

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

HIGHER NATIONAL UNIT SPECIFICATION

GENERAL INFORMATION

-Unit number-	D3AC 04
-Unit title-	COACH THE INDIVIDUAL LEARNER
-Superclass category-	GB
-Date of publication- (month and year)	AUGUST 2000
-Originating centre for unit-	SQA

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Coaching individual learners with emphasis on providing personalised support.

This unit can only be offered in a centre recognised as suitable by the Further Education Professional Development Forum.

OUTCOMES:

1. negotiate areas for coaching with the learner;
2. employ coaching techniques to support the learner.

CREDIT VALUE: 1 HN Unit

ACCESS STATEMENT: Access to this unit is at the discretion of the centre.

Additional copies of this unit can be obtained from:

The Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ, (Tel: 0141-242 2168).

At the time of publication the cost is £2.50 per unit (minimum order £5.00).

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STATEMENT OF STANDARDS

Unit number: D3AC 04

Unit title: COACH THE INDIVIDUAL LEARNER

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. NEGOTIATE AREAS FOR COACHING WITH THE LEARNER

PERFORMANCE CRITERIA

- (a) The negotiated coaching programme is based on accurate assessment of factors affecting the learner's progress.
- (b) The identification of the range of appropriate support is accurate.
- (c) The explanation to the learner of appropriate and available support is clear and accurate.
- (d) The negotiations are conducted in a manner appropriate to the learner.

RANGE STATEMENT

The range statement for this outcome is specified within the performance criteria.

EVIDENCE REQUIREMENTS

Documentary and performance evidence that the candidate has negotiated a programme of coaching for two learners.

OUTCOME**2. EMPLOY COACHING TECHNIQUES TO SUPPORT THE LEARNER****PERFORMANCE CRITERIA**

- (a) The coaching techniques selected are appropriate for the learner's needs.
- (b) The coaching is conducted in appropriate surroundings.
- (c) The pace of coaching is adjusted to the needs of the learner.
- (d) The feedback to the learner is given in an appropriately supportive manner to encourage progress.

RANGE STATEMENT

The range statement for this outcome is specified within the performance criteria.

EVIDENCE REQUIREMENTS

Documentary and performance evidence that the candidate has coached two learners.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the Scottish Qualifications Authority (SQA) assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external moderation.

SPECIAL NEEDS

Proposals to modify outcomes, range statements or agreed assessment arrangements should be discussed in the first place with the external moderator.

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HIGHER NATIONAL UNIT SPECIFICATION**SUPPORT NOTES**

Unit number: D3AC 04

Unit title: COACH THE INDIVIDUAL LEARNER

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This unit has been designed to enable candidates to develop skills in coaching learners.

CONTENT/CONTEXT The principal context will be the training/teaching environment. The candidate should have access to a workplace where evidence to meet the performance criteria can be generated.

The following list of topics gives a suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

Outcome 1

- factors which inhibit learning and possible ways of overcoming them
- how individual learning is affected by social, cultural or emotional factors
- how to structure individual coaching programmes based on learning needs, learning style, learner's preferences and aspirations and opportunities available
- how to introduce, promote and negotiate a coaching programme with individual learners
- resources and support available to learners
- issues of equality of opportunity and non-discriminatory practice
- health and safety legislation and good practice
- specialist equipment and its uses in supporting learning
- methods of eliciting the learner's personal views.

Outcome 2

- differences between teaching /learning and coaching
- how to identify individual learning needs
- different learning styles
- how to sequence and pace information and gauge appropriateness of language for individual learners
- how to put learners at ease
- how to give constructive feedback
- how to check learners' understanding and progress

APPROACHES TO GENERATING EVIDENCE The achievement of the skills and underpinning knowledge required for this unit would be facilitated by orientation of delivery towards the candidate's own experience, with opportunities for candidate-centred discussions on topics relating to the outcomes. Case studies and role play would also provide illustrative examples.

Line managers and employers should be encouraged, wherever possible, to assist the candidates in generating real performance evidence from the workplace into a portfolio of evidence. This portfolio should be generated from all available sources and where direct evidence is not available, use should be made of the types of supplementary evidence identified in the assessment procedures.

The evidence in the candidate's portfolio could provide evidence towards a qualification based on occupational competence in lecturing in further education, e.g. TQFE.

ASSESSMENT PROCEDURES Evidence gathered from the workplace, i.e. natural performance, would be the primary methods of assessing the candidate's competence although a variety of other methods may be used either to supplement this or to provide evidence cross the full range or performance criteria. The following forms of evidence would be appropriate to this unit:

Documentation, .e.g. reports, information/support materials, audio or video tape.

Direct observation by the assessor of the candidate negotiating and carrying out coaching with one learner.

Evidence given by those who have witnessed the candidate's performance.

The candidate's own description of his/her performance – written or oral – the candidate could keep a reflective diary/log of coaching activity. This form of record would need to be substantiated by an authorised source.

Oral questioning, where competence cannot be inferred from direct performance evidence and supporting evidence of performance. This could include answers given by the candidate to questions about his/her actual performance and what the candidate would do and why with different learners – particularly appropriate for evidence of the candidate's ability to coach learners with special needs.

REFERENCES

1. Guide to unit writing, SQA, 1993 (Code: A018).
2. Guide to assessment, SQA, 1993 (Code: B005).
3. Guide to certification, SQA, 1996 (Code: F025).
4. Notes for unit writers, SQA, 1995 (Code: A041).

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