Level 3 OCR Teaching in the Lifelong Learning sector – qualification units

Unit 5 - Preparing for the Coaching Role

Level 3
QCA Accreditation Number M/500/8968

Unit Description

Unit aims:

- To develop an understanding of 'coaching'

- To develop and identify coaching needs in individual learners

- To develop and understand key techniques in coaching relevant to individual learning needs

Credit value: 3

Unit synopsis:

This unit is about;

- Identifying the responsibilities of the coach and outlining the boundaries of the role

- Meeting learners needs and identifying relevant coaching styles

- How to review the coachee's progress and identify opportunities within the learning process

Examples of teaching and learning strategies:

The following teaching methods and learning strategies are appropriate to the delivery and development of the knowledge, understanding and skills covered in this

unit. A variety of these should be used to provide a model of good practice to the student-teacher. This list is not exhaustive:

- Small group discussion

- Directed study and research

- Lecture

- Resource based learning

- Question and answer

- Micro teaching session

- Role play

- Discussion

- Lecture and exposition

- Games

- Debate

Guidance on delivery for centres

This unit is an optional unit and therefore consideration should be given to maximising the time spent during taught learning, and to where this unit could be delivered within the certificate programme.

The knowledge set against the assessment criteria outlines what aspects should be covered during the sessions. When delivering this unit it is useful to consider:

- Giving the candidates reading material, research documents or websites prior to the taught sessions taking place

- Encourage candidates to identify coaching situations in their own workplace which can be brought out in the taught sessions for discussion

- Linking from this unit to the Planning and Enabling Learning unit so that candidates can identify, or know how to identify, individual learning needs.

Guidance on assessment for centres

Assessment of this unit can be in the form of a report so the candidate can clearly demonstrate to the assessor their level of knowledge and understanding. There is no restriction as to how long the report should be, however it is expected to be at least two pages. Assessors should support the use of referencing within a report if this method of assessment is used.

Candidates should be encouraged to use their reflective journals to highlight evidence within the assessment criteria.

Assessors should encourage candidates to obtain witness testimonies if they are in a coaching role/teaching role whilst completing the CTLLS.

Suggested reading

The following list is not intended to be exhaustive, but provides suggested texts which student-teachers may find helpful. It is not compulsory for students to read all publications in the list; they are identified for reference only.

Ainley, P. and Bailey, B. (1997) *The Business of Learning: Staff and Student Experiences of Further Education in the 1990s*. London: Cassell

Altrichter, H., Posch, P. and Somekh, B. (1993) *Teachers Investigate Their Work: An Introduction to the Methods of Action research*. London: Routledge

Armitage, A. et al (1999) *Teaching and Training in Post-Compulsory Education*. Buckingham: Open University Press

Ball, S., Maguire, M. and Macrae, S. (2000) *Choice, Pathways and Transitions Post-16*. London: Routledge Falmer

Brown, S. and Race, P. (1994) *Assess Your Own Teaching Quality*. London: Kogan Page

Curzon, L. (1997) *Teaching in Further education: an outline of principles and practice*. 5th edition. London: Cassell

DfEE (1998) *The Learning Age: A renaissance for a New Britain*. London: HMSO

DfEE (1999) *Learning to Succeed: A New Framework for Post-16 Learning*. London: HMSO

DfES (2001) *Schools – achieving success*. London: HMSO

Gibbs, G. (1995) *Assessing Student Centred courses*. Oxford: The Oxford Centre for Staff and Learning Development

Goleman, D. (1996) *Emotional Intelligence*. London: Bloomsbury

Gravells A (2006) *Delivering Adult Learning – Level 3 Coursebook*, Learning Matters,

Habeshaw, S., Habeshaw, T. and Gibbs, G. (1984) *53 Interesting Things to Do in your Seminars and tutorials*. Bristol: Technical and Educational Services

Habeshaw, S., Habeshaw, T. and Gibbs, G. (1984) *53 Interesting Things to Do in your Lectures*. Bristol: Technical and Educational Services

Jessup, G. (1991) *Outcomes: NVQs and the Emerging Model of Education and Training*. London: Falmer

Maslow, A. (1987*) Motivation and Personality*. New York: Harper & Row

Petty G (2004) *Teaching Today* (3rd Edition), Nelson Thornes

Pring, R. (1995) *Closing the Gap: Liberal Education and vocational Preparation*. London: Hodder and Stoughton

Reece I and Walker S (2003) *Teaching, Training and Learning: A practical Guide (5th Edition)*

Business Education Publishers Ltd

Rowntree, D. (19XX) *Assessing Students: How Shall We Know Them?* London: Kogan Page

Tennant, M. (1997) *Psychology and Adult Learning*. London: Routledge

Unwin, L. and Wellington, J. (2000) *Young People's Perspectives on Education, Training and Employment*. London: Kogan Page

Wallace s, (2005) *Teaching and Supporting Learners in Further Education* (2nd Edition) Learning Matters

Websites

www.ocr.org.uk

www.qca.org.uk

www.dfes.gov.uk

www.lluk.org.uk

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Assessment Criteria, Knowledge and Practice

1. Understand own role and responsibilities in relation to coaching

	Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1	Identify and describe the role and responsibilities of the coach, indicating the boundaries of the role	• What is meant by coaching • What responsibilities does a coach have • How to recognise the boundaries of the role • How does a teachers role link into coaching	• Report • Assessor discussion
1.2	Identify and explain the qualities and skills required in a coach	• Qualities of a coach • Skills of a coach • How to create the necessary skills for a coach	
1.3	Identify and describe resources and/or materials required for coaching	• Select appropriate resources required for coaching	• Reflective Journal • Session plan

2. Understand ways to identify individual coaching needs

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1	Identify and describe individual learning needs that can be met through coaching	• Ways of identifying individual learning needs • How to recognise and describe learning needs • How needs may be met through coaching	• Learning needs questionnaire • Report • Reflective Journal
2.2	Identify and describe individual learning styles that need to be considered when coaching		

3. Understand key techniques to establish and maintain an effective coaching relationship

		Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1		Identify and explain styles of coaching to meet learner needs	• Different types of coaching styles • How to ensure learners needs have been met	This learning outcome may be presented in a report
3.2		Explain the importance of and demonstrate a code of conduct, ground rules and confidentiality in a coaching relationship	• What are ground rules • What is meant by code of conduct • Issues in relation to confidentiality • How to establish a professional coaching relationship	
3.3		Explain and demonstrate ways of assisting coaches to clarify their goals and explore options to facilitate their achievement	• How the role of assessment would assist in exploring options • How to assist coaches in establishing their goals • Giving feedback relevant to individual needs	
3.4		Explain and demonstrate how potential barriers to learning may be identified and overcome	• How to create situations that provide opportunities for feedback • Ways of conducting de-briefing situations to identify barriers	
3.5		Describe and demonstrate ways of building rapport with individuals in coaching sessions	• What is rapport • How may a rapport be built with individuals • What issues may cause a negative rapport	
3.6		Describe and demonstrate ways of creating an environment in which effective coaching can take place	• How to create a climate conducive to learning either within a group setting or an individual setting	

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4. Understand how to review progress

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Describe how to review the coachee's progress, identifying action required	• Practical procedures for conducting and recording ongoing assessment and documenting progress • How to obtain documentary evidence to be used in practical application of feedback given to learners • How to work with ones organisation to ensure effective coaching is used effectively	• Reflective Journal • Assessors observations • Witness testimony
4.2	Explain and use good practice in providing feedback to learners on their progress		
4.3	Identify opportunities in the organisation to use learning received through coaching		

5. understand how to evaluate the effectiveness of own practice

	Scope	Knowledge	Evidence Linked to Practice
5.1	Use reflective practice and feedback from others to review own coaching role and identify areas of development	• Concepts and benefits of keeping a reflective journal • How to plan own personal development and identify areas for improvement	• Reflective Journal