Unit Title:	**The coaching and mentoring roles**
OCR unit number:	34
Level:	Level 3
Credit value:	6
Guided learning hours:	30
Unit reference number:	M/503/5507

Unit purpose and aim

This unit aims to provide the learner with an understanding of the role and responsibilities of the mentor and the coach, including the values, attitudes, beliefs and skills as required by the coach and mentor. The learner will also understand the legislative and institutional frameworks within which the learner works, and its impact on the coaching and mentoring process. The learner will apply key techniques, such as creating an effective learning environment and have an overall understanding of the coaching and mentoring relationship from beginning to closure, including strategies for motivating and achieving goals. In addition the learner will be able to evaluate effectiveness of own practice, use feedback from others and identify areas for development.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will: 1 Understand the role and responsibilities of the coach and the mentor	**The Learner can:** 1.1 Identify the roles and responsibilities of the coach and the mentor 1.2 Define the differences between the roles of the coach and the mentor 1.3 Describe the skills required in a coach and a mentor 1.4 Identify legislative requirements that impact on the coaching and mentoring process 1.5 Explain organisational policies and procedures to be followed in coaching and mentoring	In developing learners' understanding of the roles, responsibilities and differences between a coach and a mentor learners could be given situations/scenarios where they could identify what type of input was best placed in supporting the recipient; or they could specify the different type of assistance the recipient would receive should they be supported by a coach or mentor. Legislative and organisational requirements could be build into such activities and discussions.
2 Understand techniques for a coaching and mentoring relationship	2.1 Describe techniques for coaching and mentoring that meet learner needs 2.2 Describe techniques that can be	Learners should be introduced to a range of coaching and mentoring tools and techniques. Allowing learners to put

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Learning Outcomes	Assessment Criteria	Teaching Content
	used to create an environment for coaching and mentoring 2.3 Explain the importance of communication techniques in the coaching and mentoring relationship 2.4 Explain the need for confidentiality in maintaining the coaching and mentoring relationship 2.5 Identify resources required for coaching and mentoring roles	them into practice through role play or observing them being utilised in practice via means such as observing videos etc would deepen learners' understanding of the skills and strategies utilised within coaching and mentoring practices. An explanation of contracting within coaching and mentoring and the role of confidentiality would be appropriate.
3 Understand the stages of progression through a coaching and mentoring relationship	3.1 Explain the need for a code of conduct and ground rules when setting boundaries for coaching and mentoring relationships 3.2 Identify problems and solutions that may arise in coaching and mentoring 3.3 Explain how rapport can overcome barriers in coaching and mentoring sessions 3.4 Explain ways to clarify misunderstandings in order to progress the coaching and mentoring relationship 3.5 Describe ways to complete the coaching and mentoring relationship in a positive way	Learners could be introduced to various examples of codes of conduct and ground rules and consider their relevance. Examples of case studies of coaching and mentoring sessions could be utilised in aiding learners to identify possible problems and reflect on the relevance of ground rules and codes of conduct in such instances. Learners need to understand what is meant by rapport and how good rapport is established. Utilising visual examples of coaching and mentoring sessions taking place would be beneficial in allowing learners to observe rapport in practice. This will also allow for the communication techniques used by the coach and mentor to be examined in order to facilitate understanding around minimising and dealing with misunderstanding and techniques used to bring the coaching and mentoring relationship to

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Learning Outcomes	Assessment Criteria	Teaching Content
		a positive end.
4 Be able to create an environment in which coaching and mentoring can take place	4.1 Plan activities for coaching and mentoring sessions 4.2 Demonstrate coaching and mentoring techniques through a working relationship with individuals 4.3 Demonstrate communication techniques that develop the coaching and mentoring relationship 4.4 Support individuals through coaching and mentoring by providing constructive feedback 4.5 Review progress with the coachees and mentees to clarify their own goals and facilitate their achievement	Learners need to plan appropriate coaching and mentoring sessions relevant to the individual recipient's needs. The planning and delivery should incorporate relevant activities, an appropriate balance between a coaching and mentoring input (dependent on the individual's needs), effective use of questioning types, use of pause/silence, use of mirroring, use of repeating and clarifying the recipient's understanding, use of feedback, setting of milestones linked to SMART targets, progress review etc.
5 Understand how to review the learner's progress and achievements	5.1 Explain the importance of record keeping in reviewing learner progress through coaching and mentoring 5.2 Describe reviewing strategies for motivating learners to achieve their goals 5.3 Explain alternative support which can be provided to the learner when referral is appropriate 5.4 Identify the support available to the coach and mentor 5.5 Use reflective practice and feedback from others to review own role and identify areas for development	Learners could review a range of records in various format with differing purposes and consider their relevance and usefulness. Learners should understand what motivates individuals, both intrinsic and extrinsic. In revisiting role and responsibilities learners could consider where their learners' needs could not be met within the coaching and mentoring role and decipher when other professionals or support might be appropriate and how this might be accessed or appointed. Learners should consider what support they might need and if and why they might also need coaching and mentoring within their role as coach and mentor. Learners should recognise the

Learning Outcomes	Assessment Criteria	Teaching Content
		value of obtaining feedback within the coaching and mentoring role. Learners should obtain feedback on their own practice from a range of sources such as self reflection, peers, learners, management, external colleagues etc. Learners should ideally be introduced to a range of self reflection methods and CPD methods and engage in this as part of their normal practice

Assessment

This unit will be assessed in the centre and externally verified by OCR assessors.

To successfully achieve the unit candidates must produce evidence that meets all of the assessment criteria in the unit.

Guidance on assessment and evidence requirements

This is a level 3 unit and therefore some of the assessment criteria do not require the candidate to utilise such higher order thinking as the related level 4 unit (T_503_5508) to meet the assessment requirements. Tutors are encouraged to be mindful of the taxonomies of learning and concentrate on the verbs used within the assessment criteria in their delivery, learner support, feedback and assessment in order to understand the difference between level 3 and 4 so as to ensure candidates meet the assessment criteria at the required level they are working at.

Evidence produced to demonstrate the meeting of the learning outcomes and assessment criteria could include:

- Session Plans
- Resources for sessions
- Reflective account on sessions
- Coaching and Mentoring contract and records
- Video or observation of session
- CPD log and action plan
- Feedback from others
- Assignment
- Research
- Project
- Professional Discussion

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National Occupational Standards (NOS) mapping/signposting

This unit is underpinned by:

- New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007).

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	√	Representing		Use ICT systems	√
Reading	√	Analysing		Find and select information	√
Writing	√	Interpreting		Develop, present and communicate information	√

Resources

Ainley, P. and Bailey, B. (1997) *The Business of Learning: Staff and Student Experiences of Further Education in the 1990s*. London: Cassell

Altrichter, H., Posch, P. and Somekh, B. (1993) *Teachers Investigate Their Work: An Introduction to the Methods of Action research*. London: Routledge

Armitage, A. et al (1999) *Teaching and Training in Post-Compulsory Education*. Buckingham: Open University Press

Ball, S., Maguire, M. and Macrae, S. (2000) *Choice, Pathways and Transitions Post-16*. London: Routledge Falmer

Brockbank, A & McGill Dr. (2006) Facilitating Reflective learning through mentoring and coaching. Kogan Page

Brown, S. and Race, P. (1994) *Assess Your Own Teaching Quality*. London: Kogan Page

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Curzon, L. (1997) *Teaching in Further education: an outline of principles and practic*e. 5th edition. London: Cassell

DfEE (1998) *The Learning Age: A renaissance for a New Britain*. London: HMSO

DfEE (1999) *Learning to Succeed: A New Framework for Post-16 Learning*. London: HMSO

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Downey, M (2001) Effective Coaching. Texere Publishing

Garvey, B et al (2008) Coaching and Mentoring: Theory and Practice. Sage Publications Ltd

Gibbs, G. (1995) *Assessing Student Centred courses*. Oxford: The Oxford Centre for Staff and Learning Development

Goleman, D. (1996) *Emotional Intelligence*. London: Bloomsbury

Gravells A (2006) *Delivering Adult Learning – Level 3 Coursebook*, Learning Matters,

Habeshaw, S., Habeshaw, T. and Gibbs, G. (1984) *53 Interesting Things to Do in your Seminars and tutorials*. Bristol: Technical and Educational Services

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Petty G (2004) *Teaching Today* (3rd Edition), Nelson Thornes

Pring, R. (1995) *Closing the Gap: Liberal Education and vocational Preparation*. London: Hodder and Stoughton

Reece I and Walker S (2003) *Teaching, Training and Learning: A practical Guide (5th Edition)*

Business Education Publishers Ltd

Rowntree, D. (19XX) *Assessing Students: How Shall We Know Them?* London: Kogan Page

Smart, J.K (2002) Real Coaching and Feedback: How to help people improve their performance. Prentice Hall.

Tennant, M. (1997) *Psychology and Adult Learning*. London: Routledge

Tolhurst, J. (2010) The Essential Guide to Coaching and Mentoring: A practical skills for teachers. Longman.

Unwin, L. and Wellington, J. (2000) *Young People's Perspectives on Education, Training and Employment*. London: Kogan Page

Wallace s, (2005) *Teaching and Supporting Learners in Further Education* (2nd Edition) Learning Matters

Websites

http://www.**coachfederation**.org.uk/

www.mindtools.com

www.businessballs.com

www.associationforcoaching.com

www.emccouncil.org.uk

www.coachingandmentoring.com

http://www.mentors.net

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk .

This unit is a shared unit. It is located within the subject/sector classification system:

1.3 Education and training
13.1 Teaching and lecturing

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