

## Higher National Unit Specification

### General information for centres

**Unit title:** Learning and Development: Coaching Skills

**Unit code:** DN3A 34

**Unit purpose:** This unit is designed to enable candidates to develop the knowledge and skills required to coach individual learners. It will provide an opportunity for the candidates to negotiate and carry out coaching with individual learners.

On completion of the Unit the candidate should be able to:

1. Identify and plan a coaching programme with the learner.
2. Conduct a coaching session with the learner.
3. Review effectiveness of the coaching.

**Credit points and level:** 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Access to this unit is at the discretion of the centre. However, candidates would normally be expected to have attained communication skills at Intermediate 2 (SCQF Level 5) or to have competence in communication skills through similar qualifications. It would be beneficial if candidates had experience and some knowledge of the training cycle and the trainer's role within it.

**Core skills:** There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

**Context for delivery:** If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes. It is an Optional Unit in the HNC Learning and Development.

**Assessment:** This unit is assessed by three instruments of assessment. For Outcome 1 the candidate will produce documentary evidence of planning a coaching programme. Outcome 2 is assessed by observation of practical activities. Evidence of candidate performance will be generated by the conduct of a planning interview and a coaching session. Outcome 3 is assessed by a reflective account.

## **Higher National Unit specification: statement of standards**

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Identify and plan a coaching programme with the learner

#### **Knowledge and/or skills**

- ◆ Interviewing skills
- ◆ Negotiation skills
- ◆ Identification of individual needs
- ◆ Planning coaching
- ◆ Learning objectives
- ◆ Different learning styles
- ◆ Resources and support available to learners
- ◆ Legislation relating to equality of opportunity and health and safety

#### **Evidence requirements**

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ identify an area for coaching with a learner
- ◆ negotiate a plan for coaching
- ◆ plan a coaching programme

#### **Assessment guidelines**

The plan should take into account the above knowledge and skills. The evidence should be generated by the candidate, after conducting an interview with a learner, producing documentary evidence to include, for example, records of meetings, plans, agreements and checklists. The evidence may be assessed by observation of performance, using a checklist or video recording. Evidence may be generated by role play or in a work situation.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Learning and Development: Coaching Skills

### **Outcome 2**

Conduct a coaching session with the learner

#### **Knowledge and/or skills**

- ◆ Coaching techniques
- ◆ Timing, sequencing and pacing of coaching
- ◆ Learner's needs
- ◆ Appropriate style of learning
- ◆ Motivation techniques
- ◆ Interpersonal skills

#### **Evidence requirements**

Candidates will need evidence to demonstrate their skills and/or knowledge by showing that they can:

- ◆ carry out the coaching session as planned in Outcome 1,
- ◆ use coaching techniques that take account of the learner's needs
- ◆ use an appropriate style of learning.
- ◆ encourage and motivate the learner

The evidence of performance may be generated in a work situation or in a role play within the centre.

#### **Assessment guidelines**

This outcome is assessed by observation of a coaching session. The assessment may be supported by a checklist and the learning session may be recorded on video. The learning session could take place in a work situation or as a role play within the centre.

### **Outcome 3**

Review effectiveness of the coaching

#### **Knowledge and/or skills**

- ◆ Reviewing techniques
- ◆ Checking and measuring progress
- ◆ Feedback techniques
- ◆ Maintaining motivation
- ◆ Action planning
- ◆ Learner feedback
- ◆ Evaluation tools

#### **Evidence requirements**

Candidates will need evidence to demonstrate their skills and/or knowledge by showing that they can:

- ◆ review the effectiveness of the coaching session carried out for Outcome 2.
- ◆ evaluate own performance

## **Higher National Unit specification: statement of standards (cont)**

### **Unit title:** Learning and Development: Coaching Skills

- ◆ respond to feedback and adjust learning programme where necessary

The candidate should produce a reflective account of the coaching session. This account should critically review the coaching techniques used, the progress of the learner and the feedback techniques used. The reflective account should draw conclusions as to the effectiveness of the coaching and should take into account learner feedback. Where there has not been sufficient progress, candidates should propose strategies to address the problem

### **Assessment guidelines**

This outcome will be assessed by the candidate's reflective account of the coaching session.

## **Administrative Information**

<b>Unit code:</b>	DN3A 34
<b>Unit title:</b>	Learning and Development: Coaching Skills
<b>Superclass category:</b>	GB
<b>Date of publication:</b>	August 2004
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## **Higher National Unit specification: support notes**

### **Unit title: Learning and Development: Coaching Skills**

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

The principal context for this Unit is the training/teaching environment where the candidate can gain experience through observation of coaching and can then apply coaching skills.

**In Outcome 1**, the candidate should be introduced to any factors that may have inhibited the learner's progress and ways of overcoming them. The Outcome should cover how to structure individual coaching programmes, based on an analysis of the learner's aspirations, and how to determine preferred learning styles of the learner. Learning programmes for this Outcome may be facilitated by the use of case studies and role-play(s). Questionnaires and interviews could be used to ascertain information to support the development of coaching programmes.

The study of the following topics will enhance the candidates knowledge:- barriers to learning, learning styles, factors affecting learner progression, learning opportunities, questioning skills, questionnaire design. Issues of equality of opportunity and non-discriminatory practice and health and safety should be incorporated.

**Outcome 2** gives the candidate the opportunity to put into practice the coaching techniques that they have learned about and observed. Practice may be facilitated by the use of role-play(s) based on case studies. The role-play could be used for formative assessment and there may be opportunities for peer group assessment through the learning group.

**Outcome 3** allows candidates to reflect on the effectiveness of the coaching session. Candidates will review the coaching session, taking into account feedback from the learner, and will confirm whether or not the candidate has achieved the learning objectives for the coaching session. The reflective account required for assessment should take account of the candidate's own performance, and appropriate evaluation methods should be used. Follow-up action will be planned and recorded where appropriate.

### **Guidance on the delivery and assessment of this Unit**

For all Outcomes case studies and role-play(s) are encouraged in order to allow the candidate to gain understanding and skills of negotiating programmes, carrying out coaching and evaluating the coaching session.

Candidate should provide written and performance evidence of having negotiated a coaching plan with a learner this should include negotiation summaries, notes on interviews, copies of coaching programmes etc.

## **Higher National Unit specification: support notes (cont)**

### **Unit title:** Learning and Development: Coaching Skills

Once the candidate is ready, a summative assessment should be undertaken of the candidate carrying out coaching with a learner. The tutor with the aid of an assessment checklist will observe the session or a recording of the session. The learner will also be expected to provide feedback as to the effectiveness of the candidate's coaching skills

### **Open learning**

If this Unit is delivered by open or distance learning methods, additional planning and resources may be required for candidate support, assessment and quality assurance. Centres will have to ensure that suitable arrangements are made for assessment of candidates by observation. A combination of new and traditional authentication tools may have to be devised for assessment and re-assessment. For further information and advice, please see *Assessment and Quality Assurance for Open and Distance Learning* (SQA, February 2001- publication code A1030)

### **Candidates with additional support needs**

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available

## **General information for candidates**

### **Unit title:** Learning and Development: Coaching Skills

This unit is designed to be used within the suite of units in the HNC Learning and development as an option. It may also be studied as a stand-alone unit.

The unit will offer you the opportunity to:

- ◆ Identify areas for coaching with the learner
- ◆ Coach the learner
- ◆ Review coaching

The unit will be useful to you if you work in a one to one coaching situation with learners.