



The Learning Coach: Course Handbook

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**The course handbook is currently under review.
Only the module overviews are available at present.**

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1 Structure of the programme

The programme consists of five core modules, each worth 10 Level 4 credits within the Credit and Qualifications Framework for Wales. Each module requires 100 hours of study, including two training days, activities with young people in the coaching environment, reading of course materials, portfolio development and assessment. It is envisaged that classroom- or work-based activities will form a substantial part of these 100 hours, refining techniques or ideas generated in the training events.

The five core modules are:

- *The Mentoring Process*
- *Coaching for Learning*
- *Study Strategies*
- *Legislation*
- *Referral Methods and Systems*

The Mentoring Process is accredited by Cardiff University, *Coaching for Learning* and *Study Strategies* by the University of Glamorgan, *Legislation* by the University of Wales Institute, Cardiff, and *Referral Methods and Systems* by the University of Wales, Newport.

2 The five core modules

2.1 Overview

Descriptions of the many roles that involve work with young people use a range of terms, many of which can be interchangeable, e.g. mentoring, counselling, tutoring, support, guidance, advice, referral and facilitation. In the Learning Coaches programme these are used in a particular way and form the focus of the five core modules.

The mentoring process

This refers to **the relationship** between the learning coach and young people. The learning coach will be able to establish rapport, and demonstrate unconditional positive regard for young people. The learning coach will need to gain the trust of young people, and establish an open and constructive relationship as a foundation for effective coaching for learning.

Coaching for learning

The learning coach will have knowledge of **learning styles** and a range of theories that describe different approaches to learning. The learning coach will be able to use this knowledge to engage young people in understanding their own progression as learners. The learning coach will be able to analyse the strengths, weaknesses, opportunities and threats that have an impact on young people's learning development, and tailor strategies that will engage young people in defining realistic learning goals.

Learner study strategies

The learning coach will be able to draw upon **a range of materials and techniques** to enable young people to develop their study skills. The learning coach will assist young people to recognise and evaluate their study methods, and encourage young people to develop the study skills appropriate to their specific needs as learners. The learning coach will enable young people to understand how knowledge acquisition and skills development relate to the requirements of formal academic, vocational and other learning contexts.

Referral

While the role of the learning coach is unique in its focus on learning support, the work with young people will be carried out **within a framework of wider support** for learners. In addition to learning support, young people will be able to access careers information, advice and guidance, and personal support which will enable them to receive the information, advice and guidance they need to make good choices, overcome barriers to learning and realise their potential. The learning coach will therefore work as part of a team and will work with young people to identify appropriate referrals for personal support. In addition to careers advice, the learning coach will have knowledge of specialist agencies that provide back up services such as health counselling, emergency contraception, mental health support, substance misuse support, social care, etc.

While the learning coach will also have **knowledge of relevant legislation** and understand when referral is appropriate, the essential skill set for the learning coach can be summarised as:

- Ability to create a trusting relationship with young people
- Ability to use knowledge of learning styles to engage young people in learning development
- Ability to draw on materials and techniques to enable young people to improve their study skills.

2.2 The Mentoring Process

Accrediting university: Cardiff University

2.2.1 Overview

The training for *The Mentoring Process* takes place over two days. The module reader provides background information on the mentoring process, the skills and behaviours of mentoring, the context for learning coaches, and protocols and procedures.

Preparation

You should study Parts 1 and 2 of the reader before attending the first training day. Part 3 should be studied before the second training day, and you should also reflect on the work you have undertaken since the first day of training.

Day 1

The programme includes both plenary and participatory working group sessions. It provides a background to the accredited training programme and also covers skills required for the mentoring process, as well as providing an understanding of learning styles and action planning.

Programme

- Welcome: an introduction to the accredited training programme for the learning coach mentoring module
- Ground rules
- What is mentoring?
- Mentoring and coaching: differences and similarities
- Building rapport and giving and receiving feedback
- Learning styles: VAK and Honey and Mumford
- Action planning: SMART targets/setting objectives
- Case studies
- Communication: active listening and questioning skills
- Communication: barriers to listening, active listening and effective questioning
- Support and challenge

Day 2

As with Day 1, the programme for Day 2 includes both plenary and working group sessions. These will provide opportunities for you to undertake exercises to help develop your knowledge, skills and understanding of key aspects of the role of the learning coach. The day includes sessions on personal development planning, evaluation methodologies and the preparation of reflective journals.

Programme

- Pupil data and learning needs analysis
- Strategy for conducting a learning needs analysis
- Personal development planning
- Reflection and reflective journals
- Evaluation methodologies
- Preparation of review portfolio and guided discussion
- Learning outcomes
- Next steps

2.2.2 Learning outcomes and assessment criteria

LEARNING OUTCOMES The learner should be able to:	ASSESSMENT CRITERIA The learner has achieved this outcome because (s)he can:
1 Gather and make appropriate use of information to support the mentoring process	1.1 Identify an appropriate range of sources of information to facilitate the mentoring process 1.2 Access and collate appropriate data to support the mentoring process 1.3 Synthesise relevant data into a coherent individualised mentoring plan

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner should be able to:		The learner has achieved this outcome because (s)he can:	
2	Initiate the mentoring process	2.1	Establish rapport with young people, taking full account of individual differences and diversity of characteristics
		2.2	Establish ground rules for the mentoring relationship having regard to the operational context
		2.3	Provide an overview of the mentoring relationship for young people, including exit strategies
3	Organise the mentoring process	3.1	Explore the needs, motivations, desires, skills and thought processes of young people in order to facilitate coaching for learning
		3.2	Observe, listen and question to contextualise the situation of young people in order to plan learning
4	Activate and maintain the mentoring process	4.1	Encourage a commitment to action, the development of lasting personal growth and change
		4.2	Support young people in determining realistic goals and agree mechanisms for the assessment of progress and achievement in relation to the specified goals
		4.3	Demonstrate creativity in the application of instruments and techniques in the delivery of support
		4.4	Demonstrate the maintenance of positive regard for young people by applying a non-judgemental approach to their personal views and aspirations
		4.5	Ensure that young people do not become over-dependent on the learning coach throughout the relationship

LEARNING OUTCOMES The learner should be able to:	ASSESSMENT CRITERIA The learner has achieved this outcome because (s)he can:
5 Monitor and review the mentoring process	5.1 Identify and establish agreed objective measures for monitoring achievement of goals 5.2 Encourage young people to reflect on achievement and re-align goals in the light of that achievement 5.3 Provide ongoing objective feedback on the performance of young people in all domains
6 Evaluate the mentoring process	6.1 Design evaluation mechanisms for own performance in meeting learning outcomes 1-5 6.2 Review and critically analyse evaluation data
7 Reflect on action	7.1 Complete a reflective account of the mentoring process, incorporating the results of the self evaluation 7.2 Prepare a plan for improvement of future mentoring relationships

2.3 Coaching for Learning

Accrediting university: University of Glamorgan

2.3.1 Overview

The knowledge, skills and attitudes of *Coaching for Learning* build on the foundation created by establishing a mentoring relationship, as studied in *The Mentoring Process*. Overall, there is an emphasis on understanding learning and encouraging young people to become better learners.

Content

The module will introduce different definitions of learning, and raise awareness of how advances in neuroscience have increased understanding of how learning occurs. It will touch on different ideas about intelligence and theories of learning. There will be an emphasis on the importance of self-esteem in learning, and how barriers to learning can be recognised and overcome. The process and activities of *Coaching for Learning* will be presented within a framework of 'high challenge, high support'.

Delivery

The module handbook will provide the theoretical basis for the module. During the two training days you will develop an understanding of your own learning styles and gain ideas on how to stimulate learning within a multi-sensory learning environment.

2.3.2 Learning outcomes and assessment criteria

LEARNING OUTCOMES The learner should be able to:	ASSESSMENT CRITERIA The learner has achieved this outcome because (s)he can:
<p>1 Collate information in order to identify the level of ability of young people across a range of attainment areas</p>	<p>1.1 Apply an understanding of level of achievement in basic skills and key skills</p> <p>1.2 Demonstrate understanding of how criteria used to measure progress and attainment can be used to identify young people's performance and needs as learners, e.g.</p> <ul style="list-style-type: none"> a) National Curriculum b) Vocational awards c) Credit and Qualifications Framework for Wales <p>1.3 Assess the achievements of young people in relation to the Learning Core</p> <p>1.4 Analyse the strengths, weaknesses, opportunities and threats that impact upon young people's learning development</p>
<p>2 Explore how personal, social and emotional factors affect the learning, progress and development of young people</p>	<p>2.1 Demonstrate an understanding of factors that affect young people's motivation and commitment to learning</p> <p>2.2 Demonstrate an understanding of how beliefs about intelligence influence young people's approach to learning</p> <p>2.3 Individually assess the influence of personal, social and emotional factors which facilitate the coaching process</p> <p>2.4 Enable young people to understand how personal, social and emotional factors inhibit their approach to learning development</p>

LEARNING OUTCOMES The learner should be able to:	ASSESSMENT CRITERIA The learner has achieved this outcome because (s)he can:
3 Demonstrate the application of theoretical concepts of learning styles	3.1 Explore theoretical concepts of learning styles to support the coaching process, for example: a) Visual, auditory, kinaesthetic b) Gardner’s multiple intelligences c) Applications of Kolb’s learning cycle d) Deep/surface, active/passive, reflective/pragmatic orientations 3.2 Synthesise a theoretical concept of learning styles into a coherent individualised coaching plan
4 Engage young people in a realistic assessment of their learning development, achievement and potential	4.1 Use diagnostic techniques that can engage young people in a realistic assessment of their learning development, achievement and potential
5 Coordinate components of an individualised Learning Pathway to maximise the potential for learning development in young people	5.1 Identify a coherent individualised learning development profile for young people 5.2 Facilitate an individual Learning Pathway to maximise the potential of learning development for young people 5.3 Monitor the overall effectiveness of an individualised Learning Pathway in relation to the learning development of young people 5.4 Facilitate articulation by young people of their feelings and attitudes regarding their experience of their Learning Pathway and Learning Core

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	The learner has achieved this outcome because (s)he can:
<p>6 Engage young people in defining and achieving realistic learning development goals</p>	<p>6.1 Use goal-setting techniques and strategies that engage young people in defining realistic learning development goals</p> <p>6.2 Monitor the progress of young people towards their own learning development goals</p> <p>6.3 Recognise and celebrate the achievement of learning development goals</p>

2.4 Study Strategies

Accrediting university: University of Glamorgan

2.4.1 Overview

Content

This module follows on closely from *Coaching for Learning*. It presents ways of assisting young people to develop their use of key learning strategies. The module is oriented to informal and non-formal learning as well as more traditional school-based learning and study skills.

The learning strategies will include:

- Recognising the state of intense learning called 'the flow'
- Goal orientation
- Time awareness
- Questioning skills
- Active reading
- Note making
- Knowing how memory works and how to use it skilfully
- Collaborative learning
- Visualisation
- Transferring strategies from one situation to another.

Delivery

During the two training days, participants will directly experience a range of strategies and reflect on these experiences, placing themselves in a better position to support young learners as they build and become aware of their skills, strengths and preferences.

2.4.2 Learning outcomes and assessment criteria

LEARNING OUTCOMES The learner should be able to:	ASSESSMENT CRITERIA The learner has achieved this outcome because (s)he can
<p>1 Apply appropriate study strategies to enable young people to develop as learners</p>	<p>1.1 Identify a range of materials and techniques to develop young people as learners</p> <p>1.2 Analyse accurately the study methods used by individual young people</p> <p>1.3 Select appropriately from a range of materials and techniques to facilitate the development of individual young people as learners, for example:</p> <ul style="list-style-type: none"> a) use of appropriate grammatical conventions b) summarise information effectively using appropriate written, oral, audio, visual or other forms of communication
<p>2 Support and guide young people in developing skills appropriate to their needs as learners</p>	<p>2.1 Assist young people to recognise and evaluate their study methods</p> <p>2.2 Encourage young people to develop appropriate study strategies</p>
<p>3 Enable young people to recognise learning achieved in different contexts</p>	<p>3.1 Understand how knowledge acquisition and skills development relate to the requirements of formal academic, vocational and other learning contexts</p> <p>3.2 Support young people in evaluating the relevance of their own knowledge acquisition and skill development across non-formal, informal and other learning contexts</p>

LEARNING OUTCOMES The learner should be able to:	ASSESSMENT CRITERIA The learner has achieved this outcome because (s)he can
4 Define appropriate strategies to enable young people to perform towards their maximum achievement in assessment situations	4.1 Identify 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 Select appropriately from a range of materials and techniques to enable young people to perform to their maximum potential in assessment situations, for example: a) presenting information in appropriate formats and media using traditional and electronic means b) use of creative and imaginative methods of recording and summarising information c) successful revision and examination techniques

2.5 Legislation

Accrediting university: University of Wales Institute, Cardiff

2.5.1 Overview

Content

Role and responsibilities of the learning coach

- Learning Pathways 14–19
- LEA networks
- Health and safety
- Data protection

Managing curriculum opportunities

- Legislative requirements
- Balanced curriculum
- WRE/PSE/RE
- Bilingual provision

Pastoral opportunities

- Equality of opportunity
- Special Educational Needs and Disability Act (SENDA)
- Special Educational Needs Code of Practice
- Exclusion
- Child protection

Role of the learning coach

- Data management
- Reporting/referrals

Delivery

The teaching will be highly participative and student centred. The aim is to explore the legislative parameters linked to the role of the learning coach while making learning an enjoyable experience.

2.5.2 Learning outcomes and assessment criteria

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	The learner has achieved this outcome because (s)he can:
<p>1 Understand the legislative parameters that will influence and guide the practice of the learning coach</p>	<p>1.1 Establish the legislative responsibilities of the parent/guardian, at the varying stages of the Learning Core for all 14–19 year olds, as they relate to education and training and the practice of the learning coach</p> <p>1.2 Establish the legislative responsibilities of the LEA in the context of the provision of learning opportunities as they relate to the needs of young people within the Learning Core for 14–19 year olds, e.g SEN, Race Relations Amendments Act</p> <p>1.3 Analyse the ways in which the legislative responsibility of the learning coach’s organisation will influence the practice of the learning coach. Include:</p> <ul style="list-style-type: none"> a) Equality of opportunity b) Child protection c) Bilingual/Welsh medium provision d) Qualification approval e) Discipline, appeals and exclusion f) RE guidelines <p>1.4 Analyse the structure of the Basic Curriculum as it relates to entitlement and the role of the learning coach. Include:</p> <ul style="list-style-type: none"> a) the National Curriculum b) Personal and social education (PSE) c) Work-related education (WRE) <p>1.5 Analyse the practice of the learning coach as it relates to the Estyn Common Inspection Framework and other related quality assurance requirements</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	The learner has achieved this outcome because (s)he can:
	<p>1.6 Recognise the parameters in place that influence access to information in relation to the role of the learning coach within their specific organisational context, and especially with regard to confidentiality. Include:</p> <ul style="list-style-type: none"> a) parental entitlement b) the Data Protection Act c) the Freedom of Information Act <p>And others as appropriate:</p> <ul style="list-style-type: none"> a) Pupil Level Annual School's Census (PLASC) and the National Pupil Database for Wales b) Common Transfer Systems (CTS)

2.6 Referral Methods and Systems

Accrediting university: University of Wales, Newport

2.6.1 Overview

Referral Methods and Systems builds on the knowledge and skills you have acquired in the other modules. Under two broad headings of **Knowledge** and **Skills**, you will review the learning from the other modules, and develop your learning further to complete your understanding of the core function of the learning coach:

Knowledge

You will draw on your knowledge of legal requirements and policy guidelines covered in *Legislation*. You will integrate your knowledge of how learning occurs and the learning styles featured in *Coaching for Learning* and *Study Strategies*.

In *Referral Methods and Systems* you will also expand your existing knowledge by researching the range of informal and professional expertise available to support young people in developing their learning.

Skills

You will reflect on the skills already acquired from previous modules; you will be practising the skills of mentoring and coaching for learning, and you will be assessing the learning strategies and development of young people.

In *Referral Methods and Systems* you will build on these skills by developing your ability to assess where referral would benefit the learning development of young people. You will gain an understanding of how the ability to work collaboratively is necessary to ensure the success of referrals. You will also develop your ability as an advocate for young people in order to further their learning development.

2.6.2 Learning outcomes and assessment criteria

LEARNING OUTCOMES The learner should be able to:	ASSESSMENT CRITERIA The learner has achieved this outcome because (s)he can
<p>1 Implement appropriate referral procedures and engage in effective follow-up action with young people</p>	<p>1.1 Differentiate between informal and formal referral</p> <p>1.2 Understand when referral is necessary and exercise judgement in referring appropriately with regard to the limits of their own professional boundaries and expertise</p> <p>1.3 Understand and use appropriate documentation necessary for formal and informal referral</p> <p>1.4 Understand the need to record and share issues and outcomes with other agencies</p> <p>1.5 Operate within the bounds of confidentiality and understand and apply the requirements of the Data Protection Act to the referral aspect of their work</p>
<p>2 Engage with and maintain networks with other agencies and organisations and identify individuals and key roles within these to whom to make referrals</p>	<p>2.1 Understand the types of different networks and the characteristics that make them work</p> <p>2.2 Demonstrate knowledge of the range of interpersonal skills needed to create, assess, maintain and evaluate networks</p> <p>2.3 Develop and maintain a personal database of individuals and agencies for referral, advocacy and analytical purposes</p> <p>2.4 Understand the constantly changing nature of referral and educational provision for young people and the need to keep this knowledge and network up to date</p>

LEARNING OUTCOMES The learner should be able to:	ASSESSMENT CRITERIA The learner has achieved this outcome because (s)he can
3 Possess a range of collaborative working skills necessary to allow for effective work within their own institution and with related networks	3.1 Identify and use effective liaison and negotiation skills 3.2 Challenge and effect change within their own or outside organisation to improve effective work with young people 3.3 Effectively participate in a support network to share good practice and reflect upon situations that need debriefing
4 Evaluate the impact of individual referrals on young people to ensure such referrals are fit for purpose	4.1 Use feedback from young people to help evaluate services provided by referred agencies to assess their fitness for purpose 4.2 Exercise judgement in prioritising when to inform their line manager and make recommendations to improve effectiveness of referrals