Level 4 OCR Teaching in the Lifelong Learning sector – qualification units

Unit 13 - Preparing for the Coaching Role

Level 4
QCA Accreditation Number Y/500/8981

Unit Description

Unit aims:

- To develop an understanding of 'coaching'

- To develop and identify coaching needs in individual learner's

- 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

Although the delivery of this unit maybe similar to level 3 the tutor must bear in mind that candidates undertaking level 4 are expected to be more analytical and discuss issues around the role in more detail. Therefore it may be advantageous at the end of taught sessions to give candidates encouragement for self study and research for more detail in relation to this unit.

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 incorporating a quiz/knowledge check at the beginning of taught sessions to assess level of knowledge. This process can also springboard into a relevant session the tutor has planned for.

- 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

Assessors should expect to see more detailed evidence from candidates completing this level 4 unit when compared to the level 3 version. Assessors should consider developmental feedback throughout the whole learning process so candidates are aware of how much depth is required in the evidence they produce.

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 analyse the role and responsibilities of the coach, discussing 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 • Professional discussion
1.2	Identify and discuss 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 • How to identify the qualities in a coach	• Report • Professional discussion
1.3	Identify and justify resources and/or materials required for coaching	• Select appropriate resources required for coaching	• Scheme of work • Reflective Journal • Session plan

2. Understand ways to identify individual coaching needs

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1	Identify and discuss 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 discuss 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 discuss styles of coaching to meet learner needs	• Different types of coaching styles • How to ensure learners needs have been met	
3.2	Discuss and demonstrate the importance of 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	Discuss and demonstrate ways of assisting coachee's 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	• This learning outcome may be presented in a report • Assessors observations • Self Evaluation
3.4	Discuss 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	Discuss 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	Discuss and demonstrate	• How to create a climate conducive to learning either within	

	ways of creating an environment in which effective coaching can take place	a group setting or an individual setting	

4. Understand how to review progress

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Explain how to review the coachee's progress, identifying and taking action as 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 • Individual learning plan
4.2	Discuss and apply good practice in providing feedback to learners on their progress		
4.3	Identify appropriate opportunities in the organisation to apply learning received through coaching		

5. Understand how to evaluate the effectiveness of own practice

	Assessment Criteria	Knowledge	Evidence Linked to Practice
5.1	Use reflective practice and feedback from others to review own coaching role and identify areas for development, suggesting modifications to own practice as necessary	• Concepts and benefits of keeping a reflective journal • How to plan own personal development and identify areas for improvement	• Reflective journal