

Level 3 Certificate in Coaching (6318-08)

December 2014 Version 1.0



Qualification at a glance

Subject area	Learning and Development
City & Guilds number	6318
Age group approved	16-18 and 19+
Entry requirements	None
Assessment	Assignments on knowledge units Assessment of competent performance on applied units
Fast track	Available
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 3 Certificate in Coaching	6318-08	600/6589/8



Contents

Introduction		4
	Structure	5
1	Centre requirements	6
	Approval	6
	Resource requirements	6
	Quality assurance	10
	Learner entry requirements	12
	Opportunities for progression	12
2	Delivering the qualification	13
	Initial assessment and induction	13
	Learning delivery strategies	13
	Recording documents	16
3	Assessment	17
	Recognition of prior learning (RPL)	18
4	Units	20
Unit 004	Identify individual learning and development needs	21
Unit 006	Plan and prepare specific learning and development opportunities	24
Unit 019	Provide information and advice to learners and employers	27
Unit 032	Undertaking coaching in the workplace	31
Appendix 1	Relationships to other qualifications	34
Appendix 2	Sources of general information	35
Appendix 3	Assignment Task for Unit 032: Undertaking coaching in the workplace	37



Introduction

This qualification is for people involved in coaching learners in the workplace. The Level 3 Certificate in Coaching has been developed using units from the Learning and Development qualifications and from ILM. The qualification is designed for use across the UK.

The units and qualification will provide people who carry out learning and development roles in their organisation with the opportunity to develop and improve their practice as well as achieving a professional qualification for the role. They are available to anyone working in: accredited learning; non accredited learning (where people may train and assess skills but do not assess for a qualification); the NQF and the QCF.

Achievers of these units will learn how to:

- identify individual learning needs
- plan and prepare for learning
- coach individuals
- support learners and employers.

This handbook tells you what you need to do to deliver the 6318 -08 Level 3 qualification:

Area	Description
Who is the qualification for?	For learners who work as trainers/tutors/assessors in a range of sectors
What does the qualification cover?	The Level 3 Certificate in Coaching allows learners to learn, develop and practise the skills required for employment and/or career progression as a trainer/tutor/assessor of individual learners in many sectors.
Is the qualification part of a framework or initiative?	Three of the units in the Level 3 Certificate in Coaching also appear in the Level 3 Certificate in Learning and Development. This qualification is part of the Learning and Development Apprenticeship framework
Who did we develop the qualification with?	The units that form much of this qualification were developed by The Learning and Skills Improvement Service - LSIS (formerly LLUK), the SSC for learning and development
What opportunities for progression are there?	These qualifications allow learners to progress into employment or to the following City & Guilds qualifications: Level 3 Certificate in Learning and Development Level 4 Award and Diploma in Learning and Development.

Structure

This qualification is closely related to other qualifications in the Learning and Development suite. Three of the units (004, 006 and 019) in this qualification are optional units in the Level 3 Certificate in Learning and Development.

To achieve the **Level 3 Certificate in Coaching (6318-08)**, learners must achieve **16** credits from 004, 006, 019 and 032.

Level 3 Certificate in Coaching

Mandatory

K/502/9544	004	Identify individual learning and development needs	3
T/502/9546	006	Plan and prepare specific learning and development opportunities	6
R/502/9554	019	Provide information and advice to learners and employers	3
F/503/9562	032	Undertaking coaching in the workplace	4



1 Centre requirements

Approval

If your Centre is approved to offer the 7318 qualifications you will have automatic approval to run all the 6318 qualifications – including the Certificate in Coaching. You do not have to take any action.

Existing centres who are not approved to run 7318 and wish to offer this qualification must use the **standard** Qualification Approval Process.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information. Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing any course programmes.

Resource requirements

Physical resources

Centres will need appropriate training facilities and where assessing applied units - opportunities to assess learners in an appropriate work environment.

Centre staffing – LSIS (formerly LLUK) assessment guidance

City & Guilds expects that these qualifications will be delivered by highly skilled practitioners of learning delivery, assessment and quality assurance.

Practitioners should be able to fulfil **all** of the following functions to ensure a quality learning experience for the learner:

- identify training and development needs of the learner
- plan for, design and develop learning and development opportunities
- provide high quality learning opportunities
- facilitate and support learner progress and achievements
- assess learner performance
- review the effectiveness of learning opportunities
- contribute to the quality assurance process.

In addition, all those who assess these qualifications must have:

- up-to-date working knowledge and experience of best practice in Learning and Development
- be occupationally competent in the units that they are assessing
- show current evidence of continuing professional development and practice in assessment and learning and development.

plus hold one of the following qualifications or their recognised equivalent:

- Level 3 Award in Assessing Competence in the Work Environment **or**
- Level 3 Certificate in Assessing Vocational Achievement, **or**
- A1 Assess learner performance using a range of methods, **or**
- D32 Assess learner performance and D33 Assess learner using differing sources of evidence.

All those who provide internal quality assurance for these qualifications must have:

- up-to-date working knowledge and experience of best practice in Learning and Development
- be occupationally competent in the units that they are quality assuring
- show current evidence of continuing professional development and practice in learning and development, assessment and quality assurance.

plus hold one of the following qualifications or their recognised equivalent:

- Level 3 Award in Assessing Competence in the Work Environment **or**
- Level 3 Certificate in Assessing Vocational Achievement, **or**
- A1 Assess learner performance using a range of methods, **or**
- D32 Assess learner performance and D33 Assess learner using differing sources of evidence.

plus hold or be working towards one of the following internal quality assurance qualifications or their recognised equivalent:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice **or**
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, **or**
- V1 Conduct internal quality assurance of the assessment process, **or**
- D34 Internally verify the assessment process.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments. In addition, practitioners delivering these qualifications must meet the statutory and contractual arrangements of the nation in which they work.

It is not permitted for unqualified assessors to assess these qualifications.

Specific Occupational Competency Requirements for Level 3 imported units 032 and 034 in Coaching and/or Mentoring

Internal Verifier's and/or Assessor's Occupational Competence Requirements	Evidence Indicators
Relevant and sufficient occupational competence in Coaching and/or Mentoring.	<ul style="list-style-type: none"> • Be able to demonstrate relevant and sufficient Coaching and/or Mentoring experience within an organisational context over the last three years with first line managers or above.
A thorough knowledge and understanding of the subject areas of Level 3 Coaching and/or Mentoring qualification(s).	<ul style="list-style-type: none"> • Have a relevant and sufficient qualification in the subject areas of Level 3 Coaching and/or Mentoring qualification(s) units that must be equal to Level 3 or at higher level.
Continuing Professional Development in Coaching and/or Mentoring.	<ul style="list-style-type: none"> • Show sufficient evidence of participation in Continuing Professional Development (CPD) in relation to Coaching and/or Mentoring over the past three years. • Desirable but not essential to have membership of a relevant professional Coaching and/or Mentoring institute or association for eg Association for Coaching (AC) or European Mentoring & Coaching Council (EMCC) or International Coach Federation (ICF) or equivalent.
Relevant and sufficient occupational experience in Leadership or Management or Team Leading Skills to understand the job roles and organisational context within which learners are operating.	<ul style="list-style-type: none"> • Current (within the last three years) occupational experience in Leadership or Management or Team Leading Skills.
Continuing Professional Development in Leadership or Management or Team Leading Skills.	<ul style="list-style-type: none"> • Have a relevant and sufficient qualification in Leadership or Management or Team Leading Skills at Level 3 or higher. <p>or</p> <ul style="list-style-type: none"> • Show sufficient evidence of participation in CPD in relation to Leadership or Management or Team Leading Skills over the past three years. <p>or</p> <ul style="list-style-type: none"> • Desirable but not essential to have membership of a relevant professional institute or association.

<p>Knowledge, understanding and application of a range of assessment and/ or internal quality assurance methodologies relevant to the Level 3 Coaching and/or Mentoring qualification(s).</p>	<ul style="list-style-type: none"> • Have a relevant qualification in assessment and/or internal quality assurance (eg TAQA or equivalent). <p>or</p> <ul style="list-style-type: none"> • Demonstrate clear and sufficient evidence of current (within the last three years) experience of assessment and/or internal quality assurance appropriate to the Level 3 Coaching and/or Mentoring qualification(s).
<p>Knowledge of the ILM Level 3 qualification(s) in Coaching and/or Mentoring - structure, learning and assessment processes.</p>	<ul style="list-style-type: none"> • Previous experience of delivery of ILM VRQ qualification(s). <p>or</p> <ul style="list-style-type: none"> • Knowledge of the QCF Credit Framework and level descriptors. <p>or</p> <ul style="list-style-type: none"> • Planned CPD by centre.
<p>Continuing Professional Development in assessment and/or internal quality assurance.</p>	<ul style="list-style-type: none"> • Show sufficient evidence of participation in CPD in relation to assessment and/or internal quality assurance over the past three years relevant to the Level 3 qualification(s) in Coaching and/or Mentoring.

Continuing professional development (CPD)

Centres must support staff to ensure that they have current knowledge, skills and expertise in assessment and internal quality assurance practice and also in coaching if they carry out these roles. In addition it is the centre's responsibility to ensure that learning delivery, coaching, mentoring, training, assessment and internal quality assurance in the centre is in line with best practice and that it takes account of any national or legislative developments.

Quality assurance

A comprehensive approach to quality and quality assurance

It is in everyone's interest for the delivery of training, assessment and quality assurance of qualifications in the UK to be of the highest quality.

At City & Guilds we are committed to supporting centres to improve levels of quality. In line with this we view the content of these qualifications – and their delivery - as being fundamental to ensuring the quality of all vocational learning and qualifications.

Quality is the 'degree of excellence of something'.

Quality assurance is 'a system of maintaining and improving standards'.

High quality learning, assessment and quality assurance are required to get the most out of all qualifications. There are tangible benefits for all from this approach as it means:

- improved learner experience
- raised learner achievement rates
- increased learner retention rates
- more cost effective programmes
- regulatory requirements are met
- support for other planning and monitoring processes such as self-assessment.

To achieve this - quality and quality assurance must be included from the planning stage of programmes of learning – as they are integral to the programmes themselves. A useful way of looking at this is:

'Quality and quality assurance must be built into centre delivery from the start – it is much more difficult to audit poor quality out than build good quality in...'

This needs to be firmly in mind when planning the delivery of these qualifications. Quality and quality assurance measures need to be built into all processes in the learner journey – these include the:

- recruitment process
- induction process
- initial assessment
- learning plans
- teaching
- facilitating learning
- reviews of progress
- assessment processes
- achievement
- progression planning.

Quality matters everywhere in the 'Learner Journey'.

If you are an existing centre for the 6317, 7317 and 7318 Learning and Development qualifications then you will already have relevant experience and resources such as:

- skilled learning, assessment and quality assurance practitioners
- existing internal quality assurance processes.

Internal quality assurance systems

All centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance while City & Guilds is responsible for external quality assurance.

For these qualifications centres must develop a sampling strategy and plan which must be implemented by all those undertaking the internal quality assurance role. Centres with experience of offering N/SVQs will find that their internal verification process can be adapted to establish an internal quality assurance (IQA) system for these qualifications.

This IQA system needs to contain:

- sample planning based on the principles of 'CAMERA', ie plans must include sampling of all types of:
 - **C**andidates
 - **A**ssessors
 - **M**ethods of assessment
 - **E**vidence or Elements
 - **R**ecords
 - **A**ssessment sites
- effective communication
- interim sampling
- summative sampling
- monitoring of assessor practice (including observation)
- standardisation activities
- sound administration
- records of the above.

Whoever is responsible for internal quality assurance in a centre will need to ensure that all factors related to quality assurance are covered in the centre. These include ensuring that:

- quality assurance systems are 'fit for purpose' and *do* actually monitor the quality of the learner journey
- quality assurance sampling is planned for and carried out throughout the learner journey and not just at the end
- learning and training that is delivered models 'best practice' and meets all requirements – and that this is monitored
- all practice (including training, assessment and IQA) is in line with the current NOS for Learning and Development
- tutors and assessors are regularly observed carrying out their roles

- assessors are supported, get feedback on their practice and take part in standardisation activities
- record keeping is maintained as required
- all members of the team maintain their CPD year on year
- communication with City & Guilds is effective.

External quality assurance

External quality assurance for the qualifications will be provided by City & Guilds. This includes:

- approval of centres
- monitoring of learning delivery
- monitoring of assessment practice
- monitoring of internal quality assurance practices.

Learner entry requirements

Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

City & Guilds has not set entry requirements for these qualifications. However, centres must ensure that learners have the potential and opportunity to complete and achieve them.

In some of these qualifications, learners must have the opportunity to demonstrate their competence in a real environment with genuine learners in order to be able to meet all the requirements.

Anyone engaged in assessing and quality assuring other units or qualifications **must meet the specific requirements of the assessment strategy related to those units and qualifications.**

Age restrictions

Learners undertaking the qualification must be aged 16 and over.

Opportunities for progression

These units have been designed to be achieved individually or together as a qualification.

Units 004, 006 and 019 also occur as optional units in the Level 3 Certificate in Learning and Development. So there is a progression route through to the Level 3 Learning and Development qualifications but **it is not mandatory that the units are done in any order.**

Centres must carry out in-depth initial assessment and guide learners to undertake the most appropriate units or qualification for their particular role and situation at that time.



2 Delivering the qualification

Initial assessment and induction

Centres will need to make an initial assessment of each learner prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification and also to ensure that they undertake the most appropriate unit.

The initial assessment process should identify:

- any specific learning needs the learner has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as a diagnostic test or skill scan
- any units the learner has already completed, or credit they have accumulated which is relevant to the qualifications they are about to begin
- any units or parts of units that may cause difficulties for the learner eg if their job role or level of experience is not sufficiently wide-ranging for them to meet the requirements.

City & Guilds recommends that centres provide an induction programme to ensure that learners fully understand the requirements of the qualification(s) they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction as well as a learning contract that centres may use can be found on the City & Guilds website.

Learning delivery strategies

City & Guilds does not prescribe how centres deliver the learning on these qualifications providing that all requirements are met.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing any learning programme. In addition there is guidance information in most units that centre staff would find very useful when designing learning programmes for these qualifications.

Learning and assessment approaches

To assist centres the guidance included for assessment and evidence is based on **activity based** learning and assessment. It is recommended that the delivery and assessment of these qualifications should be approached holistically whenever possible.

In most centres learning will be delivered through a combination of:

- applied practice
- coaching
- experience
- training
- support and advice.

The provision of learning opportunities remains the responsibility of the centre (not the learner). Centres must ensure they have the right staff teams to deliver learning by the methods they decide, to meet learner's needs. Formative assessment of each learner's progress will monitor their development and indicate when summative assessment is appropriate.

When assessing the applied or competence based units such as 'Identify individual learning and development needs' the mandatory observation of practice will additionally provide opportunities to capture some knowledge as it is demonstrated through performance.

The recommended process for assessment involves:

- planning and learner preparation
- assessment
- analysis
- decision taking
- recording
- feedback to the learner throughout the process
- engaging with the quality assurance process throughout.

This approach reduces the burden on the assessor and the learner as it removes the need for the learner to 'gather' separate evidence for assessment – the evidence falls naturally from the activities being undertaken.

When assessing unit 032 an assignment task must be completed. Please see Appendix 3 for details of what is required in the task. See also see Appendix 3 for the related marking sheet.

Storage of evidence and ‘portfolios’

Evidence of learning and evidence of competence

‘Portfolios’ come in many forms – some are electronic, some paper based, others a combination of both. It is important to remember that the ‘Portfolio of evidence’ should be precisely that and contain **only** the records of assessment and evidence that confirm achievement. It should **not** contain training materials, assignments for developing the learner and other information and guidance that formed part of the ‘learner journey’.

However, many learners want to maintain a personal record of their learning. They can maintain a ‘Learning File’ containing all the information and materials that chart their development. This ‘Learning File’ will not, however, form part of the assessment or quality assurance processes – but the learner would have a valuable personal record of their journey and progress.

More about ‘Portfolios of evidence’

Ofqual has long maintained that evidence **where it is in paper or material form, can be left in its natural location**, for example the workshop, office or building site. This is a sensible approach as much ‘product’ evidence cannot for a variety of reasons go into a ‘portfolio’ (eg a brick wall which has been built, sensitive records from a care home etc). In the same way, it is not necessary to print off and present paper copies of policies and procedures if those can be left in their usual location and checked by assessors, Internal Quality Assurer (IQA) and External Quality Assurer (EQA) ‘in situ’.

However, if this approach is adopted then the assessment record must state:

- who and what was assessed by whom
- the date, and location of assessment
- the assessment methods used
- the assessment decision
- the units, learning outcomes and assessment criteria achieved
- the location of the supporting evidence.

One ‘portfolio’ may actually comprise evidence in a number of locations, linked by the audit trail provided through the assessment and quality assurance records. There are however practical implications to consider:

- if evidence is left in its usual location then the internal and external quality assurers will both have to sample it in its usual location. This will require QA staff to plan for and carry out visits to other premises as part of their sampling
- the QA audit trail still has to be clear, trackable through the evidence and the planned sampling must be carried out as required by the qualification
- it is crucial that the evidence is kept safely in its usual location and is readily available for sampling whenever the external quality assurance sampling takes place. It is the responsibility of the centre to organise this – it is not the responsibility of the External Quality Assurer to have to locate evidence.

Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of **recording forms** including examples of completed forms, for new and existing centres to use as appropriate. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external quality assurer, before they are used by learners and assessors at the centre.



3 Assessment

Summary of assessment methods

Different units in these qualifications will include different assessment requirements and methods – all of which will be familiar to existing assessors and quality assurance staff.

For units where **practical activities** (competence) are being assessed methods will include:

- observation of performance in the work environment by an assessor or witness
- examining products of the learner's own work
- questioning the learner
- discussions with the learner
- use of others (witness testimony)
- looking at learner statements
- recognition of prior learning.

For unit 032 methods will also include an assignment along with a marking sheet (please see Appendix 3).

Evidence for **practical activities** should be gathered from naturally occurring evidence collected in the work-related environment. Evidence for any **knowledge-only** units, such as assignments, case studies, project etc, must follow City & Guilds guidelines and be agreed in advance with the centre's External Quality Assurer.

General assessment guidance

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, there is no requirement for each unit, learning outcome or assessment criteria to be assessed separately. It is recommended that holistic assessment is used whenever appropriate.

Wherever possible, one activity should be used as evidence for learning outcomes and assessment criteria for other units. See the content of individual units for further detail.

Recording assessment activities

Recording of assessment decisions and evidence may be undertaken in a range of formats. However regardless of the form of recording used, the guiding principle must be that all information relating to assessment must comply with legal requirements and best practice in the sector. This will include ensuring confidentiality of information which can, however, still be tracked for internal and external quality assurance purposes.

Unit	Unit title	Assessment method	Where to obtain assessment materials
004	Identify individual learning and development needs	Portfolio	n/a
006	Plan and prepare specific learning and development opportunities	Portfolio	n/a
019	Provide information and advice to learners and employers	Portfolio	n/a
032	Undertaking coaching in the workplace	Assignment	See Assignment Task and Mark sheet contained in Appendix 3

Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) is a process of using an individual's previous achievements to demonstrate competence within QCF. This is not a new process but expands on previously used processes such as the Accreditation of Prior Learning (APL), the recognition of experiential learning and the validation of informal learning by incorporating all types of prior learning and training.

The regulatory arrangements for the Qualifications and Credit Framework define RPL as a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. In the context of the QCF, the definition of RPL is quite specific and relates to assessment leading to the award of credit.

Assessment for RPL is conducted against the learning outcomes and assessment criteria of a unit and is subject to exactly the same quality assurance requirements as any other kind of assessment within the QCF.

The RPL process is relevant where an individual has previously learnt something but may never have received formal recognition for this learning through a qualification or other form of certification. Within the QCF an individual is able to 'claim' that he or she knows or can do something already and does not need to learn it again.

If he/she can prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement in the same way as any other credits.

RPL refers to an opportunity for learners to present competence or knowledge evidence which comes from a period prior to their registration for a particular qualification. The evidence presented - eg certificates, witness testimonies etc. - will need to provide sufficient detail to allow the assessor to apply the RPL assessment process.

Assessors assess the relevant learning outcomes and assessment criteria ensuring that all are covered, using relevant methods for RPL such as: witness testimony, reflective accounts, professional discussion, etc.

In considering the appropriateness of any single piece of evidence the following should be considered:

- Content – the degree to which the content of any previous learning meets the requirements of the National Occupational Standards against which it is being presented as evidence.
- Comprehensiveness of Assessment – ensure that all the learning derived from the content has been assessed. If only a proportion has been assessed, then the learning for the ‘non-tested’ areas cannot be assumed.
- Level – the degree to which the level of learning offered and tested relates to that required by the level of the qualification/units being claimed.
- Learning outcomes and Assessment criteria – the degree to which the previous learning covered both. Some learning will only have offered and tested the latter, in which case the Recognition of Prior Learning can only cover the knowledge aspect. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- Model of learning – difficulties can arise in mapping learning gained from non-competence based learning programmes into competence based models.
- Relevance of Context – the degree to which the context of the learning gained and assessed relates to the current context of the learner’s role. If the context was different, assessors will need to satisfy themselves of the learners’ ability to transfer the learning gained into the current context.



4 Units

Availability of units

The following units can also be obtained from The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 004

Identify individual learning and development needs

UAN:	K/502/9544
Level:	Level 3
Credit value:	3
GLH:	24
Relationship to NOS:	This unit is linked to The Learning and Skills Improvement Service - LSIS (formerly LLUK) National Occupational Standards, 2010
Endorsement by a sector or regulatory body:	This unit is endorsed by Lifelong Learning UK.
Assessment requirements specified by a sector or regulatory body:	<p>Learning Outcome 1 must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>Learning Outcomes 2 and 3 in this unit require performance evidence of the candidate working with real learners in a genuine organisational context.</p> <p>When assessing Learning Outcomes 2 and 3 methods must include:</p> <ul style="list-style-type: none">• examining products of work• observation of performance in a work environment <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none">• questioning• discussion• use of others (witness testimony)• looking at practitioner statements.
Aim:	The aim of this unit is to assess a learning and development practitioner's understanding of and competence in carrying out a learning or training needs analysis for an individual. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcome
The learner will: 1. Understand the principles and practices of learning needs analysis for individuals
Assessment criteria
The learner can: 1.1 explain the principles and practices of learning needs analysis for individuals 1.2 analyse the factors that influence individual learning needs, preferences and styles 1.3 compare methods used to assess individual learning needs.

Learning outcome
The learner will: 2. Be able to conduct learning needs analysis for individuals
Assessment criteria
The learner can: 2.1 agree the purpose, aims and methodology of the learning needs analysis with individuals 2.2 apply learning needs analysis methodology to assess the individual's current level of achievement and potential 2.3 analyse learning needs and communicate to the learner.

Learning outcome
The learner will: 3. Be able to agree individual learning and development needs
Assessment criteria
The learner can: 3.1 agree and prioritise individual learning and development needs 3.2 advise individuals about learning and development options to meet: <ul style="list-style-type: none"> • learner priorities • learning preferences • learning styles.

Unit 004 Identify individual learning and development needs

Supporting information

Evidence requirements

This unit assesses occupational competence. Evidence for Learning Outcomes 2 and 3 must come from performance in a work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

There must be valid, authentic, current and sufficient evidence for all the assessment criteria. However one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit 006

Plan and prepare specific learning and development opportunities

UAN:	T/502/9546
Level:	Level 3
Credit value:	6
GLH:	20
Relationship to NOS:	This unit is linked to The Learning and Skills Improvement Service - LSIS (formerly LLUK) National Occupational Standards, 2010
Endorsement by a sector or regulatory body:	This unit is endorsed by Lifelong Learning UK.
Assessment requirements specified by a sector or regulatory body:	<p>This is a competence-based unit which requires performance evidence of the candidate working with real learners in a genuine organisational context.</p> <p>The assessment of this unit must include:</p> <ul style="list-style-type: none">• examining products of work• observation of performance in a work environment <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none">• questioning• discussion• use of others (witness testimony)• looking at practitioner statements.
Aim:	The aim of this unit is to assess a learning and development practitioner's competence in planning and preparing learning and development - for example formal training sessions, coaching sessions or informal experiences such as periods in the workplace. Preparations include allocating resources and establishing systems and arrangements. 'Delivery' means all forms of formal and informal facilitation of learning. 'Session' means all forms of learning and development event or activity within any context. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcome
The learner will: 1. Be able to plan learning and development opportunities
Assessment criteria
The learner can: 1.1 agree the purpose and outcomes of learning and development to meet learner needs 1.2 plan the delivery of specific learning and development opportunities to meet needs 1.3 secure resources required to deliver specific learning and development opportunities 1.4 identify organisational structures, systems and processes supporting learning and development opportunities 1.5 assess risks to learners and their learning and development when planning specific opportunities.

Learning outcome
The learner will: 2. Be able to prepare specific learning and development opportunities to meet learner needs
Assessment criteria
The learner can: 2.1 prepare learning and development sessions to meet learner needs 2.2 identify resources and technologies required to deliver specific learning and development sessions 2.3 communicate specific learning and development aims, objectives, delivery and assessment arrangements to learners.

Unit 006 **Plan and prepare specific learning and development opportunities**

Supporting information

Evidence requirements

This unit assesses occupational competence. Evidence for all Learning Outcomes must come from performance in the work environment. Simulations, projects or assignments are not allowed for this learning outcome.

There must be valid, authentic, current and sufficient evidence for all the assessment criteria. However one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit 019

Provide information and advice to learners and employers

UAN:	R/502/9554
Level:	Level 3
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to National Occupational Standard 6 Advise on learning and progression.
Endorsement by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS).
Assessment requirements specified by a sector or regulatory body:	<p>Learning Outcomes 3 and 4 require performance evidence of the candidate working with real learners in a genuine organisational context.</p> <p>When assessing Learning Outcomes 3 and 4, Assessment methods must include:</p> <ul style="list-style-type: none">• examining products of work• observation of performance in a work environment. <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none">• questioning• discussion• use of others (witness testimony)• looking at practitioner statements.
Aim:	<p>The aim of this unit is to assess the competence of a learning and development practitioner in providing information and advice to learners and employers. Information and advice could cover: learning and development opportunities, assessment and qualifications, careers and progression routes, funding sources or professional support.</p> <p>‘Practitioner’ means anyone with a learning and development responsibility as part of their role.</p>

Learning outcome
The learner will: 1. Understand information and advice available for learners and employers
Assessment criteria
The learner can: 1.1 analyse information and advice needs of: <ul style="list-style-type: none"> • individual learners • employers 1.2 evaluate sources of information and advice available to meet the needs of: <ul style="list-style-type: none"> • individual learners • employers.

Learning outcome
The learner will: 2. Understand own boundaries and limitations in relation to providing information and advice
Assessment criteria
The learner can: 2.1 explain own boundaries for the provision of information and advice to: <ul style="list-style-type: none"> • individual learners • employers 2.2 explain how to access information and advice from within and outside the organisation when needs go beyond own boundaries for: <ul style="list-style-type: none"> • individual learners • employers 2.3 evaluate the impact of providing incorrect or misleading information and advice to: <ul style="list-style-type: none"> • individual learners • employers.

Learning outcome
The learner will: 3. Be able to provide information and advice to learners and employers
Assessment criteria
The learner can: 3.1 identify information and advice needs of: <ul style="list-style-type: none"> • individual learners • employers 3.2 provide information and advice to: <ul style="list-style-type: none"> • individual learners • employers.

Learning outcome
The learner will: 4. Be able to assist learners and employers to access information and advice
Assessment criteria
The learner can: 4.1 identify sources of information and advice to meet the needs of: <ul style="list-style-type: none">• individual learners• employer needs 4.2 identify barriers to accessing information and advice for: <ul style="list-style-type: none">• individual learners• employers 4.3 assist with overcoming barriers to accessing information and advice.

Unit 019 **Provide information and advice to learners and employers**

Supporting information

Evidence requirements

This unit assesses occupational competence. Evidence for Learning Outcomes 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

There must be valid, authentic, current and sufficient evidence for all the assessment criteria. However one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit 032

Undertaking coaching in the workplace

UAN:	F/503/9562
Level:	Level 3
Credit value:	4
GLH:	6
Relationship to NOS:	Links to Coaching & Mentoring 2012 NOS: LSI CM03, LSI CM04, LSI CM05, LSI CM06, LSI CM07, LSI CM08.
Endorsement by a sector or regulatory body:	This unit is endorsed by the CFA, the Sector Skills Council for Management
Aim:	To enable learners to demonstrate their ability to undertake workplace coaching.
Assessment requirements specified by a sector or regulatory body:	Assessment of this unit is by an assignment task. Please see Appendix 3 for details.

Learning outcome
The learner will: 1. Be able to plan and organise workplace coaching sessions
Assessment criteria
The learner can: 1.1 prepare and plan the coaching sessions 1.2 contract the scope and content of the coaching sessions 1.3 agree learning goals for the workplace coaching sessions.

Learning outcome
The learner will: 2. Be able to undertake at least six hours effective workplace coaching activity
Assessment criteria
The learner can: 2.1 use diagnostic and assessment tools to effectively coach in the workplace 2.2 demonstrate coaching techniques of questioning and listening to effectively coach in the workplace 2.3 coach one or more individuals in the workplace for at least six hours 2.4 keep appropriate records of workplace coaching activity including progress towards goals and impact on role.

Learning outcome
The learner will: 3. Be able to summarise and analyse a period of formal coaching within the workplace using stakeholder feedback
Assessment criteria
The learner can: 3.1 collect feedback from coaching client(s) and show evidence within coaching diary 3.2 reflect upon and review own workplace coaching activity 3.3 identify areas for improvement.

Unit 032 Undertaking coaching in the workplace

Supporting information

Evidence requirements

The evidence for this unit is as described in the Assignment Task Sheet (see Appendix 3). However the following is the Indicative Content for the unit:

- Use of a coaching diary to record coaching activity and reflect on own performance
- Role of supervisor to support coach's development
- Types of coaching record, their purpose and significance
- Importance of confidentiality and security in recording coaching
- Using coaching records to inform own development – issues and patterns to look for, etc
- Fitting individual development to organisational development goals
- Nature of effective occupational learning goals that match organisational development goals
- Aspects of occupational development that are best served through coaching
- Agreeing learning goals for coaching
- Characteristics of an effective coaching plan (specific learning outcomes, activities, information and resources required) and strategies for developing a coherent and logical coaching plan
- Planning the use of resources available to support coaching
- Process of risk assessment
- Monitor and evaluate the use of resources available to support coaching
- Monitor and evaluate communication skills in coaching
- Record and assess learning through coaching
- Alternative learning modes that can be used to support occupational development
- Nature of knowledge and skills, including different types of skills (cognitive, affective and psycho-motor)
- Techniques for assessing existing knowledge and skills (baseline assessment)
- Good practice in coaching
- Learning styles and barriers to learning
- Communication skills in coaching
- Methods to gain feedback on coaching from clients (email, formal and informal questioning)
- Reflective practice as a coach
- Reflective accounts
- Personal development plans
- Coaching reflective logs



Appendix 1 Relationships to other qualifications

Links to other qualifications

These qualifications have links to the following:

- 6318 Learning and Development qualifications – Unit 004, 006, 019 are optional units in the Level 3 Certificate in Learning and Development.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications.

Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales - see www.cityandguilds.com/esw



Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City and Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City and Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment and Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

The **centre homepage** section of the City and Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate learners on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Appendix 3 Assignment Task for Unit 032: Undertaking coaching in the workplace

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK</p> <p>This assignment asks you to complete a diary of activity and reflections over the course of the practical coaching activity you have undertaken.</p> <p>You should show clear and auditable evidence of a minimum of 6 hours of formal workplace coaching and maintain a coaching diary to evidence practice. This should include:</p> <ul style="list-style-type: none"> • Basic coaching contracts • Brief coaching records • Reflections • Summary of activity • Tutorial activity and feedback <p>Note:</p> <p><i>An ILM Assessment Task provides an opportunity to relate your learning directly to your current organisation. It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).</i></p> <p><i>If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.</i></p> <p><i>You should plan to spend approximately 22 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The nominal word count for this assignment is 1800 words; the suggested range is between 1500 – 2000 words. However individuals have different writing styles, and there is no penalty if the word-count range is exceeded.</i></p> <p><i>Check your assignment carefully prior to submission using the assessment criteria.</i></p>	
<i>Please use the sub-headings shown below when structuring your Assignment</i>	Assessment Criteria
<p>Planning and organising coaching sessions</p> <p>You should provide a reflective coaching diary which demonstrates how you have planned and organised the coaching sessions including evidence of contracting, scheduling and goal setting activity.</p>	<ul style="list-style-type: none"> • Prepare and plan the coaching sessions (8 marks) • Contract the scope and content of the coaching sessions (8 marks) • Agree learning goals for the workplace coaching sessions (8 marks)

<p>Undertake coaching sessions</p> <p>You must evidence coaching sessions of a minimum of six hours.</p> <p>These six hours can be undertaken with more than one coachee and cover periods of less than one hour.</p>	<ul style="list-style-type: none"> • Use diagnostic and assessment tools to effectively coach in the workplace <i>(12 marks)</i> • Demonstrate coaching techniques of questioning and listening to effectively coach in the workplace <i>(12 marks)</i> • Coach one or more individuals in the workplace for at least six hours <i>(12 marks)</i> • Keep appropriate records of workplace coaching activity including progress towards goals and impact on role <i>(12 marks)</i>
<p>Feedback and reflections of effectiveness of coaching activity</p> <p>You should show how feedback has been collected and reflected upon from coaching client(s).</p> <p>You should also show records of a review of your own performance including reference to any areas for improvement.</p> <p><i>N.B:</i> <i>These practical on-going reflections will also help you to complete the Reflective Review assignment in the unit 'Reflecting on workplace coaching skills'.</i></p>	<ul style="list-style-type: none"> • Collect feedback from coaching client(s) and show evidence within coaching diary <i>(8 marks)</i> • Reflect upon and review own workplace coaching activity <i>(12 marks)</i> • Identify areas for improvement <i>(8 marks)</i>
<p>By submitting I confirm that this assignment is my own work</p>	

MARK SHEET – Undertaking coaching in the workplace

Centre Number :		Centre Name :			
Learner Registration No :		Learner Name:			
<p>INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET</p> <p>Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met. Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a 'Pass' or 'Referral' in the box (below right). In order to pass the unit every AC must receive a 'Pass.'</p> <p>Where marks are awarded according to the degree to which the learner's evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).</p> <p>Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the 'pass' descriptor, that indicates it should attract 10 marks out of 20, if a 'good pass' then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements.</p>			<p>1. Learner named above confirms authenticity of submission.</p> <p>2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.</p> <p>However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></p>		
<p>Learning Outcome / Section 1: Be able to plan and organise workplace coaching sessions</p>					
<p>Assessment Criteria (AC)</p>		<p>Sufficiency Descriptors <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i></p>		<p>Assessor feedback on AC</p>	
<p>AC 1.1 Prepare and plan the coaching sessions</p>		<p>Referral [ca. 2/8]</p> <ul style="list-style-type: none"> Insufficient or no evidence of what preparation went the planning of the coaching sessions Insufficient or no evidence of planning for the coaching sessions Limited or no evidence of the reasons for the plan Preparation and planning is incorrect or inappropriate 	<p>Pass [4/8]</p> <ul style="list-style-type: none"> A limited but sufficient plan (including timescales) for the coaching sessions is provided that requires further development for full implementation Adequate but limited evidence is provided of what preparation went into the development of the plan 	<p>Good Pass [ca. 6/8]</p> <ul style="list-style-type: none"> Comprehensive evidence of the factors taken into account in preparing and planning the coaching sessions The plan includes a range of detail which could include outcomes, activities, information, resource implications and requires no further development for full implementation 	

			• Plans involve contingency planning	/ 8 (min. of 4)	Pass or Referral
AC 1.2 Contract the scope and content of the coaching sessions	Referral [ca. 2/8]	Pass [4/8]	Good Pass [ca. 6/8]	Assessor feedback on AC	
	<ul style="list-style-type: none"> • There is little or no evidence of any agreed coaching contract, or the coaching contract is incorrect or inappropriate • There is little or no evidence of the scope of the contract • Content of contract is limited, inappropriate and/or incorrect 	<ul style="list-style-type: none"> • Scope and content of contract for the coaching sessions is limited but sufficient and is appropriate and correct • A limited but correct rationale is provided for the scope and the content 	<ul style="list-style-type: none"> • The contract is comprehensive and appropriate • Evidence of discussion of scope and content of contract(s) at organisational and individual level 		
				/ 8 (min. of 4)	Pass or Referral
AC 1.3 Agree learning goals for the workplace coaching sessions	Referral [ca. 2/8]	Pass [4/8]	Good Pass [ca. 6/8]	Assessor feedback on AC	
	<ul style="list-style-type: none"> • Limited or no evidence of learning goals being agreed • Learning goals are incorrect, inappropriate or deficient 	<ul style="list-style-type: none"> • Evidence of a range of limited but sufficient and appropriate learning goals for each coachee for the workplace coaching sessions being agreed 	<ul style="list-style-type: none"> • Comprehensive evidence of a range of detailed and appropriate learning goals for each coachee for the workplace coaching sessions being agreed 		
				/ 8 (min. of 4)	Pass or Referral
Section comments (optional):			Verification comments (optional):		

Learning Outcome / Section 2: Be able to undertake at least six hours effective workplace coaching activity					
Assessment Criteria (AC)	Sufficiency Descriptors <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			Assessor feedback on AC	
	Referral [ca. 3/12]	Pass [6/12]	Good Pass [ca. 9/12]		
AC 2.1 Use diagnostic and assessment tools to effectively coach in the workplace	<ul style="list-style-type: none"> Insufficient evidence, or no evidence, of use of diagnostic and/or assessment tools Use of diagnostic and assessment tools is inaccurate or inappropriate 	<ul style="list-style-type: none"> Limited but sufficient evidence of use of a narrow range of diagnostic and assessment tools Use of diagnostic and assessment tools is accurate and appropriate 	<ul style="list-style-type: none"> Comprehensive evidence of the correct and appropriate use of a good variety of diagnostic and assessment tools Discussion of how choice of diagnostic and or assessment tools was made 		
				/ 12 (min. of 6)	Pass or Referral
AC 2.2 Demonstrate coaching techniques of questioning and listening to effectively coach in the workplace	<ul style="list-style-type: none"> Insufficient demonstration, or no demonstration, of how coaching techniques including questioning and listening have been used to coach effectively The demonstration of coaching techniques is incorrect or inappropriate 	<ul style="list-style-type: none"> Limited but sufficient demonstration of the effective use of coaching techniques including questioning and listening 	<ul style="list-style-type: none"> Comprehensive demonstration of how the use of coaching techniques including questioning and listening were varied to increase the effectiveness of the coaching Discussion of methods of assessing effectiveness 		
				/ 12 (min. of 6)	Pass or Referral
AC 2.3 Coach one or more individuals in the workplace for at least six hours	<ul style="list-style-type: none"> 6 hours of workplace coaching is not evidenced Records are insufficient to provide an audit trail for 6 hours of workplace coaching 	<ul style="list-style-type: none"> Limited but sufficient evidence is provided for a minimum of 6 hours of workplace coaching Limited but sufficient records provide an auditable trail 	<ul style="list-style-type: none"> Records provide a comprehensive auditable trail Evidence of learning and development of coaching practice within the 6 hours of workplace coaching 		
				/ 12 (min. of 6)	Pass or Referral

AC 2.4 Keep appropriate records of workplace coaching activity including progress towards goals and impact on role	Referral [ca. 3/12]	Pass [6/12]	Good Pass [ca. 9/12]	Assessor feedback on AC	
	<ul style="list-style-type: none"> Records are inadequate or inappropriate as an auditable record of the coaching activity Records are inadequate to describe coachee's progress towards goals Records are inadequate in describing the impact on the coachee's role 	<ul style="list-style-type: none"> Records are limited but sufficient and provide a correct and auditable record of the coaching activity Records provide a sufficient but limited account of progress towards goals and impact on role 	<ul style="list-style-type: none"> Records provide a comprehensive audit trail of the coaching activity Records provide a comprehensive audit trail of the coachee's progress towards goals Records provide a comprehensive audit trail of the impact on the coachee's role Evidence of linking different sorts of records to develop practice 		
				/ 12 (min. of 6)	Pass or Referral
Section comments (optional):			Verification comments (optional):		

Learning Outcome / Section 3 : Be able to summarise and analyse a period of formal coaching within the workplace using stakeholder feedback

Assessment Criteria (AC)	Sufficiency Descriptors <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			Assessor feedback on AC	
	Referral [ca. 2/8]	Pass [4/8]	Good Pass [ca. 6/8]		
AC 3.1 Collect feedback from coaching client(s) and show evidence within coaching diary	<ul style="list-style-type: none"> • Insufficient evidence, or no evidence, of feedback being collected from coaching client(s) • Insufficient evidence, or no evidence, of feedback being recorded in coaching diary • Inadequate use of feedback in coaching activity • Feedback from coaching clients is inappropriate or deficient 	<ul style="list-style-type: none"> • Limited but sufficient evidence that feedback has been requested collected from coaching client(s) • Limited but sufficient evidence of appropriate record of feedback in the coaching diary • Limited but sufficient evidence of use of feedback in coaching diary • Feedback from coaching clients is limited but sufficient and appropriate 	<ul style="list-style-type: none"> • Comprehensive evidence that feedback has been requested collected from coaching client(s) • Comprehensive evidence of appropriate record of feedback in the coaching diary • Comprehensive evidence of use of a variety of feedback in coaching diary • Feedback from coaching clients is comprehensive and appropriate 		
				/ 8 (min. of 4)	Pass or Referral
AC 3.2 Reflect upon and review own workplace coaching activity	<ul style="list-style-type: none"> • Insufficient review, or no review, of own workplace coaching activity • Insufficient reflection, or no reflection, on own workplace activity • Reflection and or review not backed up by evidence 	<ul style="list-style-type: none"> • Limited but sufficient reflection upon own workplace practice and it is evidenced • Limited but sufficient review of own workplace practice and it is evidenced 	<ul style="list-style-type: none"> • Evidence of in depth and detailed reflection of own practice using coaching records as evidence • Evidence of in depth and detailed review of own practice using coaching records as evidence 		
				/ 12 (min. of 6)	Pass or Referral

AC 3.3 Identify areas for improvement	Referral [ca. 2/8]	Pass [4/8]	Good Pass [ca. 6/8]	Assessor feedback on AC	
	<ul style="list-style-type: none"> Insufficient evidence, or no evidence, that areas for improvement have been identified Areas for improvement are not supported by coaching records 	<ul style="list-style-type: none"> Clear evidence that a narrow range of appropriate areas for improvement have been identified based on coaching records 	<ul style="list-style-type: none"> Detailed evidence that areas for improvement have been identified which address a diverse range of coaching activity Areas are supported by coaching records 		/ 8 (min. of 4)
Section comments (optional):			Verification comments (optional):		
				/ 100 TOTAL MARKS	
Assessor's Decision			Quality Assurance Use		
Outcome (<i>delete as applicable</i>): PASS / REFERRAL	Signature of Assessor: Date:		Outcome (<i>delete as applicable</i>): PASS / REFERRAL	Signature of QA: Date of QA check:	

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
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