should be highlighted.

Indoor and outdoor venues should be chosen to maximise the candidates' contact with in-situ equipment, with time allocated for discussion around evaluating its condition and appropriate use. Discussions around equipment care, maintenance and use will feature as a topic throughout the course rather than as an isolated session.

Assessors

As with training courses, candidates should be encouraged to bring their own equipment to assessment courses. They should be able to talk through their choice of equipment, suitability, its history of use and maintenance. Candidates should know where to access information on appropriate use of equipment if they appear unsure. Candidates should understand the importance of adhering to the rules of the climbing wall when using fixed equipment.

Additionally, if a home research or question paper is used, a section on equipment should be included to ask more in-depth questions about equipment use, care and maintenance.

Top tips

- Etiquette around using fixed equipment should be addressed on both training and assessment courses.

- Threading of lower-offs should be covered. If this is not possible, consider creating a lower off simulator.

- Manufacturers produce great resources with detailed information on their climbing equipment. Consider using some of their materials to teach or to set tasks such as learning how to use a new piece of equipment, or researching the storage and maintenance requirements.

- Differentiating between equipment appropriate for use as an independent climber and an instructor can be very productive. When doing so reference can be made to manual and assisted braking devices.

2. ANCHORS

Trainers

Training courses should plan to visit a variety of different venues which offer ample opportunity to explore different anchor types. It may be useful to consider anchors in three categories: (1) natural anchors such as spikes, blocks, threads, chock stones and trees; (2) hand-placed anchors such as nuts, hexes, camming devices; (3) fixed equipment such as bolts, climbing wall anchors, stakes and pitons.

It is useful to run a short session on anchors at the start of an outdoor session as a way of gaining an understanding of the candidates' current skill set and knowledge of what makes a sound anchor. Choosing a controlled environment, such as the base of the crag, where a range of placements are available allows them to be explored and reviewed methodically to assist the candidates in developing a system for selecting and placing a sound anchor.

The progression from anchor selection should lead into the set-up of single, then multiple anchors for a belay. A range of methods for linking anchors together should be demonstrated. Trainers should facilitate discussions regarding the suitability of the system for the given situation, with an emphasis that no one system can be implemented across the variable nature of crags and situations.

Assessors

The assessment of a candidate's ability to select and place a sound anchor should be a theme which runs throughout the whole course, with candidates given tasks to complete that require them to explore and select anchors. Reviewing all anchors that candidates place throughout the course is

required to gain an overall impression of their performance. Use of effective questioning with the candidate to establish their understanding of the quality of their anchor should also be used rather than solely assessing the placement itself.

Candidates need to demonstrate that they can attach themselves to single and multiple anchors in a logical and safe way which makes the anchors independent, equally loaded and with their stance (sitting or standing) best suited to the situation. On assessment, candidates will normally build their belay following a lead climb, however it may be pertinent to set a task of creating an anchor/belay in a more controlled setting before deploying candidates on lead climbs.

Top tips
- Selecting solid anchors needs to be a theme throughout the whole training and assessment course.
- Teach a simple scoring system for the quality of anchors to assist the candidates' understanding of what makes a good placement.
- Visit crags of different rock types to help make candidates aware of the differing characteristics and how this might affect the selection of anchors.
- Consider the course structure so that course staff are able to judge the competence of candidates before exposing them to higher risk environments or activities.

3. BELAYING

Trainers
Tying onto the harness should follow the manufacturer's guidelines, which are typically printed on the harness. Discussion should take place around the advantages and disadvantages of tying in directly versus clipping in with a karabiner and how these techniques may differ depending on the circumstances. The progression of this skill is to then supervise others connecting themselves to the rope in a safe and appropriate manner.

Top and bottom-rope systems should be covered practically during the course with time given to review what situation would favour one over the other. In both systems, the use of a direct or semi-direct belay system should also be covered.

Competent belaying is an essential skill. Being able to hold a fall or slip and carry out controlled lowers are all essential skills. Throughout the training course candidates should be encouraged to demonstrate model belaying technique appropriate to the device, ensuring both their safety and that of the climber, whilst providing an 'expert model' example for their future groups.

Assessors
Candidates should be queried on their choice of tie in method. They should be able to clearly explain their reasoning and its limitations in different contexts.

Giving candidates a 'fictitious' practical scenario to complete will clearly show the depth and understanding of their knowledge and experience. This approach is preferable to setting specific tasks to complete. For example, asking a candidate to set up a roped climb for a particular group at a particular section of the crag will require them to consider many more factors than simply being asked to set up a top-rope.

Assessing a candidate's belaying skills goes beyond the physical action of belaying and should include the selection of an appropriate device for the given scenario. Choice of belay device and

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method should also take into account the properties of the rope, the venue, route and the climber. The assessment of belaying skills needs to encompass the candidate's decision-making process. Specific sections of the syllabus, such as 'holding falls and control lowers' should be part of a wider scenario and visited on several occasions throughout the assessment in a variety of different contexts. A close level of supervision in a controlled situation is required with this aspect of the syllabus where the assessor can easily intervene if required.

Top tips
- Tying in and belaying skills should form part of each day of the course with plenty of time dedicated to training and assessing.
- Training and assessing of belaying skills requires close, effective oversight and if required, a back-up.
- Use a variety of different belay devices, ropes (varying diameters) and venues (indoor slab, overhanging etc.) to give a broad context to the skills.
- Lead belaying skills should be addressed including a wide ranging discussion.
- Candidates taking and holding lead climber falls is not required as part of the syllabus.

4. PERSONAL SKILLS

Trainers
Candidates will be entering the training course as climbers with measurable experience in trad, sport and indoor climbing. The training course will spend time evaluating and expanding their knowledge with the aim that candidates then complete several lead climbs placing traditional protection and lead climbing on indoor lead climbs. There is no requirement to climb at any particular standard which gives the trainer the ability to adapt the activity to the needs of the candidates and prevailing conditions. This may be covered while on a bottom-rope or on ungraded ground if the situation merits it.

Lead climbing skills are an opportunity for the candidate to learn about taking people climbing, therefore being able to choose a suitable route from the guidebook and give appropriate briefings to their client(s) should both form part of the training course.

Assessors
In an ideal setting, candidates would be visiting unfamiliar crags and having to use a guidebook to seek out suitable routes to lead. Candidates will need to have experience of leading Severe graded climbs in their logbook and discussion with them individually should take place to verify this experience. The ability of the candidate to lead at Severe on assessments is also required should suitable conditions allow. This will inevitably mean the course staff will find themselves balancing the syllabus requirements with the ability of the candidates and the prevailing conditions on the crag and working out the 'safest' most appropriate way to manage this element of the assessment course.

This may require a reordering of the course programme or in exceptional circumstances that the lead climbing is demonstrated at a lower grade or with top rope security. In these cases their DLOG will help inform the assessor that they can climb at the required grade. A candidate may wish to climb at a higher grade but should feel under no pressure to do so.

Candidates need an understanding of basic principles relating to safe and efficient links within the belay system (referred to as the safety chain). Assessing each candidate's knowledge of the safety

chain and fall factors should be done during the practical aspects of the course and extended through questions in the home paper and additional questioning.

Top Tips
- Trainers and assessors should use a selection of different guidebooks or topos on courses.
- When lead climbing activities take place, the trainer or assessor should be able to give the candidate detailed feedback on their runner placement and belay set-up.
- An early review of the candidate's DLOG and their lead climbing experience by the training staff is essential as part of this process.

5. ABSEILING

Trainers
Abseiling forms two parts of the training course. The first is the candidate having an ability to abseil themselves with a suitable back-up (such as a prusik) and the second as an activity with groups using a back-up rope and commonly involving a releasable system.

Candidates may be required to abseil to retrieve stuck equipment following a climb, or to get close to someone in difficulty. Personal safety is a key theme throughout abseiling and close supervision is required from the trainer. Candidates could theoretically arrive on training with no abseiling experience. Trainers should never underestimate the value of a safety rope when exploring the effectiveness of personal abseil back-up systems with candidates.

Candidates need to understand what makes a good venue for abseiling, both for themselves and as a group activity. Avoiding conflict with other climbers and avoiding damaging the venue should also be taken into consideration.

Discussion should take place on how to avoid running into 'common' problems when abseiling, as most are foreseeable and so should not occur. Methods of solving simple problems should be covered at training, but the emphasis should be placed on the skills and judgements required to prevent problems from occurring in the first place. Examples of simple problems include:
- tangled ropes
- jammed abseil device
- abseiler moving off-route.

Assessors
Candidates should clearly demonstrate that they are able to abseil independently using a suitable back-up (such as a prusik). In addition they should be able to set up and competently manage a group abseil using a releasable system.

In both cases this should involve appropriate anchor selection and effective personal safety. If an assessor has any cause for concern about a candidate's ability, then a safety rope should be considered.

Candidates must be able to safely supervise an abseiling activity for a group of novices. This will involve a releasable system. The assessment of the candidates' skills should include selecting appropriate abseil venues and rigging appropriate safety systems to avoid simple problems occurring. In addition it should include all aspects of group management, particularly in managing

the group at the top of the crag prior to abseiling. Emphasis on good and effective communication skills is needed throughout the activity.

Top tips
- The use of prusik back-ups should be practised in a controlled environment.
- Dealing with abseiling problems should be realistic requiring simple steps to solve and not involve the candidate putting themself or anyone else at risk.
- Make use of rope protectors to minimise damage to the ropes and also the crag.

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6. BACKGROUND KNOWLEDGE

Trainers

The beginning of all training courses should outline the role and philosophy of Mountain Training and its schemes, the mountaineering councils, climbing clubs and the National Indoor Climbing/Bouldering Award Schemes. This may be in the form of a presentation or discussion which involves the whole group and their knowledge and experiences should feed into this.

Awareness should be drawn to the grading system, history, traditions and ethics of climbing in the UK and Ireland through ongoing discussions or as opportunities present themselves. The use of guidebooks and publications can assist with this.

Assessors

Throughout the assessment candidates can be questioned about many of these topics. In some cases it may be difficult to find the time to thoroughly cover all aspects of this syllabus area, therefore the use of a home research or question paper should be considered. It is important that the questioning references the UK and Ireland and that discussion is not just focused on the local area.

Top tips
- Make use of a home research or question paper.
- Setting short (5 minute) presentation tasks assesses a candidate's research ability and knowledge as well as their communication skills.
- Encourage candidates to use digital platforms as these are increasingly used in sports education.

MANAGEMENT AND DECISION MAKING

7. PLANNING AND STRUCTURE OF SESSIONS

Trainers

Candidates should be made aware of the variety of climbing sessions instructors can deliver. This could range from fast paced, U18 taster sessions to 1:1 climbing instruction. Effective planning should be centred on a clear set of desired outcomes. The importance of prior communication with all involved parties should be emphasised to candidates.

Candidates should be encouraged to be flexible and be able to adopt the most appropriate plan according to the circumstances. Using two venues that differ significantly on training courses will support this understanding.

Trainers should make candidates aware of different employers, authorising organisations and groups who engage the services of instructors. Trainers should facilitate a thorough discussion to address issues around the heightened duty of care an instructor holds, especially with minors.

Assessors

Assessors should monitor the ability of the candidates to cope with changing circumstances and their capacity to modify their plan accordingly. Candidates should be able to demonstrate that they are able to plan inclusive sessions.

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Candidates should recognise their responsibilities as instructors. If they are uncertain in key areas they should be aware of appropriate sources of supporting information.

Top tips
- Candidates should be able to consider the wide range of parties they may need to communicate with when planning their session.

8. ORGANISING SESSIONS

Trainers
Discussion should be had upon arrival at each venue during the training course about its suitability and use with groups. Attention to the approach, descent, terrain at the base and objective dangers should be considered and this is best done as a practical session with group discussion to follow.

Instructors also need to have an emergency plan in mind for visiting venues. Trainers should facilitate a discussion with candidates about what would constitute an emergency, along with how to call for suitable help. Trainers should also familiarise themselves with the venues they use during courses to further aid the discussion with candidates.

Assessors
Candidates can be tasked to review the suitability of a given venue for a particular group as a way for the assessor to gauge their knowledge. The home research or question paper can be used to address in more detail some of the subjects surrounding organising sessions and emergency procedures.

Top Tips
- Get candidates to individually assess a venue for risks and opportunities. This can be reported back verbally or in writing.

9. MANAGEMENT OF PARTICIPANTS

Trainers
Candidates should be encouraged to develop a range of management strategies applicable to different circumstances and groups. It is ideal if those management strategies allow full group participation. Either way, candidates should be reminded that their responsibility is for the whole group, irrespective of whether they are directly involved in the climbing activity or not. Participants may require additional support to join in the activity and trainers may need to make adjustments for these individuals. Although instructors should commonly be able to facilitate this, trainers should make candidates aware that they may require additional training to do so.

Realistic target setting and subsequent review commonly leads to a successful outcome. Candidates should be taught that effective communication underpins this, and the importance of being mindful of prior experience when managing participants. Candidates should be aware that communication with groups prior to the session can be very revealing and is to be encouraged.

Warming up is key in injury avoidance and preparing for activity and should be an engaging activity in its own right. A creative approach commonly inspires good participation. Candidates should be encouraged to experiment with multiple, effective methods of warming up applicable to different groups and situations, throughout the course.

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Problem avoidance is a key focus of the Rock Climbing Instructor scheme, therefore a good amount of dedicated time is required during the course to help candidates build knowledge about management techniques. This will assist them in identifying potential and common issues along with simple strategies to avoid them, and as a last resort, deal with them appropriately. Given that most issues can simply be avoided, only minor additional skills are required to deal with less likely issues.

Some suggested simple strategies for instructors to avoid 'common problems' include:

- Comprehensive participant gear and equipment checks – make sure everything fits and is done up.
- Appropriate route choice.
- Effective and clear briefings to participants.
- Challenge through choice – consider having participants climbing a short distance up a climb before being lowered down.
- Keeping the rope tight on the climber at all times.

The majority of issues are foreseeable. Examples of common issues include:

- Stuck climber on a ledge.
- Climber moving off route.
- Climber refusing to be lowered.
- Climber inverting when being lowered.

An instructor should be able to approach from above or below (using conventional climbing techniques) but does not interact with the climber in a technical way. Trainers need to demonstrate simple procedures to avoid 'common problems' and, in the worst case, safely deal with common issues. Techniques used should ideally be applicable to many situations and which assures the safety of the whole group.

Beyond these issues things become more complex and should be described as rare occurrences and are therefore classed as unforeseeable. In these circumstances external support or assistance may be required.

Assessors
Assessors should use scenario based approaches to set tasks which require the candidate to make judgements in a realistic way. Candidates should be given a range of scenarios to enable them to demonstrate their knowledge and communication skills as they seek to avoid 'common problems' occurring.

Assessors should then build upon the scenarios and consider what common occurrences may happen given the setup, location and group. These additional scenarios should be realistic for the given environment and used to prompt further discussion within the group.

Top tips:
- Use a scenario based approach to group management to help draw in wider issues.
- The focus needs to be on the avoidance of issues, rather than the solving of problems.
- Avoiding, and if required, resolving common problems should be a discreet part of the course and should not stray into complex additional issues.

- Prusiking, counter balance abseils, and 'Snatch rescues' are beyond the scope of the Rock Climbing Instructor scheme.

10. DECISION MAKING

Trainers

Discussion and activity on training courses should put candidates in a position where they need to consider multiple factors before deciding on an appropriate method or technique. Having a dynamic approach to decision making will also contribute towards a successful activity. The decision making process should always include the group's safety and wellbeing in addition to their abilities and objectives.

Assessors

The assessor will need to see and discuss a candidate's decision making process. Setting tasks and scenarios will require the candidate to make decisions, and it then falls to the assessor to question the rationale and process the candidate has gone through as part of their decision making process.

Top tips

- Don't ask 'why did you do that?', ask 'what was your reasoning for doing that?' – you will learn more about how they think and the experience they have based their judgements on.

11. KNOWLEDGE AND DEMONSTRATION OF TECHNIQUES

Trainers

A key skill of a Rock Climbing Instructor is their ability to demonstrate sound technique and have a good level of knowledge around rock climbing. During training, candidates should see and discuss what makes an effective demonstration on the skills of: fitting a harness, tying-in, belaying and abseiling. Additionally, candidates will need to develop good demonstrations on fundamental climbing movement skills which can be applied to the outdoor and indoor environment. The training course should give good opportunities for each candidate to practise demonstrations, for active discussion among the group and for feedback to take place.

The teaching of movement skills should introduce the basic concepts of efficient climbing, briefly touching on balance, precise footwork, upright posture, keeping the weight over the feet and, if appropriate, the concept of the centre of gravity and its effect on climbing movement. Exercises and games that develop good movement should be introduced. This is not a coaching movement course however and trainers should be able to signpost the relevant candidates towards the FUNdamentals of Climbing courses developed by the mountaineering councils for further training in this area.

Assessors

Unlike many aspects of the syllabus which are assessed as part of a wider scenario, the 'knowledge and demonstration of techniques' can be assessed in isolation, for example, 'demonstrate effective belaying'. The candidates should be given the opportunity for timely feedback and if required this aspect can be revisited on several occasions throughout the assessment. There is benefit in reviewing this task within the whole group as a way of sharing more information and if appropriate giving further training to enhance the knowledge and skills of the candidates.

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- Input on movement skills would naturally compliment a session on supervising bouldering, introducing games and warm up exercises. It should not dominate a course but can usefully be referred to throughout any climbing sessions.
- Candidates can be asked to demonstrate a range of techniques to real students or their peers. In all cases they should check for understanding.

12. PERSONAL SAFETY

Trainers

Throughout any training course there will inevitably be times when all or some of the group will be operating from or near the top of the crag. Trainers should teach the candidates a range of techniques for safeguarding themselves which can be applied to a variety of different venue types.

Assessors

The assessment of personal safety is a continual process throughout the assessment course. Candidates need to demonstrate they can choose appropriate methods to safeguard themselves which are effective and efficient. Personal safety is of the utmost importance for Rock Climbing Instructors; therefore this aspect of the syllabus should have a strong theme to it and feature throughout the course.

13. MANAGING/SUPERVISING OTHER STAFF

Trainers

Candidates need to understand that a qualified instructor remains responsible, and therefore liable, for the actions of any assistants and volunteers supporting their sessions. The instructor must assess the competence of each individual, and the demands of the situation before deploying them. Scenario based discussions on the role and management of assistants could be used to illustrate the range of judgements and decisions that an instructor will need to make. Trainers may also want to model management styles using course members in scenario based roles.

Assessors

Assessors should explore the candidates' judgement of an assistant's capabilities and the role they give to them. Assessors should also examine how the candidate supervises other staff given specific scenarios. These could be demonstrated using 'live' groups and attending assistants or could be modelled within the assessment course. Appropriate supervision requires the ability to intervene if necessary and candidates should be able to justify that their decisions and actions were appropriate.

TEACHING AND LEARNING SKILLS

14. TEACHING AND LEARNING SKILLS

Trainers

Candidates need to pass on their knowledge and enthusiasm effectively to their students. However, inspiring is not the same as impressing and a fruitful discussion can be had on the role of the instructor and the values that Mountain Training espouses. It is often worth spending some time looking at group communication skills, both verbal and non-verbal. Reference to specific techniques that a trainer may have expert knowledge in can sometimes be useful here.

Time should be spent looking at how instructors can alter their activities and delivery style to teach the same topic to different groups. Being able to alter their language, calibrating the level of

challenge, gamifying activities, introducing competition where appropriate, letting students experiment, giving clear demonstrations and setting appropriate goals are all essential teaching tools.

Reflective practice is the key to improving teaching skills and candidates should be encouraged to approach more experienced instructors for feedback and to experiment by modelling different behaviours with groups. The Mountain Training Rock Climbing Instructor Skills Checklist and Action Plan are useful tools for facilitating this process.

Assessors
Candidates need to be able to command the attention of their groups and deliver knowledge and instructions to their participants with clarity. There should be a good structure to what they say and they should have developed a habit of checking for understanding from their group using a range of methods.

They should be able to plan and adapt activities that are appropriate for the group and that achieve defined outcomes. They should keep the group engaged and enthused by facilitating the appropriate type of activity, level of challenge and pace of delivery. Candidates should also be able to evaluate students' progress and signpost them to appropriate avenues for further development.

Written and verbal self-evaluation will give the assessor a good insight into the candidate's ability to reflect on and adjust their approach. All these skills can be modelled with peers but a truer assessment of a candidate's ability to teach and facilitate learning will be better observed with a student group.

Top tips
- Setting scenario based lesson plans is a good way to assess a candidate's choice of activity and delivery.
- Look for behaviours that can be described, recorded and fed back to the candidate, e.g. voice characteristics, eye contact, use of names, body position and language, quantity of talk and activity, pace, attention to individuals, giving feedback and encouragement etc.
- Setting different teaching scenarios for the same skill development will test candidates' abilities to adapt their plan and style of delivery.

THE CLIMBING ENVIRONMENT

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15. ACCESS

Trainers
It is important that candidates understand the issues and problems affecting access to climbing areas. This responsibility is increased when working with novice groups, therefore a sympathetic understanding of the range of ethical considerations and the needs of other users should be considered.

Trainers need to be aware of access issues on a national level and not just focus on those within the local area. They should provide a range of resource information to share with candidates that cover both local and national issues. Mountaineering councils' access databases, national trusts or national parks' information centres may provide accurate, up-to-date information.

Assessors

Access can be assessed in a variety of ways. Upon each visit to a crag on the course, candidates should be questioned about access issues and sources of up-to-date information. In addition to this, the home research or question paper should have a section dedicated to access which can then be reviewed.

Top tips:
- Guidebook access plus more up-to-date information should be used on courses.
- Home research or question paper can be used.
- Where national access databases exist for an area, trainers and candidates should use them during the course. Candidates should be educated on how to use them for other climbing areas.

16. CONSERVATION

Trainers

During the training course, candidates need to be made aware of the potential impact that climbers may have on the local environment and start developing knowledge around this subject which can then be passed onto their future groups.

Trainers should provide a basic level of input on the geology, flora and fauna (often referred to as natural history) by using a variety of resources. The work and publications of the mountaineering councils and environmental bodies are good sources of information to share with candidates, providing resources to support the delivery of this syllabus area.

Assessors

Candidates will need to demonstrate respect for the climbing environment and as such this topic should be assessed continually throughout the course via discussion, questioning and the use of home research or question papers.

The assessor should also take opportunities to further candidates' knowledge as a way of additional training once they have been satisfied that the candidate has demonstrated a basic understanding of the topic.

Top Tips
- There are lots of excellent apps that address natural history in the field. Try iGeology so that you know what you are climbing on and how it got there.

17. ETIQUETTE AND ETHICS

Trainers

Rock climbing within the UK and Ireland has a long history of traditions which make up a widely accepted unwritten code of conduct. Although the code of conduct is based on the history and traditions of the sport as a whole it is also continually changing as activities, techniques, equipment and aspirations evolve.

Trainers should discuss the behaviour and attitudes of instructors using crags and climbing walls and emphasise the responsibilities of the instructor to avoid any potential conflict with other users or local codes of conduct. Candidates will benefit from climbing in a wide range of locations to immerse

themselves more into the world of climbing, which will help give greater understanding of the ethics and etiquette required.

Assessors
This section of the syllabus is commonly assessed through an open discussion among candidates. This will highlight how wide ranging the subject is once candidates draw and share from their experiences. In addition to the discussions, assessors should use questioning with candidates individually to gauge a more accurate understanding of the candidate's knowledge.

Top Tips
- Trainers should make sure candidates are aware of any long established codes of conduct and ethical traditions.

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