

Activity Guidelines

Risk-Assessment

Risk-Benefit Analysis

January 2018

Rock Climbing

Audience

This document has been produced for practitioners within the field of Adventure Tourism / Outdoor Education who have a depth and breadth of knowledge regarding: group management, risk management and technical aspects of adventurous activities. While this document may be of relevance to individuals who fall outside the scope of the intended audience, it is vital to emphasise those perceptions concerning: guidelines, terminology and exposure to risk may be incorrectly interpreted due to different expertise.

Overview

This document has **three** objectives:

- To manage the potential risk to practitioners, participants, equipment, bystanders and the environment by presenting a reductionist risk assessment which take into consideration the impact of risk, while demonstrating that proportions have been made to reduce the likelihood of incidents occurring
- Enable practitioners to operate within a set of predetermined guidelines in order to achieve tourism, educational and developmental objectives
- Highlight the educational and developmental benefits that exposure to carefully managed risk will foster

Further information

This document was written by Ross Brinson (updates on the 16-05-18)

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Guidelines for Rock Climbing programmes [RC-G1]

This documents aims to set out the guidelines, which practitioners delivering educational programmes through the medium of rock climbing can operate within.

Description of the programmes

We deliver range of rock climbing programmes in order to meet a diverse range of educational and developmental objectives. Rock climbing programmes apply to any session where learning is facilitated through the medium of rock climbing. These programs may take place in outdoor and indoor venues.

Objectives of the programme

We are committed to delivering high quality Adventure Tourism / Outdoor Education programmes. The programmes that we deliver have a broad range of outcomes which include: tourism provision, outdoor learning, skills acquisition, obtaining cross-curricular links, vocational development, environmental education, interpersonal and intrapersonal development, as well as contributing towards the health and wellbeing of participants. The objectives of each programme are unique and tailored to the needs / expectations of those individuals / stakeholders.

Responsibilities of practitioner

- Practitioners must only operate within the remit of their qualifications unless agreed by the relevant technical advisor
- Practitioners must only operate within their insurance
- Practitioners must understand and implement the reductionist risk assessments [RC-RA-1] attached to this document
- Practitioners must execute dynamic risk assessments alongside the reductionist risk assessments in order to manage any unforeseen risks.
- Practitioners must ensure equipment is in a safe working order
- Practitioners must carry appropriate safety equipment (e.g. group shelter, first aid kit, mobile phone)
- Practitioners must ensure that they possess consent forms for participants under the age of 18
- Practitioners must ensure that they possess declaration forms for participants over the age of 18
- Practitioners must ensure that they possess medical declaration forms for all participants
- Practitioners must be aware and understand any participant's medical conditions that may jeopardize any aspects of the programme.
- Practitioners must ensure participants develop the fundamental skills required to climb and belay safely (e.g. belaying, tie figure of 8) before deeper learning objectives are pursued
- In event of an emergency follow the practitioner emergency procedures

Risk Assessments for Rock Climbing programmes [RC-RA-1]

Hazard	Risk	Severity	Likely hood	Control Measures
Equipment	Equipment failure	H	L	Equipment is regularly maintained, serviced and where required tested to current specifications
	Unsuitability	M	L	All equipment meets current specifications and/or accepted standards where applicable and is suitable for its intended use.
	Damaged	L	L	Practitioners carry appropriate repair kit or spares for the activity.
	Wrongly fitted	M	L	Practitioners check equipment at time of issue
Activity	Slips & Falls	H	M	Practitioners protect sites on arrival using SPA roping methods, top roping climbs and use of a safety rope for abseiling.
	Edges	H	L	Practitioners protect edges where they or participants may be at risk of falls.
	Hair / Clothing caught	M	L	Practitioners will be familiar with brief the group
	Rock Falls	H	M	Practitioners assess the climbing / abseiling venue for loose rock and ensure they and participants wear helmets at all times
	Getting Lost	M	L	Practitioners will be familiar with area or have the ability to navigate
Participants	Behaviour	M	M	Participants are treated with respect
Bystanders	Collision	M	M	Instructor manages the group appropriately
	Stranger Danger	M	M	Instructor manages the group appropriately
	Conflict	M	M/H	Instructor manages the group appropriately
Access	Access	L	L	Practitioner will plan the route to avoid access issues
	Environment	M	L	Group to be briefed regarding code of conduct in wild and rural places. Including dropping of litter
	Livestock	M	L	Only where absolutely necessary will livestock is encountered Instructor will advise group of best approach.
	Roads / Tracks	M	L	Practitioner to supervise any crossings and avoid where possible.
Weather	General	M	L	Practitioner obtains information regarding weather and makes an assessment based

Conditions				<p>on the activity and location.</p> <p>Practitioners will ensure that each participant is appropriately clothed, carries sufficient food and that additional food, clothing, and equipment is available to suit the expected conditions and nature of the activity.</p> <p>Practitioners will ensure that each participant is appropriately clothed, carries sufficient food and that additional food, clothing, and equipment is available to suit the expected conditions and nature of the activity.</p> <p>Practitioner will modify or curtail the activity if prevailing conditions are inappropriate for the group or the planned activity.</p> <p>Practitioner is first aid trained to the level required by the NGB for the activity.</p> <p>Educate need for water intake and evaluate regularly.</p>
	Cold & Wind	M	L	
	Hypothermia	M	L	
	Hyperthermia	M	L	
	Sunburn	M	L	
	Dehydration	M	L	

Risk-Benefit Analysis for Rock Climbing programmes [RC-RBA-1]

This documents aims to demonstrate the dangers that are inherent to Outdoor Education programmes are firstly managed, and secondly significantly outweighed by the potential benefits to participants.

Benefit	Danger	Control Measures
Skills acquisition (e.g. technical skills)	<ul style="list-style-type: none"> • Inherent risk of participation in adventurous activities • Negative impact on participants confidence 	<ul style="list-style-type: none"> • Supervision of a qualified and experienced practitioner • Comprehensive risk assessments
Vocational development (e.g. qualifications, accreditation, experience)	<ul style="list-style-type: none"> • Inherent risk of participation in adventurous activities • Failure of participants not achieve the required standard 	<ul style="list-style-type: none"> • Supervision of a qualified and experienced practitioner • Comprehensive risk assessments
Environmental education (e.g. geography, geology)	<ul style="list-style-type: none"> • Inherent risk of participation in adventurous activities 	<ul style="list-style-type: none"> • Supervision of a qualified and experienced practitioner • Comprehensive risk assessments
Intrapersonal development (e.g. self esteem)	<ul style="list-style-type: none"> • Inherent risk of participation in adventurous activities • Negative impact on participants due to exposure to challenge (e.g. self esteem) 	<ul style="list-style-type: none"> • Supervision of a qualified and experienced practitioner • Comprehensive risk assessments
Interpersonal development (e.g. communications, empathy, leadership)	<ul style="list-style-type: none"> • Inherent risk of participation in adventurous activities • Negative impact on participants due to exposure to challenge (e.g. embarrassment) 	<ul style="list-style-type: none"> • Supervision of a qualified and experienced practitioner • Comprehensive risk assessments
Health and wellbeing (e.g. physical fitness, physical literacy, mental wellbeing)	<ul style="list-style-type: none"> • Inherent risk of participation in adventurous activities 	<ul style="list-style-type: none"> • Supervision of a qualified and experienced practitioner • Comprehensive risk assessments
Obtaining cross-curricular links	<ul style="list-style-type: none"> • Inherent risk of participation in adventurous activities • Participants losing interest due to similarity with traditional schooling 	<ul style="list-style-type: none"> • Supervision of a qualified and experienced practitioner • Comprehensive risk assessments
Intellectual stimulation (e.g. navigation)	<ul style="list-style-type: none"> • Inherent risk of participation in adventurous activities 	<ul style="list-style-type: none"> • Supervision of a qualified and experienced practitioner • Comprehensive risk assessments
Sense of place (e.g. understanding and	<ul style="list-style-type: none"> • Inherent risk of participation in adventurous activities 	<ul style="list-style-type: none"> • Supervision of a qualified and experienced

appreciation for local environment)		practitioner <ul style="list-style-type: none"> • Comprehensive risk assessments
Foster Creativity	<ul style="list-style-type: none"> • Inherent risk of participation in adventurous activities 	<ul style="list-style-type: none"> • Supervision of a qualified and experienced practitioner • Comprehensive risk assessments
Fun	<ul style="list-style-type: none"> • Inherent risk of participation in adventurous activities 	<ul style="list-style-type: none"> • Supervision of a qualified and experienced practitioner • Comprehensive risk assessments