

Specialist area in
teaching candg 7303
dtlls course
assignment one



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At present my specialism is Teaching Climbing activities. My role is to deliver different courses in climbing which are funded by the individual learner or the awarding body as part of their course (example BTEC). Some of the courses I cover are: Beginner courses which teach the adult learner to climb indoors independently over a period of 3 weeks. Rock club is perfect for those that have just completed a beginner's course or returning to climbing. Technique courses are about improving your techniques so that you can progress your grade which naturally comes after the beginners course.

GCSE and A ' Level groups who are completing their BTEC Award in Public Services(equivalent to 3. 5 A ' levels) the programme is a combination of climbing skills and Techniques which involves them climbing efficiently on the wall with ease, securing their harness and demonstrating that they can safely secure their own harness independently. Appropriate use of rope and knots: Tying in with a re-threaded double figure of eight knot and a double stopper knot. Belaying and lowering off a climber. Recognising pieces of equipment and demonstrating its use effectively. Demonstrate how to tie a clove hitch and use this within a ground anchor system.

Alter the height of the ground anchor and aware of different situations a clove hitch can be used for an example for a belay point outside. What does the clove hitch knot do it is a self locking knot which can be easily altered. On all these courses students are individually assessed on the skills they have achieved according to the level they have reached. This will help to confirm that the student has retained all knowledge throughout their course. They are provided with a log book to monitor and record their achievements and assessments throughout the course.

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At the end of each course a certificate of accomplishment is given. I am expected to have a lesson plan which follows the Teachers Notes it consists of a warm up and stretching, climbing and belaying for example and each week a new topic is introduced. Assessments are done practically through peer observation and teacher's observation. They have questioners that they need to fill out which assesses their knowledge and to see what they have understood and recollected in the lesson. At the end of each level achieved they have to go through an assessment which is written and practical.

If one of the students finds it difficult to read the text we can provide enlarged texts or struggles with writing we do a practical assessment. Different needs are met individually for each learner. We have to quality insure all we do with each individual learner to provide the best learning outcome for the learner. We must keep the teaching to high standards, in order for high levels of student retention and achievement to be maintained. Within facilitating teaching and learning, I feel that good teaching practice needs to be adhered to in order for learning to effectively take place on a consistent basis.

Using strategies such as rewarding students through ' medal and mission,' (Petty, 2006) allows the learner to build confidence, whilst setting realistic targets for the future. This can also be used within assessing students' work, as developmental feedback can allow for medal and mission to take place. I liaise with my line manager and other professionals in the organisation by attending team Standardisation meetings. This keeps us up to date with information about our organisation, teaching methods and sharing good

practice. Also I liaise with NVQ assessors as I assist candidates who are learning to teach to climb.

I always ask advice from my line manager or co-ordinator regarding difficulties or new resources. It is good to meet with other Climbing tutors to share good practice. It is helpful when we inform each other of new resources. If numbers in the lesson exceed 8 students I will have assistants in various classes. It is important that they feel part of a team. They help by sorting out equipment, space, climbing activities. They might help the learner to find the relevant information or check their work and help them to correct their own mistakes.

Other tasks they assist in are reading, spelling or filling in their logbooks. Sometimes in the work place learners may not be able to come in at the start of the session and the supporting instructor then explains what we are doing without disrupting the rest of the class. We are accountable to the BMC " The British Mountaineering Council recognises that climbing and mountaineering are activities with a danger of personal injury or death. Participants in these activities should be aware of and accept these risks and be responsible for their own actions and involvement."

Risk Assessments are put in place any accident is to be reported to Health and Safety and BMC (British Mountaineering Club) We have a Duty of Care to our learners by setting up rules structured by the BMC. They are part of the duty of care that we, as operators, owe to the learner, the customer, by law. We also have a duty of care to act responsibly towards the other users of the centre. Statements of ' Good Practice' are posted around the centre adjacent

to the relevant facilities. These describe the accepted methods of use and how learners are expected to behave towards each other.

High Sports (The Climbing Company which I teach for) receives information from BMC which provides advice on all aspects of climbing wall provision, location, design and management. They liaise with organisations such as the Association of British Climbing Walls (ABC), Climbing Wall Manufacturers Association and the Health & Safety Executive regarding climbing wall issues. They are also our support for climbing wall issues and development. The Skills Funding Agency exists to promote adult further education and skill training in the UK. It allocates funding to colleges and providers these meet the needs of local businesses and communities.

They also sets the criteria for funding in the Long life Sector They give funding and promote the adult learning and skills sector. They apply funding on a national basis. They also proved free Lifelong Learners, online service aimed at adults aged 16 + throughout England. It has flexibility, control and choice for skills and learning development. This is also fully supported by the National Careers Service and on their website. There are other different funding bodies which are funded for the long life sector. These are the Higher Education funding council for England, EFA and the Prince's Trust Fund are some examples.

Learners that are Eligible for funding are those of British citizenship, have been residing in the UK prior to 3 years before the start of the course, European community and Northern Ireland passport holders. The Government has decided to improve the quality of further education and

skills training. They want the colleges to guarantee students high quality teaching and courses to help students into jobs or university. By doing so they will be introducing a new funding system based on student loans for ages over 24 studying at level 3 and 4 or above.

Improving apprenticeships and introducing new traineeship programmes to support young people from 16-24. These are some of the new actions the Government will take action on this year. In conclusion Skills Funding Agency is dedicated to enable success by meeting the current and future needs of learners and employers; they offer comprehensive advice to learners, enabling them to make more informed choices, improving access for employers, which in turn will be more efficient and effective; and more people have the skills that England needs to stay globally competitive.

All these different funding bodies are set in place for people to obtain on different levels or free education and is funded by the government or trust such as the Princes Trust to enable a better future. This can be based on parents income, or individually for example to have help with funding with going to college or if you are under 18 you can complete a free course in Art for example at East Surrey College.

The Government (Sure Start Children's Centres) has set out clear aims to ensure that in the future every child has a chance to fulfil their potential by reducing levels of educational failure enjoying life and developing skills for adulthood, ill health being healthy so that they can enjoy physical and mental health and a healthy lifestyle, substance misuse, teenage pregnancy, abuse and neglect staying safe and protected from harm, crime and anti -

social behaviour among children and young people instead making positive contributions to the community and society.

Have a good economy so that they can achieve their full potential in life these are some of the benefits to the lifelong learning sector. The European Union's Europe has set a strategy with a focus on skills and lifelong learning. This is to ensure a strong, smart, sustainable and inclusive economy to deliver high levels of employment. This in the long run will raise the proportion of higher education graduates in the lifelong learning, improve the quality and efficiency of education and training, and promote equality, social cohesion and enhancing creativity which include entrepreneurship.

To provide this lifelong learning education and training systems should make more effort towards open, flexible and transparent education. Improve a better adaption to non-traditional education and learners. Become more active in lifelong learning by involving employers. There are a variety of Regulatory bodies which the College are Governed by such as LLUK which enables lifelong learning employers to recruit, retain, develop and apply suitably skilled and effective staff.

OFSTED (office for standards in Education, Children's Services and Skills) Inspects and regulates provision for children, young people and adults in England. Services inspected include teacher training providers and the learning and skills sector. Provision for 14 to 19 year olds and adults over 19 in further education colleges is inspected by OFSTED using its Common Inspection Framework (CIF). OFSTED has been set up to inspect schools and

making sure that they are maintained to a standard and teaching is satisfactory otherwise people could do what they please in England.

It inspects the schools periodically and gives them a report at the end and this can be given to any prospect parent. Education Act 2005. QCF (Qualifications and Credit Framework) Working closely with employers and learners, the QCF has been developed to make it easier to understand qualifications, to make qualifications more flexible and accessible to learners, and to allow more work-based training to be included and recognised. And lastly QAA (Quality Assurance Agency for Higher Education) role is to safeguard quality and standards in UK higher education.

The college has a responsibility for the quality of their programmes in a partnership agreement between the College and the awarding HEI (Higher Education Institute) Reviews are carried out to see how well the college meets its responsibilities, identifying good practice and making recommendations for improvement. Ofqual is the regulator of qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland.

They are in place to set the standard for the grading system for exams so that when exams are marked like the GCSE and regulate the results. Each of these regularity bodies are set in place to regulate, monitor, inspect, standardise our educational system so that we have a national standard.

High Sports in committed to making climbing accessible and open to everyone who wants to be involved. We achieve this by upholding the principles of equal opportunities in every aspect of the work we do.

It is our Policy to treat everyone equally, fairly and consistently. Our wider commitment to equality and diversity of opportunity for all sections of the community, in all aspects of our business, and underpins our legal obligations under the Human Rights Act, the Race Relations Act, the Sex Discrimination Act, the Disability Discrimination Act, Equal Pay Act, Rehabilitation Act and the Age Discrimination Act. Recruitment and selection, employment and management practices, activities at all levels, ongoing support to staff through training.

Everyone involved in High Sports must ensure and implement the Policy. Allegations of inequality or discrimination will be thoroughly investigated and dealt with in accordance with the High Sports Disciplinary and Grievance guidelines. As a Climbing Teacher at High Sports I must ensure that everyone is treated fairly and with respect and that members, non members and visitors are not denied access to any High Sports managed climbing wall because of a discriminatory reason.

The policy is monitored and implemented by High Sports Group senior management, who are responsible for the implementation and assess that we adhere to the following: standards and values to apply throughout their climbing walls at every level, as climbing should be enjoyed by everyone who wants to partake in the sport, be committed to eliminate discrimination by reason of age, gender, gender, reassignment, sexual orientation, race, nationality, ethnic origin, religion or belief, ability or disability and to encourage equal opportunities, not tolerate harassment, bullying, abuse or victimisation, be committed to the immediate investigation of any complaints of discrimination, and be committed to a policy of fair and

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equitable treatment of all members and employees. Throughout our teaching progress we are assessed, monitored and go on courses to build our knowledge of Climbing.

The process when you first begin as a climbing instructor you go through a site specific Training which gives you the standards in which you need to teach climbing set by High Sports. Then you shadow an instructor for a set amount of hours. After three months you are assessed on teaching and have to create a lesson plan and teach for an hour. During that hour you need to include climbing, belaying, and harness, bouldering, stretching and warming up etc. You can further your knowledge by attending individual courses, which I have, I can teach abseiling, you are assessed in your capability to teach abseiling how to set it up etc. I have gone further to teach Adult climbing courses intermediate climbing level, you also go on a course and are assessed throughout both written, orally and visually.

We are assessed externally by a company that High Sports employ called Mountain Activities who are external Assessors we are not observed by ofstead we only adhere to Health and Safety. The learners are internally assessed and results are shown to Guardians or parents. We are supervised by a Manager when he is on duty who checks and assesses we are completing our instructing and can give us feedback and tips but it is informal and no appraisal is given. When I have external groups for Public Services a teacher will follow and interact and assess and we can seek feedback both from the learners and the teacher. They will fill out logbooks which will go to their overall grade which goes into their BTEC Portfolio which is assessed by myself and then the teacher responsible for the class.

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