



# **Group Award Specification for:**

**PDA Workplace Coaching at SCQF level 7**

**Group Award Code: GK7E 47**

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# 1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

The PDA Workplace Coaching recognises those who coach learners in relation to one or more aspects of their job role.

The award would be appropriate for, those whose main role is workplace coaching with some responsibility for evaluation of own practice.

Typical job roles that would suit this PDA include the following roles in the workplace; coach, supervisor, team leader, facilitator, mentor or assessor.

## 2 Qualification structure

### 2.1 Structure

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
FD42	04	Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development	7	4	1
H9DJ	34	Enable Individual Learning through Workplace Coaching	7	8	1
FD46	04	Evaluate and Improve Learning and Development Sessions	8	8	1

The first mandatory Unit provides a foundation on which all practitioners, regardless of remit, can develop as reflective practitioners, giving them an opportunity to self-reflect and plan for further development of their skills and knowledge.

The second mandatory Unit provides a qualification route option for those who have a hands-on coaching role in the workplace, eg a supervisor, team leader or assessor with responsibilities for maintaining/recognising attainment in relation to organisation standards. They will likely work alongside staff on a regular basis.

The third mandatory Unit provides a qualification route option for individuals who have responsibility for coaching and continuous improvement to learning and development in the workplace. This Unit will provide workplace coaches with the skills required to evaluate and improve the quality of workplace coaching — embracing Learning and Development good practice. It also provides a qualification option for those who don't have workplace assessment responsibilities.

## **3 Aims of the qualification**

The principal aim of the PDA Workplace Coaching is to provide a route to a qualification which recognises and develops the skills required for those who perform coaching in the workplace.

### **3.1 General aims of the qualification**

The general aims of the PDA Workplace Coaching are as follows:

- ◆ to enable individuals to reflect on the skills required for their role of workplace coach
- ◆ to enable individuals to plan development for themselves which will improve their performance as a workplace coach
- ◆ to provide a qualification which will develop individual skills in workplace coaching, including preparing and planning, providing coaching and delivering feedback to candidates
- ◆ to enable individuals to evaluate the effectiveness of workplace learning
- ◆ to enable improvements to be made to workplace coaching as a result of an evaluation

### **3.2 Specific aims of the qualification**

The specific aims of the qualification are to provide the individual with the following skills:

- ◆ Evaluation of own performance as a learning and development practitioner
- ◆ Continuous development of own practice as a learning and development practitioner
- ◆ Preparation required to carry out workplace coaching
- ◆ Planning and preparation required for workplace coaching
- ◆ Provision of workplace coaching
- ◆ Provision of feedback following a workplace coaching session
- ◆ Planning the monitoring and evaluation of learning and development sessions
- ◆ Carrying out monitoring and evaluation of learning and development sessions
- ◆ Working with others to make improvements to learning and development sessions

## **4 Recommended entry to the qualification**

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Coach-candidates would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Some experience of coaching/training others in a workplace environment

## 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for coach-candidates whose Core Skills profile is below the recommended entry level or whether coach-candidates should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	Level 5	Read, understand and evaluate complex written communication.  Produce well-structured, accurate written communication. Produce and respond to oral communication on a complex topic.
Numeracy	Level 4	Apply numerical and graphical skills to interpret and present quality information.
Information and Communication Technology (ICT)	Level 5	Use ICT independently to carry out a range of processing tasks.
Problem Solving	Level 5	Plan, organise, complete and review complex tasks and activities.
Working with Others	Level 5	Work and review work with others in a co-operative activity and/or activities.

## 5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Units (5.1) with those defined in Learning and Development National Occupational Standards.

## 5.1 Mapping of qualification aims to Units

- 1 To enable individuals to reflect on the skills required for their role of workplace coach.
- 2 To enable individuals to plan development for themselves which will improve their performance as a workplace coach.
- 3 To provide a qualification which will develop individual skills in workplace coaching including preparation and planning, providing workplace coaching and delivering feedback following a coaching session.
- 4 To enable individuals to evaluate the effectiveness of workplace learning.
- 5 To enable improvements to made to workplace coaching as a result of an evaluation.

Code	Unit title	Aims				
		1	2	3	4	5
FD42 04	Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development	✓	✓			
H9DJ 34	Enable Individual Learning through workplace coaching			✓	✓	
FD46 04	Evaluate and Improve Learning and Development Sessions					✓

## 5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

Code	Unit title	National Occupational Standard																		
FD42 04	Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development	L	&	D	1	0														
FD46 04	Evaluate and Improve Learning and Development Sessions	L	&	D	1	3	S													
H9DJ 34	Enable Individual Learning through Workplace Coaching	L	1	2																

### 5.3 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
FD42 04	Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development	✓	✓			✓	✓	✓	✓	✓		
H9DJ 34	Enable Individual Learning through workplace coaching	✓	✓			✓	✓	✓	✓	✓	✓	✓
FD46 04	Evaluate and Improve Learning and Development Sessions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



## 5.4 Assessment Strategy for the qualification

Unit	Assessment
Enable Individual Learning and Development through Workplace Coaching	Coaching Plans for two learners Observation of each coaching session Candidate statement

Unit	Assessment		
Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development	Candidate statement Full coverage of knowledge requirements Appraisal/performance review CPD record	Individual learning plan Full coverage of knowledge requirements	
Evaluate and Improve Learning and Development Sessions	Evaluation plan and questionnaire Full coverage of knowledge requirements	Evaluation report Full coverage of knowledge requirements	Report on conclusions drawn from evaluation activities Full coverage of knowledge requirements

## 6 Guidance on approaches to delivery and assessment

The purpose of this PDA 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 PDA will provide opportunities for the coach candidate to demonstrate their workplace coaching skills.

The PDA Workplace Coaching will also provide the coach-candidate with an opportunity to review their current coaching practice and to identify areas for development. In addition the PDA also enables coach-candidates to carry out an evaluation of their coaching sessions through planned interventions with others involved in the delivery of coaching and make improvements to the coaching process.

The first mandatory Unit, *Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development*, provides a foundation on which all practitioners, regardless of remit, can develop as reflective practitioners, giving them an opportunity to self-identify and plan for further development of their skills and knowledge. This Unit will enable coach-candidates to create a development plan for themselves which will also be a useful record of continuous professional development.

The second mandatory Unit, *Enable Individual Learning through Workplace Coaching*, provides a qualification route option for those who have a hands-on coaching role in the workplace, eg a supervisor, team leader or assessor with responsibilities for maintaining/recognising attainment in relation to organisation standards. They will likely work alongside staff on a regular basis.

On achievement of this Unit, coach-candidates will have researched different models for coaching that are available and selected a model that is most appropriate to their learners' needs. The coach-candidates will also identify their learners' preferred learning style and agreed objectives which are specific, measurable, achievable and time bound.

The third mandatory Unit *Evaluate and Improve Learning and Development Sessions*, provides a qualification route option for individuals who have responsibility for coaching and continuous improvement to learning and development in the workplace. This Unit will provide workplace coaches with the skills required to evaluate and improve the quality of workplace coaching — embracing Learning and Development good practice. It also provides a qualification option for those who don't have workplace assessment responsibilities.

## 6.1 Sequencing/integration of Units

The PDA has been developed to include Units which cover:

- ◆ self-reflection and personal development
- ◆ development of workplace coaching skills
- ◆ evaluation of the effectiveness of the learning sessions

It is envisaged that evidence for Unit L&D 10 *Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development* will relate to, or be generated by, the Units *Enable Individual Learning through Workplace Coaching* and *Evaluate and Improve Learning and Development Sessions*.

## 6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a coach-candidate would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there are specific health and safety requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

### 6.2.1 Articulation and/or progression

Coach-candidates who achieve this award may wish to progress to SVQ Learning and Development at level 3 and/or 4.

## 6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this PDA. 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 coach-candidate 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](http://www.sqa.org.uk/e-assessment).

## 6.4 Support materials

Support materials are available for the two SVQ-WA Units. There will be an ASP for the HN Unit.

## 6.5 Resource requirements

Achievement of this PDA will be through assessment of the coach-candidate in the workplace. It is envisaged, therefore, that resources required will include access for coach-candidates to learners for coaching and resources that would normally be associated with a training role/department, eg training materials, instruction manuals, etc.

# 7 General information for centres

## Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of coach-candidates and staff that are being coached will 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](http://www.sqa.org.uk/assessmentarrangements).

## Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

## 8 Glossary of terms

**SQA credit value:** The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Signposted Core Skills:** refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

**NOTE:** Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date

## Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

## 9 General information for Coach-Candidates

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

This PDA is designed for those people who have responsibility for coaching others in the workplace. The qualification consists of three mandatory Units which cover the following activities:

- ◆ A review by the coach-candidate of their current performance and identification of further development needs
- ◆ Providing coaching to two learners on work related tasks
- ◆ An evaluation by the coach-candidate of the success of their learning sessions and where to make improvements where appropriate

The PDA will be achieved through demonstration of a combination of performance and knowledge of tasks related to the above activities. You will be observed when delivering your coaching sessions and also when providing feedback. The observation may be recorded using technology, eg video and/or digital recordings. Your knowledge of the each of the activities will be assessed through written/oral statements and/or through discussions with your assessor.

The PDA Workplace Coaching 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:

- ◆ review your own performance and plan development activities for yourself.
- ◆ plan and prepare coaching sessions.
- ◆ facilitate coaching sessions and provide feedback to learners following the coaching session.
- ◆ evaluate the success of your learning sessions.