



Agored
Cymru

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Creating qualifications, rewarding achievement for Wales

Agored Cymru Level 4 Certificate in Learning Coaching

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Agored Cymru Level 4 Certificate in Learning Coaching (501/2244/7)

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Introduction

Agored Cymru

Agored Cymru Qualifications

Agored Cymru is a QCF Awarding Organisation offering a range of flexible and responsive provision designed to help learners of every age achieve their potential. We are approved to develop qualifications, uniquely tailored to the needs and priorities of individuals, communities, employers and the national aims of a modern Wales.

All our units and qualifications are credit based and flexible enough to reach learners in any setting – from schools to FE and from offender learning to training in the workplace.

Agored Cymru offers its recognised centres the opportunity to deliver effective lifelong learning, widen opportunity and enable progression with current education and training frameworks.

Qualification Summary

The Agored Cymru Level 4 Certificate in Learning Coaching meets the requirements of the Welsh Assembly Government's Learning Pathways 14-19 agenda as set out in Learning Country 1 & 2. The Learning and Skills (Wales) Measure 2009 ensures that all learners aged 14-19 have an entitlement to learner support services. These services included learning coaching. This qualification aims to ensure that those providing learning coaching functions do so in a manner that supports learners aged 14-19 to participate in education and training, take advantage of opportunities for employment, and participate effectively and responsibly in their communities.

The learning coach functions are:

- engaging with young people to build relationship of trust and support.
- supporting the learner to develop the skills to learn including Essential Skills Wales and wider key skills (problem-solving, improving own learning and performance, working with others).
- helping the learner to identify, monitor and evaluate goals and ways to meet them.
- helping the learner to understand and select from the local curriculum in order to identify an appropriate learning pathway including formal, informal and non-formal learning.
- supporting the learner to understand their learning style and the implications of this for their learning.
- supporting the young person to develop appropriate attitudes, personal wellbeing, self-esteem and confidence in order to realise their potential as a learner, employee and a citizen.

- supporting the development of study skills, time management, revision techniques, exam techniques, motivation, perseverance, emotional intelligence and critical thinking skills.
- supporting the learner to overcome any barriers to learning.
- assisting the learner to identify and access appropriate personal support and impartial careers advice and guidance.

The qualification will:

- Enable individuals working in the sector to gain a nationally recognised qualification and support enhanced employment opportunities.
- Enable a wide range of practitioners to deliver the learning coach functions to 14 –19 year old learners to enable them to learn effectively and make learning choices from the local curriculum.
- Support practitioners in their professional development, sharing of experience and good practice and will support the delivery on the policy objective regarding “the development of programmes to accredit and recognise the skills of the wider school workforce beyond teachers and lecturers.” (Learning Country 2, p.39).
- Provide equity and standardisation of practice of the learning coaching functions across Wales.

Qualification target group

Learning professionals who will deliver learning coaching functions including professionals from diverse backgrounds such as teaching, youth work careers guidance, classroom support and private training providers.

Entry requirements

Learners must be:

- 18 years of age to undertake the qualification
- Have access to a learning coaching placement in the work place

Recognised Centres must:

- Register with the Learning Records Service and all learners must have a Unique Learner Number (ULN)
- Have notified Agored Cymru of their Statement of Intent to deliver the qualification and have received a qualification briefing before delivery. Failure to notify Agored Cymru prior to the start of delivery may jeopardise the award of the qualification.

Delivery Languages

This qualification is available in English and Welsh. If this qualification is required in other languages, please contact the Business Development Team at Agored Cymru.

Structure and content

The Agored Cymru Level 4 Certificate in Learning Coaching is composed of nine mandatory units. To achieve the qualification, the learner must complete all of the mandatory units. Individual units from the qualification can be awarded separately.

Rules of combination

All nine units in the qualification must be completed to achieve the qualification.

The qualification consists of the following mandatory units:

QCA Accreditation Code	Agored Cymru Unit Code	Unit Title	Optional/ Mandatory Unit	Credit Value	Level
T/602/5488	GA54CY001	An Introduction to the Welsh Education Context for Learning Coaching	Mandatory	5	Four
A/602/5489	GB74CY003	Coaching for Learning (Learners aged 14-19)	Mandatory	5	Four
T/602/5491	GB74CY002	Learning Coaching: Supporting Young People to Manage the Change Process in Group Settings	Mandatory	5	Four
F/602/5459	GB74CY005	Learning Coaching: Supporting Young People to Manage the Change Process in One-to-One Settings	Mandatory	5	Four
A/602/5461	GB74CY004	Learning Coaching: The Learning Process	Mandatory	4	Four
F/602/5462	GB74CY007	Learning Coaching Referrals within 14-19 Learning Pathway	Mandatory	3	Four
J/602/5463	GB74CY006	Reflective Practice within the Learning Coach Function	Mandatory	2	Four
L/602/5464	GB74CY001	Supporting Learning Skills and Strategies for Learners Aged 14-19	Mandatory	4	Four
M/602/5487	GB74CY008	Working Collaboratively to Deliver Effective Learning Coaching Support	Mandatory	3	Four

Funding

This qualification falls under the category of potentially fundable as long as the correct learner eligibility conditions are met.

Offering the Qualification

This qualification is only available through Agored Cymru recognised centres. If you would like to find out more about either becoming a recognised centre or working in partnership with a recognised centre please access the 'join us' area of the website or contact a member of the Business Development team for more information.

Units

Unit Title:	An Introduction to the Welsh Education Context for Learning Coaching
Level:	Four
Credit Value:	5
Unit Code:	GA54CY001
QCA Unit Reference Code:	T/602/5488

Purpose and Aim of the Unit	This unit develops the knowledge to understand the education context in Wales and the skills required to engage with young people in order to deliver the functions of learning coaching.
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This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the context of the education system in Wales AS6 - A6.1 FK.1.1 FK2.1 FP2.1	1.1. Summarise the education structure available to learners aged 14-19 in Wales e.g. schools, colleges, training providers, work based learning 1.2. Explain the 14-19 policy including Learning Pathways and Learner Support 1.3. Explain the learning and curriculum entitlement including statutory requirements of the education provision for 14-19 learners e.g. Learning and Skills (Wales) Measure 2009, National Curriculum requirements, Learning Pathways 1.4. Explain qualifications types and levels and their appropriateness for different learners and learning pathways 1.5. Summarise the pastoral and support entitlement for 14-19 learners and models of delivery 1.6. Analyse the function of Learning Coaching and differentiate this from Personal Support and Careers Advice and Guidance 1.7. Summarise how the Learning Coach function relates to the Estyn Inspection Framework

Unit Title: An Introduction to the Welsh Education Context
for Learning Coaching

Level: Four

Credit Value: 5

Unit Code: GA54CY001

QCA Unit Reference Code: T/602/5488

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
2. Understand the legislative parameters that impact on the work of a Learning Coach AK6.1 AP6.1	2.1. Identify and analyse the main legislative requirements that guide learning providers in Wales eg United Nations Convention on the Rights of the Child (UNCRC), Health and Safety, Welsh Language Act, Human Rights, Child Protection and Safeguarding, Equal Opportunities 2.2. Explain the parameters in place that influence access to information in relation to the Learning Coach function e.g. Data Protection, Freedom of Information, Copyright etc.
3. Understand a range of typical pupil data to support learner tracking and progress AK7.1 AP7.1	3.1. Identify, analyse and use relevant data to enable the Learning Coach to identify learner attainment and potential and to track progress over time

Unit Title:	An Introduction to the Welsh Education Context for Learning Coaching
Level:	Four
Credit Value:	5
Unit Code:	GA54CY001
QCA Unit Reference Code:	T/602/5488

Assessment Information and Guidance

The following assessment tasks could be used with this unit.

Case study	Written exercise
Written question & answer/test/exam	Practice file
Essay	Role play/simulation
Report	Practical demonstration
Oral question and answer	Group discussion

Education for Sustainable Development and Global Citizenship (ESDGC)

There are no ESDGC key themes within this unit

Unit Title: Coaching for Learning (Learners aged 14-19)
 Level: Four
 Credit Value: 5
 Unit Code: GB74CY003
 QCA Unit Reference Code: A/602/5489

Purpose and Aim of the Unit	This unit develops the underpinning knowledge and skills in order to coach young people (aged 14-19) to develop the skills for learning
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This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the functions of Learning Coaching CM1.1	1.1 Define the concept and role of coaching and differentiate this from mentoring
2. Understand how to assess young people's achievements and barriers to learning CM2.6	2.1 Identify, analyse and synthesise a range of appropriate measures in order to assess the achievements of young people 2.2 Analyse the strengths, weaknesses, opportunities and threats that impact upon young people's learning development
3. Be able to engage young people (in 1 to 1 and group settings) in a realistic assessment of their learning development, achievement and potential CM2.2	3.1. Use diagnostic techniques that engage young people in a realistic assessment of their learning development, achievement and potential
4. Be able to co-ordinate components of an individualised Learning Pathway to maximise learning opportunities for young people CM2.2, CM2.5, CM2.6, CM2.9, CM2.10, CM2.11, CM3.6	4.1 Explain learning pathways and the component elements 4.2 Support a young person to identify and implement a coherent individualised learning development profile 4.3 Facilitate an individual Learning Pathway to maximise the learning opportunities for young people enabling self efficacy where appropriate 4.4 Monitor, analyse and evaluate the overall effectiveness of an individualised Learning Pathway in relation to the learning development of young people 4.5 Facilitate articulation by young people of their feelings and attitudes regarding their experience of their Learning Pathway and Learning Core

5. Be able to engage young people in defining and achieving realistic learning development goals CM2.5, CM2.2	5.1 Use goal-setting techniques and strategies that engage young people in defining realistic learning development goals 5.2 Monitor, analyse and evaluate the progress of young people towards their own learning development goals
6. Be able to review the outcomes of the learning coaching support CM2.10	6.1 Evaluate the learning coaching support 6.2 Reflect on practice 6.3 Extrapolate development points for improving practice

Assessment Information and Guidance

The following assessment tasks could be used with this unit.

Case study	Reflective log/diary
Role Play/simulation	Practice file
Practical Demonstration	
Report	
Written Exercise	

Education for Sustainable Development and Global Citizenship (ESDGC)

There are no ESDGC key themes within this unit

Unit Title: Learning Coaching: Supporting Young People to Manage the Change Process in Group Settings
 Level: Four
 Credit Value: 5
 Unit Code: GB74CY002
 QCA Unit Reference Code: T/602/5491

Purpose and Aim of the Unit	This unit develops the skills and knowledge needed to provide effective mentoring support in group settings in order to assist young learners aged 14-19 to manage change as part of the function of Learning Coaching.
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This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand and implement the mentoring process CM2.1, CM2.9	1.1. Explain the processes involved in providing effective mentoring support including the planning of exit strategies in group settings 1.2. Use mentoring processes with 14-19 year old learners 1.3. Explain motivational techniques appropriate for use with 14-19 year old learners
2. Be able to organise and initiate mentoring support in group settings CM2.2, CM2.5, CM2.6, CM2.7, CM2.8, CM3.1	2.1. Explain how groups operate and function 2.2. Explain the stages of group development 2.3. Evaluate the characteristics of effective groups 2.4. Establish and maintain professional rapport with young people taking account of individual differences and diversity 2.5. Determine and implement appropriate ground rules and contracts for the mentoring relationship 2.6. Identify, access and use a range of appropriate information to support the mentoring process 2.7. Analyse the needs of 14-19 year old learners to facilitate coaching for learning

<p>3. Be able to demonstrate effective mentoring skills in group settings CM2.2, CM2.9, CM2.5, CM2.7, CM2.10, CM2.11</p>	<p>3.1. Observe, listen to and question young people in order to plan learning 3.2. Use motivational techniques to enable young people to realise change 3.3. Support young people in determining realistic goals and agreeing mechanisms for the assessment of progress and achievement in relation to the specified goals. 3.4. Maintain the mentoring support ensuring that information, advice and guidance is provided in an impartial manner 3.5. Support young people to monitor and review progress 3.6. Plan and support effective exit strategies</p>
<p>4. Be able to review the outcomes of the mentoring process KAD10.6, KAD10.9 SA17</p>	<p>4.1. Evaluate the mentoring process 4.2. Reflect on practice 4.3. Extrapolate development points for improving practice</p>

Unit Title: Learning Coaching: Supporting Young People to Manage the Change Process in Group Settings
 Level: Four
 Credit Value: 5
 Unit Code: GB74CY002
 QCA Unit Reference Code: T/602/5491

Assessment Information and Guidance

The following assessment tasks could be used with this unit.

Case study	Written exercise
Role Play/simulation	Reflective log/diary
Practical Demonstration	Group discussion
Report	Practice file
Oral question and answer	

Education for Sustainable Development and Global Citizenship (ESDGC)

The following ESDGC key themes could be integrated into this unit:



Identity and culture



Wealth and poverty

[Click here for 7 ESDGC Themes](#)

Unit Title: Learning Coaching: Supporting Young People to Manage the Change Process in One-to-One Settings
 Level: Four
 Credit Value: 5
 Unit Code: GB74CY005
 QCA Unit Reference Code: F/602/5459

Purpose and Aim of the Unit	This unit develops the skills and knowledge needed to provide effective mentoring support in one-to-one settings in order to assist young learners aged 14-19 to manage change as part of the function of Learning Coaching.
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This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand and implement the mentoring process CM2.1, CM2.9	1.1. Explain the processes involved in providing effective mentoring support including the planning of exit strategies in one-to-one settings 1.2. Use mentoring with young people 1.3. Explain motivational techniques appropriate for use with young people
2. Be able to organise and initiate mentoring support in 1 to 1 settings CM2.2, CM2.5, CM2.6, CM2.7, CM2.8, CM3.1	2.1 Establish and maintain a professional rapport with young people taking account of individual differences and diversity 2.2 Determine and implement appropriate ground rules and contracts for the mentoring relationship 2.3 Identify, access and use a range of appropriate information to support the mentoring process 2.4 Analyse the needs of young people to facilitate coaching for learning

Unit Title: Learning Coaching: Supporting Young People to Manage the Change Process in One-to-One Settings
 Level: Four
 Credit Value: 5
 Unit Code: GB74CY005
 QCA Unit Reference Code: F/602/5459

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
3. Be able to demonstrate effective mentoring skills in 1 to 1 settings CM2.2, CM2.5, CM2.7, CM2.9, CM2.10, CM2.11	3.1. Observe, listen to and question young people to plan learning 3.2. Use motivational techniques to enable young people to realise change 3.3. Support young people in determining realistic goals and agreeing mechanisms for the assessment of progress and achievement in relation to the specified goals. 3.4. Maintain the mentoring support ensuring that information, advice and guidance is provided in an impartial manner 3.5. Support young people to monitor and review progress 3.6. Plan and support effective exit strategies
4. Be able to review the outcomes of the mentoring process KAD10.5, KAD10.9 SA17	4.1. Evaluate the mentoring process 4.2. Reflect on practice 4.3. Extrapolate development points for improving practice

Unit Title:	Learning Coaching: Supporting Young People to Manage the Change Process in One-to-One Settings
Level:	Four
Credit Value:	5
Unit Code:	GB74CY005
QCA Unit Reference Code:	F/602/5459

Assessment Information and Guidance

The following assessment tasks could be used with this unit.

Case study	Written exercise
Role Play/simulation	Reflective log/diary
Practical Demonstration	Group discussion
Report	Practice file
Oral question and answer	

Education for Sustainable Development and Global Citizenship (ESDGC)

There are no ESDGC key themes within this unit

Unit Title: Learning Coaching: The Learning Process
 Level: Four
 Credit Value: 4
 Unit Code: GB74CY004
 QCA Unit Reference Code: A/602/5461

Purpose and Aim of the Unit	This unit develops an understanding of how young people learn and the factors that can influence effective learning.
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This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how young people learn KABD3.3 SA9	1.1. Explain the development of young people and how this relates to learning 1.2. Analyse relevant theories of learning 1.3. Explain appropriate conditions for effective learning
2. Understand how personal, social and emotional factors affect the learning, progress and development of young people KAA2.1, KAA2.3 SA1, SA2	2.1. Explain factors that affect young people's motivation and commitment for learning and make suggestions for positive progress 2.2. Analyse how beliefs about intelligence influence young people's approach to learning 2.3. Identify potential barriers to learning and support learners to overcome these
3. Understand the application of theoretical concepts of learning styles KAA2.5, KAA2.6, KAC7.3 SA1, SA6, SB1, SB2	3.1 Explain current theoretical concepts of learning styles to support the learning coaching function and process 3.2 Synthesise a theoretical concept of learning styles into a coherent individualised learning coaching plan
4. Be able to review the outcomes of the learning coaching plan KAD10.6, KAD10.9 SA17	4.1 Evaluate the learning coaching plan 4.2 Reflect on practice 4.3 Extrapolate development points for improving practice

Unit Title: Learning Coaching: The Learning Process
 Level: Four
 Credit Value: 4
 Unit Code: GB74CY004
 QCA Unit Reference Code: A/602/5461

Assessment Information and Guidance

The following assessment tasks could be used with this unit.

Case study	
Essay	
Report	
Written exercise	
Reflective log / diary	Practice file

Education for Sustainable Development and Global Citizenship (ESDGC)

There are no ESDGC key themes within this unit

Unit Title: Learning Coaching Referrals within 14-19 Learning Pathway
 Level: Four
 Credit Value: 3
 Unit Code: GB74CY007
 QCA Unit Reference Code: F/602/5462

Purpose and Aim of the Unit	This unit focuses on developing the knowledge and skills to recognise when to refer a young person to specialist support or other agencies and provides the skills to support effective referral procedures.
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This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to implement appropriate referral protocols and procedures and engage in effective follow-up action with young people CM14.1, CM14.6, CM14.10, CM14.9, CM14.7 AG1.1.3, AG13.2.10, AG12.2.7, AG13.1.3	1.1. Analyse his/her own professional expertise and boundaries and assess situations where referral to other professionals would be appropriate 1.2. Complete appropriate documentation for referrals 1.3. Explore the issues, including quality assurance, surrounding multi agency working 1.4. Examine referral protocols in relation to confidentiality and data protection
2. Understand the impact of individual referrals on young people to ensure such referrals are fit for purpose AG13.2.1 CM14.4, CM14.7	2.1 Analyse and evaluate services provided by referred agencies including feedback from young people to assess their fitness for purpose and impact on young people
3 Be able review referral method outcomes CM14.7 AG16.1.3, AG16.1.9, AG16.2.1	3.1 Evaluate referral methods 3.2 Reflect on own professional practice in relation to referrals 3.3 Extrapolate development points for improving practice

Unit Title: Learning Coaching Referrals within 14-19 Learning Pathway
 Level: Four
 Credit Value: 3
 Unit Code: GB74CY007
 QCA Unit Reference Code: F/602/5462

Assessment Information and Guidance

The following assessment tasks could be used with this unit.

Case study	
Report	
Written exercise	
Reflective log / diary	Practice file

Education for Sustainable Development and Global Citizenship (ESDGC)

The following ESDGC key themes could be integrated into this unit:

Click here for 7 ESDGC Themes	 Choices and decisions
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Unit Title: Reflective Practice within the Learning Coach Function
 Level: Four
 Credit Value: 2
 Unit Code: GB74CY006
 QCA Unit Reference Code: J/602/5463

Purpose and Aim of the Unit	This unit develops the knowledge and skills of those delivering the learning coach functions to reflect on practice in order to improve working practices and the quality of support offered to young people.
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This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand reflective practice AP4.3 CP3.1	1.1. Define reflective practice in the context of learning coaching 1.2. Analyse the current theories of reflective practice 1.3. Compare and contrast two models of reflective practice and analyse implications for practice
2. Be able to engage in reflective practice AP4.2 AP2.2 CP3.1	2.1 Analyse practice within the learning coach function to include: <ul style="list-style-type: none"> • Personal practice • The practice of colleagues in the learning coach team • The impact on systems and processes

Unit Title: Reflective Practice within the Learning Coach Function
Level: Four
Credit Value: 2
Unit Code: GB74CY006
QCA Unit Reference Code: J/602/5463

Assessment Information and Guidance

The following assessment tasks could be used with this unit.

Case study
Oral question and answer
Written exercise

The following assessment tasks must be used with this unit.

Reflective log / diary	Practice file
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Education for Sustainable Development and Global Citizenship (ESDGC)

There are no ESDGC key themes within this unit

Unit Title: Supporting Learning Skills and Strategies for Learners Aged 14-19
 Level: Four
 Credit Value: 4
 Unit Code: GB74CY001
 QCA Unit Reference Code: L/602/5464

Purpose and Aim of the Unit	This unit develops the knowledge, understanding and skills required by learning coaches to support young people aged 14-19 in developing effective learning strategies to maximise their achievement.
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This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to identify apply appropriate learning strategies in both one-to-one and in group settings to enable young people to develop as learners. KAA1.3,KAA 2.1, KAA2.4, KAB3.1 SA2	1.1 Identify, analyse and use techniques to help develop young people as learners 1.2 Analyse the learning methods used by individual young people.
2. Be able to support and guide young people to develop appropriate learning skills to meet their needs. KAA2.6, KAB3.2, KAB3.5, KAC8.2, KAC8.3, KAC8.4	2.1 Assist young people to recognise and evaluate their learning methods 2.2 Create a learning plan with a young person identifying appropriate learning strategies 2.3 Implement a learning strategy with a young person using appropriate learning strategies.
3. Be able to support young people to recognise the learning achieved in different contexts KAB3.6, KAB3.7, KAC6.2, KAC8.6 SA11	3.1 Summarise how knowledge acquisition and skills development relate to the requirements of formal academic, vocational and other learning contexts 3.2 Support young people to evaluate the relevance of their own knowledge acquisition and skill development within non-formal, informal and other learning contexts

Unit Title: Supporting Learning Skills and Strategies for Learners Aged 14-19
 Level: Four
 Credit Value: 4
 Unit Code: GB74CY001
 QCA Unit Reference Code: L/602/5464

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
4 Be able to use appropriate strategies in supporting young people to reach their potential in assessment situations SA2, SA5, SA6	4.1 Compare and contrast a range of materials and techniques which improve achievement by young people in assessment situations 4.2 Analyse the needs of individual young people in relation to achieving in assessment situations 4.3 Identify and use a range of appropriate materials and techniques to enable young people to reach their potential in assessment situations 4.4 Explain the reasons for the selection made.
5 Be able to review the outcomes from the support provided to facilitate in supporting the learner to develop effective learning strategies KAD10.6, KAD10.9 SA17	5.1 Evaluate the learning support provided to young people 5.2 Reflect on practice 5.3 Extrapolate development points for improving practice

Unit Title: Supporting Learning Skills and Strategies for Learners Aged 14-19
 Level: Four
 Credit Value: 4
 Unit Code: GB74CY001
 QCA Unit Reference Code: L/602/5464

Assessment Information and Guidance

The following assessment tasks could be used with this unit.

Case study	
Report	
Reflective log / diary	Practice file

Education for Sustainable Development and Global Citizenship (ESDGC)

There are no ESDGC key themes within this unit

Unit Title: Working Collaboratively to Deliver Effective Learning Coaching Support
 Level: Four
 Credit Value: 3
 Unit Code: GB74CY008
 QCA Unit Reference Code: M/602/5487

Purpose and Aim of the Unit	This unit develops the knowledge, understanding and skills required by those delivering the functions of learning coaching in order to work collaboratively to support young people aged 14-19. It aims to increase the professional knowledge of support services available and how such agencies can work together to maximise effect, reduce duplication and ensure a consistent and effective service to young people.
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This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The learner will:</p> <p>1. Be able to engage with and maintain networks with other agencies and organisations KAA1.1, KAB4.4, KAB5.1 KAD10.6, KAD10.9 SA12, SA13, SA14</p>	<p>The learner can:</p> <p>1.1 Describe the types of different networks and the characteristics that make them work 1.2 Identify individuals and key roles within a network to ensure information exchange, knowledge of organisational roles and responsibilities including referral contacts where appropriate 1.3 Analyse the skills needed to create, access, maintain, assess and evaluate networks 1.4 Compare the skills in 1.3 with personal skills identifying key areas for development 1.5 Access and maintain a personal database of individuals and agencies for information, referral, advocacy and analytical purposes 1.6 Analyse the changing nature of learning and support services for young people 1.7 Identify and implement ways of maintaining up to date knowledge and networking opportunities</p>

<p>2. Be able to use collaborative working skills necessary to allow for effective work within their own institution and with related networks SA12, SB2, SB3</p>	<p>2.1 Use effective liaison and negotiation skills 2.2 Analyse and challenge decisions within their own or outside organisations to improve effective work with young people 2.3 Participate in a support network to share good practice and reflect on practice and areas for development</p>
<p>3. Be able to review collaborative networking methods KAD10.6, KAD10.9 SA17</p>	<p>3.1 Evaluate collaborative networking methods 3.2 Reflect on own professional practice in relation to collaborative networking 3.3 Extrapolate development points for improving practice</p>

Unit Title: Working Collaboratively to Deliver Effective Learning Coaching Support
Level: Four
Credit Value: 3
Unit Code: GB74CY008
QCA Unit Reference Code: M/602/5487

Assessment Information and Guidance

The following assessment tasks could be used with this unit.

Case study

Report

Written exercise

Reflective log/diary

Practice file

Education for Sustainable Development and Global Citizenship (ESDGC)

The following ESDGC key themes could be integrated into this unit:



Choices and decisions

[Click here for 7 ESDGC Themes](#)

Quality Assurance Processes

Assessment

The qualification is centre-assessed and is subject to Agored Cymru's quality assurance processes including internal and external verification.

Assessors must:

- have subject specialist knowledge, skills and understanding
- have direct or related relevant experience in assessment

Internal Verification

The qualification must be scrutinised through the Recognised Centre's internal quality assurance processes as part of the license agreement with Agored Cymru.

Internal Verifiers must:

- have subject specialist knowledge, skills and understanding
- have direct or related relevant experience in assessment and verification

External Verification

The qualification will be subject to external verification processes as part of the delivery Recognised Centre's license agreement with Agored Cymru.

External Verifiers must:

- have subject specialist knowledge, skills and understanding
- have direct or related relevant experience in assessment and verification

Retention of evidence

External Verifiers will select two pieces of assessment evidence from each centre each year and Agored Cymru retains this evidence for the life of the qualification or five years. Recognised Centres may wish to retain their own evidence for their quality assurance purposes, however, this is not an Agored Cymru requirement.

Standardisation

Recognised Centres delivering this qualification will be required to attend a yearly standardisation event.

Certification

Recognised Centres will receive certificates within 35 days of the submissions of claims for credit.

It is the responsibility of the centre to distribute certificates to learners.

Charges

The qualification will cost £95.00.

Progression opportunities

Learners that complete the Level 4 Certificate in Learning Coaching can progress to the:

- CMI Level 5 Certificate in Management Coaching and Mentoring (QCF)
- CMI Level 5 Award in Management Coaching and Mentoring (QCF)
- CMI Level 5 Diploma in Management Coaching and Mentoring (QCF)
- ILM Level 5 Certificate in Coaching and Mentoring in Management (QCF)
- ILM Level 5 Diploma for Professional Management Coaches and Mentors (QCF)
- Degree courses in Coaching and Mentoring

Access to Fair Assessment

Agored Cymru has systems and procedures in place to make sure that the assessment strategies for qualifications enable valid, reliable and consistent judgements to be made about the achievement of all learning outcomes against the stated assessment criteria. In order to ensure that inclusive assessment strategies are in place, that respond to individual learner needs, it may be necessary for centres to adapt assessments. Centres should consult the guidance within the 'Access to Fair Assessment' policy (available within the centre handbook) which provides clear guidelines about the way in which reasonable adjustments and special considerations can be applied to Agored Cymru qualifications.

Embedding Education for Sustainable Development and Global Citizenship (ESDGC)

Agored Cymru is committed to encouraging the embedding of ESDGC within learning activities in Wales. ESDGC recognises that everyone's actions are interlinked; that the decisions and lifestyles of learners impact on the lives of other people throughout the world. The integration of ESDGC within the curriculum offers opportunities for tutors/teachers to present impartial and practical views that allow learners to make informed choices. ESDGC is not an 'additional subject'; it should be integrated into all areas of the curriculum wherever possible. Seven interconnected key themes have been identified within ESDGC:

- Identity and Culture
- Climate Change
- Wealth and Poverty
- Health
- Consumption and Waste
- The Natural Environment
- Choices and Decisions

An indication about the opportunity each unit offers for embedding the different ESDGC themes is included on the unit. Please note that this is for guidance only and is not intended to restrict the ways in which ESDGC can be incorporated.

National Occupational Standards (NOS) and Professional Standards

All units have been mapped to NOS and Professional Standards as detailed below:

- NOS for Coaching and Mentoring in a Work Environment 2009 (CM)
- NOS for Learning Support Staff 2009 (SA)
- NOS for Learning and Development 2010 (KA)
- NOS for Advice and Guidance 2006 (AG)
- New professional standards for teachers, tutors and trainers in the lifelong learning sector in Wales: Application of the professional standards for bilingual and Welsh-medium teaching (2008)
- New overarching professional standards for teachers, tutors and trainers in the lifelong sector in Wales (2007)

Agored Cymru Level 4 Certificate in Learning Coaching (501/2244/7)

Accreditation start date: 01/11/2010
Accreditation end date: 31/08/2015
Certification end date: 31/08/2018

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