



Unit D9RH 04 (510)

Enable Individual Learning Through Coaching

Unit Summary

This Unit is about identifying individual needs and learning styles, choosing the speed and manner of coaching and checking on the progress of learners. It covers giving feedback to learners and reviewing the potential for e-learning support for learners. Also helping learners to apply their learning and giving on-going support.

In order to be assessed as competent you must demonstrate to your assessor that you can consistently perform to the requirements set out below. Your performance evidence must include at least one observation by your assessor.

Achievement of this Unit will provide you with opportunities to develop the following SQA Core Skills:

Communication Intermediate 2

- ◆ Read, understand and evaluate written communication.

Information Technology Intermediate 2

- ◆ Using an IT system effectively and responsibly to process a range of information.

Problem Solving Intermediate 2

- ◆ Analyse a situation or issue.
- ◆ Plan, organise and complete a task.
- ◆ Review and evaluate a problem solving activity.

I have completed the requirements of this Unit.

Candidate name: _____ **Date:** _____

Candidate signature: _____ **Date:** _____

I can confirm the candidate has completed all requirements of this Unit.

Assessor signature: _____ **Date:** _____

IV signature: _____ **Date:** _____

Assessment centre: _____

| You must be able to | Evidence Requirements | Evidence/ Activity Ref No. |
|--|--|----------------------------------|
| <p>1 Coach individual learners</p> <p>This means you:</p> <ul style="list-style-type: none"> (a) Identify individual needs and learning styles. (b) Choose a style of coaching which meets the learning objectives of the organisation. (c) Coach in a manner and at a speed which is appropriate to learners. (d) Analyse the skills needed and the order in which they need to be learned. (e) Regularly check that learners are making progress towards learning outcomes. (f) Give learners positive feedback on the learning process. (g) Alter coaching in the light of learners' progress and feedback. (h) Identify anything that prevents learning and review this with learners. | <p>Evidence of coaching individual learners in accordance with workplace procedures.</p> | |

| | | Evidence Requirements (cont) | |
|---|--|------------------------------|--|
| 2 | <p>Assist individual learners to apply their learning</p> <p>This means you:</p> <ul style="list-style-type: none"> (a) Give learners the opportunities to practice skills, apply their knowledge and get experience in a structured way. (b) Consider using technology-based support for learners, including e-support. (c) Identify opportunities for learners to achieve agreed learning objectives and give them positive feedback on their progress. (d) Identify opportunities to use different learning opportunities and agree action with learners. (e) Give learners clear and accurate information on the resources available to help them apply their learning. (f) Give learners positive feedback on the learning experience and the outcomes achieved. (g) Identify anything that prevents learning and review this with learners. (h) Explain to learners the ongoing support that is available to them. | | |

Evidence of Performance

Evidence of performance may employ examples of the following assessment:

- ◆ observation
- ◆ written and oral questioning
- ◆ evidence from company systems (eg Food Safety Management System)
- ◆ reviewing the outcomes of work
- ◆ checking any records of documents completed
- ◆ checking accounts of work that the candidate or others have written

| Candidate name: | | Assessor initials/date |
|------------------------|-----------------|-------------------------------|
| No | Activity | |
| 1 | | |
| 2 | | |

| You need to know and understand | | Evidence |
|---|---|-----------------|
| Evidence of knowledge and understanding should be collected during observation of performance in the workplace. Where it cannot be collected by observing performance, other assessment methods should be used. | | |
| <i>The nature and role of coaching</i> | | |
| K1 | How to match coaching opportunities to individual learning needs and objectives. | |
| K2 | How to put information in order and decide whether the language you will be using is appropriate for individual learners. | |
| K3 | The separate areas of coaching which encourage learning. | |
| K4 | Which types of learning are best achieved and supported through coaching. | |
| K5 | How to identify the opportunities available for learners to apply their learning. | |
| <i>Principles and concepts</i> | | |
| K6 | How to put learners at their ease. | |
| K7 | How to identify individual learning needs. | |
| K8 | What the different learning styles are and how they affect learning. | |
| K9 | How to identify and use different learning opportunities. | |
| K10 | How to structure learning activities. | |
| K11 | How to choose and prepare appropriate materials, including technology based materials. | |
| K12 | How to encourage learners to recognise their own achievements. | |
| K13 | How to recognise the things that are likely to prevent learning and how to overcome them. | |
| K14 | How to check learners' understand and progress. | |
| <i>External factors and influencing human resource development</i> | | |
| K15 | How to make sure that everyone acts in line with health, safety and environmental protection legislation and best practice. | |
| K16 | How to analyse and use developments in learning and new ways of delivery, including technology based learning. | |

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| Notes/Comments |
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Assessor signature: _____

Date: _____