



Higher National Unit specification

General information

Unit title: Enable Individual Learning through Workplace Coaching (SCQF level 7)

Unit code: H9DJ 34

Superclass: GE

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Unit purpose

The purpose of this Unit is to develop the skills of those who have responsibility for coaching others in the workplace. The role of the coach is to improve and develop the performance of an individual through an agreed and structured learning programme. The evidence required for this Unit will provide opportunities for the coach-candidate to demonstrate and develop their skills in the planning of workplace coaching, the delivery of coaching and the provision of feedback.

Outcomes

On successful completion of the Unit the coach-candidate will be able to:

- 1 Prepare and produce a plan for workplace coaching.
- 2 Provide workplace coaching.
- 3 Provide feedback in a coaching context.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the Unit

Entry is at the discretion of the centre. However, it is recommended that coach-candidates undertaking this Unit possess good interpersonal skills and have some knowledge and/or experience of workplace coaching.

Higher National Unit Specification: General information (cont)

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Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 5

Core Skill component None

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

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of coach-candidates should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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

Where evidence for Knowledge 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. Coach-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

Prepare and produce a plan for workplace coaching.

Knowledge and/or Skills

- ◆ Different learning styles that can apply to individual learners
- ◆ Different coaching models that are available
- ◆ The importance of equality and diversity in workplace coaching
- ◆ Identifying individual learners' needs
- ◆ Identifying and agreeing SMART learning objectives with an individual learner
- ◆ Identifying appropriate tasks for coaching
- ◆ Agreeing the resources required for coaching
- ◆ Reviewing with the learner anything which will prevent achievement of their learning goals

Outcome 2

Provide workplace coaching.

Knowledge and/or Skills

- ◆ Application of a chosen coaching model
- ◆ Monitoring the learners' progress towards their learning objectives
- ◆ How technology can be used to assist workplace coaching
- ◆ Giving learners the opportunity to apply their learning in the workplace
- ◆ Reviewing progress towards achievement of learning objectives
- ◆ Updating the coaching plan in light of the learners' progress and achievements

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

Provide feedback in a coaching context.

Knowledge and/or Skills

- ◆ The value and purpose of feedback in a coaching context
- ◆ Providing feedback at appropriate intervals
- ◆ Providing feedback that is positive and constructive
- ◆ How to provide feedback when goals have not been achieved
- ◆ Agreeing the next steps in the learning process
- ◆ Updating coaching plans with individual learners

Evidence Requirements for this Unit

Coach-candidates will present performance evidence from the workplace of having coached a minimum of two learners until successful achievement of the coaching goals. This will involve preparing and producing a written coaching plan for each learner, in consultation with them, which agrees the coaching objectives for an agreed activity and the resources required.

A different activity must be agreed for each learner with the coach-candidate providing verbal and written feedback to the learner as necessary and having at least one coaching session with each learner for no less than 40 minutes in order to demonstrate the necessary communication and interpersonal skills as well as coaching skills.

The performance evidence of the coaching sessions will be generated in the coach-candidate's workplace, or other workplace to which s/he has access for the purposes of providing coaching. The performance evidence must also be confirmed through an observation by the coach-candidate's assessor, or witness testimony from an experienced workplace coach and may be presented in video/digital or another alternative format.

NB: Simulation and role play are not permitted assessment methods for this Unit.

Satisfactory achievement of the Unit will be demonstrated by:-

- (a) The written coaching plans for each learner documenting:
- the identified individual needs of the learner, agreed SMART learning objectives, different agreed coaching activities in line with each of the learners' own learning style.
 - the resources required for coaching.
 - the use of appropriate technology in support of the coaching process.
 - the opportunities for learners to achieve agreed learning objectives.
 - the reviews of progress and agreed further action.

Higher National Unit specification: Statement of standards (cont)

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- (b) The observation of the coaching sessions will demonstrate:
- use of an appropriate coaching model for the activities carried out.
 - use of appropriate communication and interpersonal skills, including being empathetic and giving positive and constructive feedback.
 - giving appropriate advice on overcoming barriers to learning.
 - use of appropriate resources for the coaching activities.
 - use of appropriate technology in support of the coaching process
 - appropriate coaching skills.
 - Equality, Diversity and Inclusiveness being embedded within the coach-candidate's practice where appropriate.
 - providing feedback when goals have not been achieved and how to improve performance.
 - comments on progression to the next stage of workplace learning.
- (c) The coach-candidate statement (written or oral; if written it should be no more than 2,000 words) will demonstrate:
- how the different learners' needs and preferred learning styles were identified.
 - the research undertaken in relation to:
 - (i) the various coaching models available in order to identify the most appropriate model for each learner and how it was applied.
 - (ii) the barriers that could prevent learning for the identified learners.
 - (iii) the different skills required for effective coaching (minimum of six different skills).
 - the importance of Equality, Diversity and Inclusiveness in workplace coaching and its implementation for each individual learner.
 - the value and purpose of feedback in the coaching process.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and 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

Coach-candidates undertaking this Unit will generate evidence in the workplace where they have responsibility for the development of others. Evidence of coaching a minimum of two learners is required.

The purpose of this Unit is to develop the skills of those who have responsibility for coaching others in the workplace. The role of the coach is to improve and develop the performance of an individual through an agreed and structured learning programme and the evidence required for this Unit will provide opportunities for the coach-candidate to demonstrate their workplace coaching skills.

Outcome 1 — Prepare and produce a plan for workplace coaching

The coach-candidate is required to demonstrate how they plan and prepare for workplace coaching. This will involve identifying learning needs for two learners which will improve the learners' work skills and benefit the organisation for which they work. This could involve coaching learners to learn new skills or develop learners' existing skills to a higher level of performance.

The coach-candidate is required to identify different learning styles for two learners. There has been a considerable amount of research on learning style preferences. Honey and Mumford's work in this area is most widely used and broadly identifies whether someone is predominantly:

- ◆ an **Activist**
- ◆ a **Reflector**
- ◆ a **Theorist**
- ◆ a **Pragmatist**

Coach-candidates may wish to research other learning style theories and apply the results of their research to identify the learning styles of their learners.

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Coach-candidates are also required to use a coaching model as a basis for their coaching practice. This model could be the GROW model devised by John Whitmore and which relates to the following:

Goals
Reality
Options
What, **W**hen, **W**ho, **W**ill

However, coach-candidates may wish to research other coaching models and explain how they have applied that model to their coaching practice.

Setting goals and agreeing objectives are key to the success of any project and coach-candidates are required to explain how the objectives they agree with their learners meet the SMART mnemonic aid. Coach-candidates should apply the SMART mnemonic to one objective agreed with a learner and explain how the objective is specific, measurable, achievable, realistic and time bound.

There are many barriers to learning and the coach-candidate is required to identify two barriers. Barriers to learning could include time, costs, limited resources, learner ability. Coach-candidates should explain how barriers they have identified can be overcome.

The coach-candidate is required to explain the use of six different skills for effective coaching. These skills could include any of the following and the list is by no means exhaustive:

- ◆ interpersonal skills
- ◆ verbal communication
- ◆ written communication
- ◆ questioning
- ◆ listening
- ◆ motivation
- ◆ able to show empathy
- ◆ planning
- ◆ leadership
- ◆ commercial awareness

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Outcome 2 — Provide workplace coaching

In this Outcome the coach-candidate will demonstrate how they implement workplace coaching for two learners. Performance evidence will be in the form of coaching plans for two learners which contain the following information:

- ◆ A learning need addressed for each learner
- ◆ Learning objectives that have been achieved against the coaching plan for each learner
- ◆ Coaching activities completed in line with the learning styles of the individual
- ◆ Details of how technology was used in the coaching process, where appropriate
- ◆ Details of any further action required to achieve the coaching objective
- ◆ Reviews of progress

The coach-candidate must also be observed coaching each learner and provide an explanation which relates to their coaching activities.

The explanation will identify barriers to coaching which could include the following:

- ◆ Time
- ◆ Finance
- ◆ Available resources
- ◆ Learner ability
- ◆ Business needs

The coach-candidate is also required to explain their application of a chosen model for coaching. This explanation should identify the model and how the components were used to plan and provide the coaching activity, eg, if using the GROW model devised by John Whitmore, the coach-candidate should explain how goals were agreed (**Goals**), why performance needs to improve (**Reality**), what courses of action are available (**Options**) and what the learner will do to achieve their objectives (**What**).

The coach-candidate needs to explain how technology can contribute to the coaching process. This could involve the following:

- ◆ Online communication between the coach-candidate and their learners, eg, Skype, e-mail, etc
- ◆ The use of video and/or digital recorders in the coaching process
- ◆ E-learning programmes
- ◆ Online research by the learner
- ◆ Use of webinars

When providing the learner with opportunities to practise skills, apply their knowledge and get experience, the coach-candidate should arrange for this to happen in the workplace dealing with real circumstances, situations and, where appropriate, issues and problems.

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Outcome 3 — Provide feedback in a coaching context

Performance evidence for this element will include a record of feedback to two learners showing progression to the next stage of workplace learning. The written feedback should be recorded on the same coaching plan that is agreed with learners in Outcome 1.

An observation of the coach-candidate providing feedback to each learner is required for this Outcome and should cover the following points:

- ◆ Positive and constructive feedback being provided on the learner's progress against learning objectives
- ◆ Positive and constructive feedback being provided on the learner's performance
- ◆ Any barriers to learning being identified and resolved
- ◆ The learner being provided with clear guidance on how to improve their performance where learning objectives are not met
- ◆ The coaching plan being updated to show achievement and, where appropriate, any further action required

The observation of the coach-candidate providing feedback could be planned to be assessed at the same time that the coach-candidate is being observed for activities in Outcome 2.

The explanation on the value and purpose of feedback should highlight the importance of keeping learners informed and motivated throughout the coaching process. The coach-candidate should also explain how to keep learner morale high when goals have not yet been achieved, eg, through provision of further training and/or practice, additional guidance and support. A description of how learners can progress to another task should be provided.

Guidance on approaches to delivery of this Unit

This Unit can be delivered through lecturer-mediated discussion or by candidate involvement in a suitable workplace or online programme for workplace coaches.

In devising suitable delivery methods, the workplace Evidence Requirement should be taken in to account. Hence the Unit can be delivered in several ways including:

- ◆ A taught programme which is assessed in a workplace setting
- ◆ As part of an in-house or organisational training programme
- ◆ As part of an e-learning programme which is assessed in a workplace setting

Where the Unit is not delivered as part of an in-house or organisational training programme, candidates should be in a position where they are able to demonstrate their knowledge and skills in the workplace.

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Guidance on approaches to assessment of this Unit

This Unit lends itself to holistic assessment. An over-arching written and/or oral explanation covering all Outcomes is appropriate which would be supported by performance evidence in the form of a coaching plans containing plans for two learners. The coaching plan, which is created at the planning stage, (Outcome 1) will be the same coaching plan that is implemented with the learner (Outcome 2) and updated with the learner (Outcome 3).

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners:

- ◆ Observation
- ◆ Coach-candidate statement
- ◆ Discussion with the coach-candidate
- ◆ Examination of product
- ◆ Written/oral questions

Centres are reminded that SQA offers a free service for the prior verification of centre-devised assessments. Although it is not a mandatory requirement, prior verification of the proposed instrument of assessment may confirm that it is/they are valid, appropriate and reliable and that it/they also meet the national standard.

Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

Communication SCQF level 6

Although skills in *Communication* are not formally assessed, demonstrating effective and appropriate communication with is integral to achievement and naturally developed. Leading, advising and responding to others during practical coaching sessions and providing comprehensive feedback afterwards requires sophisticated verbal and non-verbal communication techniques to meet diverse needs.

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Reading, understanding and evaluating source information on preferred coaching approaches and a range of potential models is an aspect of competence. Writing and updating various detailed records and selecting the most appropriate language, structure and format to ensure professionalism.

Problem Solving SCQF level 6

All elements of the Core Skill of *Problem Solving* will be naturally developed as candidates identify learner needs and apply effective time management to work to a practical deadline. Preparing for the coaching session requires the identification of all relevant factors and any potential barriers impacting on individual learning needs. The resources required and available must also be assessed before a plan is developed and objectives agreed. Coaching must be structured effectively and completed efficiently. Providing feedback to learners requires a comprehensive review and evaluation of all stages of the coaching process to ensure understanding of ways to progress.

Information and Communication Technology (ICT) SCQF level 5

Effective use of technology in accessing and presenting up to date information on current practice in written and oral reports is likely to be routine. Some use of e-portfolios or social software may be practical.

Accessing, using and storing electronic data will further develop the skills expected in workplace practice. The need to develop efficient systems of recording and storing information to ensure data protection should be emphasised.

Working with Others SCQF level 6

There are opportunities to naturally enhance skills in all components of the Core Skill of *Working with Others* at SCQF level 6. Co-operative working with learners in complex interactions is integral to achievement. Defining the nature and scope of goals, roles and responsibilities candidates must ascertain needs and objectives as well as share and disseminate relevant information. Negotiation through shared activities will mean working to the strengths of all involved in the coaching process. Strategies to promote co-operative relationships with identification, management and resolution of any potential difficulties or distress will underpin practical work, as in professional practice. Review reflections on the insights and techniques emerging from the coaching session could provide further opportunities for critical evaluation.

Essential Skills

This Unit is designed to develop skills for the workplace and for career progression. Because of this the skills identified by employers as essential should be emphasised. Working independently/self-management, using initiative and being proactive will support adherence to professional standards and working practices. Candidates should always be encouraged to demonstrate flexibility and the ability to adapt to different situations and environments.

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Citizenship

An in-depth understanding of citizenship is likely to be covered during course work and could include keen awareness of rights and responsibilities; being outward-looking towards society; being able to recognise one's personal role and responsibilities in this context.

Sustainability

During teaching and learning candidates could be encouraged to consider using eco-friendly and fair trade products and sustainable materials. In evaluation they could review working practices to ensure that they are environmentally sensitive, consider recycling and waste reduction.

This Unit has the Core Skill of Problem Solving embedded in it, so when candidates achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF Level 5.

History of changes to Unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 5 embedded.	September 2015

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General information for learners

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This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed for those people who have responsibility for coaching others in the workplace. To meet Evidence Requirements for this Unit, you will need to show how you have coached two learners

The Unit will be achieved through demonstration of a combination of knowledge and skills of coaching learners in the workplace. Your knowledge will be presented in a written and/or oral explanation which meets the knowledge requirements of the Unit and performance evidence will be provided in the form of a coaching plan for two learners. Your performance of coaching each learner will be observed by an assessor/expert witness.

The Unit will provide you with a structure for enabling individual learning and development in the workplace which can be applied to any workplace context. You will learn how to prepare and produce plans for coaching sessions, facilitate coaching sessions and provide feedback to learners in a coaching context.