Pearson
BTEC Level 5 Certificate in Coaching and Consulting (QCF)

Specification

BTEC Professional Combined Competence and Knowledge qualification

First teaching August 2014

BTEC

PEARSON

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Authorised by Martin Stretton
Prepared by Shakti Tiwary

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BTEC Professional qualification titles covered by this specification

Pearson BTEC Level 5 Certificate in Coaching and Consulting

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The Qualification Number for the qualification in this publication is:

Pearson BTEC Level 5 Certificate in Coaching and Consulting   601/1134/3

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Welcome to Pearson BTEC level 5 Certificate in Coaching and Consulting

We are delighted to introduce our new qualification, which will be available for teaching from August 2014. This qualification has been developed to meet the requirements of the QCF (Qualifications and Credit Framework).

Focusing on the Pearson BTEC level 5 Certificate in coaching and consulting

The Pearson BTEC level 5 Certificate in Coaching and Consulting (QCF) will enable, learners to gain an in-depth understanding of the principles and practices of both coaching and internal consultancy, as well as develop the ability to apply these practices within their own organisational contexts.

Target groups for this qualification include:

- senior learning and development practitioners who are required to build consultancy relationships and develop coaching programmes at individual, team and organisational level, probably as a major part of their work role;
- and experienced practitioners who have achieved a Level 3 or 4 qualification in coaching and wish to develop their practice further.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and student needs. Many industry and professional bodies offer successful BTEC students exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications

- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence

- explanations of the content's relationship with the learning outcomes

- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

Contents

What are BTEC Level 5 Professional qualifications?

BTEC Professional qualifications are qualifications at Level 4 to Level 8 in the Qualifications and Credit Framework (QCF) and are designed to provide professional work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Professional qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Professional qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

On successful completion of a BTEC Professional qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Pearson BTEC Level 5 Certificate

The Pearson BTEC Level 5 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Pearson BTEC Level 5 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Key features of the Pearson BTEC Level 5 in Coaching and Consulting

The Pearson BTEC Level 5 Certificate in Coaching and Consulting (QCF) has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques in coaching and consulting, as well as personal skills and attributes essential for successful performance in working life

- achieve a nationally recognised Level 5 vocationally-related qualification

- develop further their practice in coaching and consulting

- progress to related general and/or vocational qualifications.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

Rules of combination for the Pearson BTEC Level 5 Certificate in Coaching and Consulting (QCF)

When combining units for a Pearson BTEC Level 5 in Coaching and Consulting it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 5 Certificate in Coaching and Consulting (QCF)

1   Qualification credit value: a minimum of 21 credits.

2   Minimum credit to be achieved at, or above, the level of the qualification: 21 credits.

3   All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 5 Certificate in Coaching and Consulting (QCF)

The Pearson BTEC Level 5 Certificate in Coaching and Consulting is a 21 credit and 95 guided learning hour (GLH) qualification that consists of two mandatory units.

Pearson BTEC Level 5 Certificate in Coaching and Consulting (QCF)			
Unit	Mandatory units	Credit	Level
1	Using coaching and mentoring skills as a manager	6	5
2	Effective partnership working in the learning and teaching context	15	5

Assessment

This qualification is assessed through an externally verified Portfolio of Evidence that consists of evidence gathered during the course of the learner's work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

● achieve **all** the specified learning outcomes

● satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion

● prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met, and it should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

● **current practice** where evidence is generated from a current job role

● a **programme of development** where evidence comes from assessment opportunities built into a learning programme, whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills council's assessment requirements/strategy.

● the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/ knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.

● Further guidance is available in the policy document *Recognition of Prior Learning Policy and process*, available on the Edexcel website.

● a **combination** of these.

Assessment strategy/assessment requirements

The assessment strategy and assessment requirements for this qualification have been included in *Annexe A.* These requirements have been developed in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria as well as the requirements of the Skills CFA assessment requirements/strategy. As stated in the assessment requirements/strategy, the evidence for this qualification can take a variety of forms as indicated below:

– direct observation of the learner's performance by their assessor (O)
– outcomes from oral or written questioning (Q&A)
– products of the learner's work (P)
– personal statements and/or reflective accounts (RA)
– outcomes from simulation (S) (please see guidance in the assessment strategy)
– professional discussion (PD)
– assignment, project/case studies (A)
– authentic statements/witness testimony (WT)
– expert witness testimony (EWT)
– evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations for cross-referencing purposes in their portfolios.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Pearson BTEC Level 5 Professional qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

● one credit for those learning outcomes achievable in 10 hours of learning time

● learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria

● the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson BTEC Level 4-7 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Pearson BTEC Level 4-7 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Pearson BTEC Level 4-7 qualifications and units.

For all centres delivering BTEC qualifications at Level 4-7, Pearson allocates a Standards Verifier (SV) for each sector offered, who will conduct an annual visit to quality assure the programmes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Pearson BTEC Level 4-7 qualifications are available on our website (www.Pearson.com) under Signposts to Quality (www.Pearson.com/quals/BTEC/quality/Pages/default.aspx).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Level 4 to Level 8 qualifications.

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning,) that meets learners' needs. However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

● engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities

● using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification

● developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units, as appropriate, thereby reducing the assessment burden on learners and assessors

● taking advantage of suitable digital methods to capture evidence.

Resources

Pearson BTEC Level 5 professional qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the occupational nature of Pearson BTEC Level 5 professional qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson BTEC Level 5 in Coaching and Consulting is accredited on the QCF for learners aged 19 years and above.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further information regarding Access Arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Further details on how to make adjustments for learners with protected characteristics are given in *the Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are available on our website, at **www.edexcel.com/Policies**

Please note that UKBA requires adult students to have acceptable English language ability before they can apply to become an adult student under Tier 4 (General) of the points-based system. As an education provider you must ensure that the applicant is competent in the English language at a minimum of CEFR level B1 for a QCF level 4 or 5 qualification and a minimum of CEFR level B2 for a QCF level 6 qualifications. The only exception is for an applicant to a Higher Education Institution (HEI) who is gifted; or competent at CEFR level B1 and the HEI believes that the applicant will reach B2 level after a short period of pre-sessional language training before the main course.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) 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 so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in the Pearson BTEC Level 5 Professional qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'e.g.' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.

- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Units

Unit 1: Using coaching and mentoring skills as a Manager

Unit code:	**L/504/9057**
QCF Level:	**5**
Credit value:	**6**
Guided learning hours:	**45**

Unit aim

This unit enables learners to develop their competency and knowledge of the principles and practices in managing the coaching and mentoring process for people development.

Unit introduction

Learners will focus on the way coaching and mentoring skills can be used by a Manager to underpin skills and people development within an organisation.

The learner will look at how learning and development styles support the coaching and mentoring practice through exploring and evaluating different approaches and theories as well as reviewing the impact this has on learning.

This will lead to the learner constructing a development plan to support individual and team styles using coaching and mentoring.

The learner will also be required to develop skills as a manager in coaching and mentoring through the assessment of current skills and identification of learning opportunities available.

The final part of the unit focuses on how coaching and mentoring within an organisation is supported through an ethical framework based on personal and organisational values and beliefs. The learner will be required to develop and evaluate such a framework.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to determine how learning and development styles support the coaching and mentoring practice	1.1 Determine the different learning and development styles of self and individuals
	1.2 Review the impact of the differing learning styles on the development and operation of coaching programmes
	1.3 Review the impact of the differing learning styles on the development and operation of mentoring programmes
	1.4 Construct a development plan to support individual and team styles using coaching activities
	1.5 Construct a development plan to support individual and team styles using mentoring activities
2 Be able to develop skills as a manager in coaching and mentoring.	2.1 Assess current skills of communication and people development to support personal practice of coaching
	2.2 Assess current skills of communication and people development to support personal practice of mentoring
	2.3 Identify development opportunities to meet personal skills needs and to develop own practice.
	2.4 Evaluate skills and practices and produce a personal development plan in relation to coaching skills.
	2.5 Evaluate skills and practices and produce a personal development plan in relation to mentoring skills

Learning outcomes		Assessment criteria	
3	Be able to articulate and develop a coherent ethical framework to support coaching within an organisation.	3.1	Develop a coherent, congruent statement of ethics for coaching programmes and activities.
		3.2	Analyse the impact of personal and organisational values and belief systems on the delivery of coaching activities.
		3.3	Evaluate personal coaching performance, detailing ways of dealing with beliefs, values, diversity and conflicts of interest.
4	Be able to articulate and develop a coherent ethical framework to support mentoring within an organisation	4.1	Develop a coherent, congruent statement of ethics for mentoring programmes and activities
		4.2	Analyse the impact of personal and organisational values and belief systems on the delivery of mentoring activities
		4.3	Evaluate personal mentoring performance, detailing ways of dealing with beliefs, values diversity and conflicts of interest

Unit content

1 **Be able to determine how learning and development styles support the coaching and mentoring practice**

1.1 *Determine the different learning and development styles of self and individuals*

Examples of learning and development styles used to determine self and individuals:

- Howard Gardner's multiple intelligences; linguistic, musical, logical-mathematical, spatial, kinaesthetic, interpersonal, intrapersonal, naturalistic
- Kolb's learning cycle; do, review, learn, apply
- Herrmann's 'whole brain' model
- Honey and Mumford; activist, reflector, theorist, pragmatist
- Right brain/left brain; verbal sequential/visual holistic
- Visual Auditory and Kinaesthetic (VAK)

1.2 *Review the impact of the differing learning styles on the development and operation of coaching programmes*

The impact of the differing learning styles e.g.:

- Step by step approach verses the big picture approach
- Logic rather than intuition, facts rather than experience
- Process, rules and structure verses avoidance of rules, structures and details
- Approaches that accommodate different learning styles to ensure coaching programmes meet the needs of all
- Use of the learning cycle within a coaching programme
- Atomistic approach verses Holistic approach

1.3 *Review the impact of the differing learning styles on the development and operation of mentoring programmes*

The impact of the differing learning styles e.g.:

- Step by step approach verses the big picture approach
- Logic rather than intuition, facts rather than experience
- Process, rules and structure verses avoidance of rules, structures and details
- Approaches that accommodate different learning styles to ensure mentoring programmes meet the needs of all
- Use of the learning cycle within a mentoring programme
- Atomistic approach verses Holistic approach

1.4 *Construct a development plan to support individual and team styles using coaching activities*

- Types of activities:
- Creation of formal documents, e.g. PDP – personal development plan, PIP – personal improvement plan
- Planned 1-2-1 meetings, agreed actions and outcomes, aligning with organisational objectives
- Detailing area for development, objective(s) and behaviours to develop and demonstrate competency, actions to create progress, date to complete or review objective(s), ways to encourage on-going learning
- Establishing the context for coaching
- Reviewing and confirming the learning

1.5 *Construct a development plan to support individual and team styles using mentoring activities*

Development plan of mentoring activities through

- Planned 1-2-1 meetings, agreed actions and outcomes, aligning with organisational objectives
- Agreed recording mechanisms, e.g. formal or informal documents
- Detailing area for development, objective(s) and behaviours to develop and demonstrate learning or competency, actions to create progress, date to complete or review objective(s), ways to encourage on-going learning
- Establishing the context for mentoring
- Reviewing and confirming the learning

2 **Be able to develop skills as a manager in coaching and mentoring.**

2.1 *Assess current skills of communication and people development to support personal practice of coaching*

Assess current skills through:

- Skills screening, training needs analysis, initial assessment
- Measuring current skills, capabilities, talent against company needs and vision, job descriptions, job roles, terms of reference, ways of working
- Identifying internal and external influences to change that will require skills and people development e.g., within the organisation, department, team, sector, industry, government policies, legislation, professional bodies

2.2　*Assess current skills of communication and people development to support personal practice of mentoring*

Assess current skills through:

- Skills screening, training needs analysis, initial assessment
- Measuring current skills, capabilities, talent against company needs and vision, job descriptions, job roles, terms of reference, ways of working
- Identifying internal and external influences to change that will require skills and people development e.g., within the organisation, department, team, sector, industry, government policies, legislation, professional bodies

2.3　*Identify learning and development opportunities to meet personal skills needs and to develop own practice*

e.g.

- In-house opportunities, training courses, shadowing, company newsletters/bulletins, intranet
- External opportunities, training courses, professional body membership, industry journals, internet research
- Independent research, blended, remote, face to face, e-learning, skills based, knowledge based

2.4　*Evaluate skills and practices and produce a personal development plan in relation to coaching skills*

- Skills, e.g. competencies, capabilities, talent, product knowledge, use of systems and processes, specialist skills and knowledge
- Practices, e.g. succession planning, induction, learning support, learning on the job, meeting organisational goals and objectives, use of external suppliers, knowledge and use of business models, identifying tasks, skills and performance, giving feedback

2.5　*Evaluate skills and practices and produce a personal development plan in relation to mentoring skills*

- Skills, e.g. competencies, capabilities, talent, product knowledge, use of systems and processes, specialist skills and knowledge, current experience, personal qualities and skills
- Practices, e.g. induction, learning support, identifying potential, meeting personal and organisation goals, encouraging reflection, exploring implications beyond actual tasks, wider perspectives on the organisation and sector or industry, improving strategic thinking, giving feedback

3 **Be able to articulate and develop a coherent ethical framework to support coaching within an organisation.**

   3.1 *Develop a coherent, congruent statement of ethics for coaching programmes and activities*

   Statement of ethics, e.g.

   ● An agreed code of behaviour i.e. open, honest, truthful, impartial, objective, encouraging, challenging, realistic, responsibilities outlined and agreed, staying focused, coaching conversations to be based on equality

   ● Lead by example, i.e. time-keeping, make contact as agreed, keep any commitments made

   3.2 *Analyse the impact of personal and organisational values and belief systems on the delivery of coaching activities*

   ● Impact on personal values, e.g. judgement or disapproval of coachee, conflict in beliefs, avoidance of topics or subject areas, hiding the truth, taking or avoiding responsibility

   ● Organisation values, e.g. guiding principles, equality and diversity, ways of working, company mission statement

   3.3 *Evaluate personal coaching performance, detailing ways of dealing with beliefs, values, diversity and conflicts of interest*

   Dealing with beliefs, values, diversity and conflicts by:

   ● Using 'tools of influence', e.g. questioning, listening, observation and reflection, staying focused on the coachee and encouraging them to come up with their own solution, identifying any conflicts of interests and remaining impartial

4 **Be able to articulate and develop a coherent ethical framework to support mentoring within an organisation**

   4.1 *Develop a coherent, congruent statement of ethics for mentoring programmes and activities*

   Statement of ethics, e.g.

   ● An agreed code of behaviour i.e. open, honest, truthful, impartial, objective, encouraging, challenging, realistic, outline and agree responsibilities, staying focused, coaching conversations based on equality, equal access to all

   ● Lead by example, ie time-keeping, make contact as agreed, keep any commitments made

   4.2 *Analyse the impact of personal and organisational values and belief systems on the delivery of mentoring activities*

   ● Personal values, e.g. judgement or disapproval of mentee, conflict in beliefs, avoidance of topics or subject areas, hiding the truth, taking/avoiding responsibility

   ● Organisation values, e.g. guiding principles, equality and diversity,

4.3 *Evaluate personal mentoring performance, detailing ways of dealing with beliefs, values diversity and conflicts of interest*

Dealing with beliefs, values, diversity and conflicts by:

● Using 'tools of influence', e.g. questioning, listening, observation and reflection, staying focused on the mentee and encouraging them to come up with their own solution, identifying any conflicts of interests and remaining impartial

Essential guidance for tutors

Delivery

At the beginning of this unit, time should be given to discussing the naturally occurring opportunities that will be available to the learners to be able to complete the practical tasks required for the completion of this unit. The learner will need to be working in a learning and development environment, or about to be, in order to fulfil the requirements of the unit.

Each learning outcome is competency-based, however the content should be introduced and delivered in the class room in the order that is most appropriate, allowing learners to then apply and relate the learning to their own organisation to ensure realistic and authentic approaches to using coaching and mentoring skills as a manager.

Whilst the coaching and mentoring roles at times cross over and become similar in their approach, there are also differences between the two roles. This is reflected in learning outcomes and assessment criteria.

Whilst guidance has been given below for each learning outcome, where possible, the tutor should combine learning outcomes in the delivery where there are natural links.

Learning outcome 1

Tutor presentation to explore the different learning and development styles that can support the coaching and mentoring practice, encouraging group discussion and sharing of learners' own experiences.

Learning outcome 2

Tutor presentation to explore the tools available to assess and measure current skills, covering internal and external influences. Group discussion to follow, looking at learning and development opportunities to support personal practice of coaching and mentoring. Classroom activity to support learners to create personal development plan.

Learning outcome 3 and 4

Tutor presentation and group discussion to explore the values and beliefs of individuals and organisations, focusing on coaching and then mentoring, identifying the similarities and differences. Use of group work and activities to explore ways of dealing with beliefs, values, diversity and conflicts of interest.

Assessment

This unit must be assessed in the workplace, or conditions resembling the

Workplace, where approved. Observation, witness testimony, questioning, professional discussion, written and product evidence are all sources of evidence which can be used. The assessment requirements for Level 5 Certificate in Coaching and Consulting must be followed; please see *Annexe A.*

Assessment needs to be based on carefully selected and well-developed simulated

or real-life situations. Learners should be encouraged to use their own organisation's activities as a basis for their evidence where appropriate.

Suggested resource

Textbooks

Geof Alred, Bob Garvey and Richard Smith – *Mentoring Pocketbook* (Management Pocketbooks Ltd 2008) ISBN 978-1-903776-35-3

John Whitmore – *Coaching for Performance GROWing Human Potential and Purpose - the Principles and Practice of Coaching and Leadership (4th Edition)* (Nicholas Brearly Publishing 2009) ISBN 185788535X

Julie Starr – *The Coaching Manual third edition* (Pearson Education Ltd 2011) ISBN 978-0-273-74058-2

Mary P Conner and Julia B Pokora – *Coaching and Mentoring at Work, developing effective practice* (Open University Press 2012) ISBN 978-0335243853

Peter Hawkins and Nick Smith – *Coaching, Mentoring and Organizational consultancy, Supervision, Skills & Development* (Open University Press 2013) ISBN 978-0335247141

Simon Western – *Coaching and Mentoring, a Critical Text* (Sage Publications 2012) ISBN 978-1848601642

Journals
Coaching Today
EMCC Journal

Websites

http://www.associationforcoaching.com

http://www.bacpcoaching.co.uk

http://www.emccouncil.org

Unit 2:   Effective partnership working in the learning and teaching context

Unit code:	**D/503/5311**
QCF Level:	**5**
Credit value:	**15**
Guided learning hours:	**50**

Unit aim

The unit aims to enable learners to understand effective partnership working in the learning and teaching context and the purpose and nature of partnership working. It also involves communicating effectively within a partnership and understanding the wider context within which a partnership operates.

Unit introduction

This unit is aimed at those who wish to understand the structure and purpose of effective partnership working in the learning and teaching context. Successful completion of this unit will help to equip the learner in any future opportunities to undertake an effective role in setting up and being part of partnership working.

The learner will explore the reasons for partnership working, analysing the opportunities and challenges that partnership working faces and how the partnership can be sustained successfully. This will lead on to looking at the purpose, aims and objectives within.

The unit also looks at the structure and management of partnership working, the individual roles, responsibilities and boundaries, as well as the contribution from stakeholders. Consideration of resource implications is also explored. The learner will develop their understanding of measuring and reporting on partnership outputs and effective methods of communication.

There is a thread of evaluation throughout the unit which the learner will undertake at each stage of partnership working.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the purpose and nature of partnership working.	1.1	Summarise reasons for partnership working.
	1.2	Analyse opportunities and challenges of working within a partnership.
	1.3	Evaluate models of partnerships.
	1.4	Analyse ways of sustaining partnerships and their outputs.
	1.5	Justify the need for ground rules and terms of reference in partnership working.
	1.6	Evaluate the need for realistic timescales and deadlines in effective partnership working.
2 Understand the purpose, aims and objectives of a partnership.	2.1	Analyse the purpose of a specific partnership.
	2.2	Review the aims and objectives of a specific partnership.
3 Understand the structure and management of a partnership.	3.1	Analyse individual roles and responsibilities within a specific partnership.
	3.2	Evaluate the potential contribution of stakeholders to a specific partnership.
	3.3	Review boundaries of individual roles and ownership issues within a specific partnership.
	3.4	Analyse resource implications for a specific partnership and its individual members.
	3.5	Evaluate how a specific partnership is managed identifying potential management issues.

Learning outcomes	Assessment criteria
4 Understand how to measure and report on a partnership's outputs.	4.1 Analyse performance indicators used to measure the effectiveness of a specific partnership.
	4.2 Evaluate the effectiveness of a specific partnership's outputs drawing on valid and reliable data.
	4.3 Analyse methods of presenting partnership outputs to interested parties
5 Understand how to communicate effectively within a partnership.	5.1 Analyse methods for effective communication between partners.
	5.2 Evaluate the communication strategy of a specific partnership.
	5.3 Evaluate own communication methods and skills as a partnership member.
6 Understand the wider context within which a partnership operates.	6.1 Evaluate the potential impact of other stakeholders and agencies relating to a specific partnership.
	6.2 Evaluate the impact of key government policies and initiatives on a specific partnership.
	6.3 Analyse ways for a partnership to establish and maintain communities of practice.

Unit content

1   **Understand the purpose and nature of partnership working**

   1.1   *Summarise reasons for partnership working*

   Organisations working together to increase their offer within the learning and teaching context, such as specialised skills and knowledge, specialised learning environments, funding opportunities, geographical coverage, specialist services, greater capacity

   1.2   *Analyse opportunities and challenges of working within a partnership*

   Opportunities of working within a partnership allow for a sharing common cause, creating a broader knowledge and/or skills base, making the best of available resources, reducing costs

   Challenges of working within a partnership can consist conflicting or hidden agendas, recurrent tensions, lack of commitment, lack of time, breakdown of relationships, potential conflicts in values amongst partners, distribution of roles and responsibilities

   1.3   *Evaluate models of partnership*

   Models of partnership should cover:

   ● Defining the partnership

   ● Indentifying shared provision

   ● The form and location of leadership

   ● Defining boundaries and form of governance

   1.4   *Analyse ways of sustaining partnerships and their outputs*

   Analyse criteria such as establishing clear goals and responsibilities, ownership of accountability, trust and mutual respect, shared leadership, use of common methodologies and quality standards, measuring outputs

   1.5   *Justify the need for ground rules and terms of reference in partnership working*

   Ground rules, e.g. agreed ways of working, communication channels, boundaries and form of governance, agreed behaviours

   Terms of reference, e.g. definition of roles, values, purpose, shared and individual responsibilities, shared purpose and vision

   1.6   *Evaluate the need for realistic timescales and deadlines in effective partnership working*

   Realistic timescales and deadlines, e.g. shared and agreed by those in the partnership, recognising cultural differences across partner organisations (educational establishments, businesses, government departments, community organisations etc) and taking this into consideration when setting deadlines

2   **Understand the purpose, aims and objectives of a partnership**

    2.1   *Analyse the purpose of a specific partnership*

        The purpose of a specific partnership, e.g. shared goal and vision, expected outcomes, future and sustainability of the partnership, type of partnership (consultative, contributory, operational, collaborative), success measures

    2.2   *Review the aims and objectives of a specific partnership*

        Aims and objectives based on the purpose and identified goals

3   **Understand the structure and management of a partnership**

    3.1   *Analyse individual roles and responsibilities within a specific partnership*

        Roles, e.g. clearly defined tasks, areas of work, behaviours, skills set and knowledge for those working within the partnership

        Responsibilities, e.g. accountability, communication channels, boundaries, reporting lines

    3.2   *Evaluate the potential contribution of stakeholders to a specific partnership*

        Contribution e.g., sharing expert skills, knowledge, ideas and vision; offering financial, people, systems, premises and other resources; networking

        Stakeholders, e.g.. Schools, colleges, HE, businesses, industry, unions, government departments, community organisations, charities

    3.3   *Review boundaries of individual roles and ownership issues within a specific partnership*

        Boundaries, e.g. defined roles, responsibilities, accountability, tasks, objectives, communication channels, reporting lines

        Ownership issues, e.g. lack of commitment, breakdown in relationships and/or communication, disengagement, unequal workloads, misunderstandings, non agreement of deadlines and goals

    3.4   *Analyse resource implications for a specific partnership and its individual members*

        Resources implications, e.g. financing, people and other resources, finding appropriate skills-set and expertise, training, updating, allocation of time

    3.5   *Evaluate how a specific partnership is managed identifying potential management issues*

        Managing a partnership, e.g. form and location of leadership, service level agreements, operational agreements, regular reviews and meetings, defining and measuring success

        Potential management issues, i.e. communication breakdown, lack of cooperation between partners or stakeholders, differences of opinions or ideas, deadlines not met

4 **Understand how to measure and report on a partnership's outputs**

4.1 *Analyse performance indicators used to measure the effectiveness of a specific partnership*

Performance indicators, e.g. measures for success, meeting defined roles and responsibilities, meeting agreed deadlines, following operational and service level agreements

Effectiveness, e.g. meeting goals, vision and expectations; making a difference, influencing change and/or behaviours

4.2 *Evaluate the effectiveness of a specific partnership's outputs drawing on valid and reliable data*

Outputs as defined in measures of success, operational and service level agreements

Valid and reliable data, e.g. customer, staff and stakeholder surveys, current reports from management information systems (MIS), stakeholder feedback, research within the partnership

4.3 *Analyse methods of presenting partnership outputs to interested parties*

Methods of presenting, e.g. written reports, face to face presentation, meetings, telephone conferencing, intranet, internet, dedicated website

5 **Understand how to communicate effectively within a partnership**

5.1 *Analyse methods for effective communication between partners*

Effective communication, e.g. listening and questioning skills, positive body language, appropriate use of language; using appropriate communication mediums and channels; timeliness of communication, meeting deadlines and agreed reporting dates; explaining actions where required

5.2 *Evaluate the communication strategy of a specific partnership*

Communication strategy, e.g. within terms of reference, ground rules; agreed communication channels and reporting lines; agreed communication mediums; agreed timescales on reporting and meetings

5.3 *Evaluate own communication methods and skills as a partnership member*

Own communication methods and skills based on the methods for effective communication between partners and communication strategies already identified

6 **Understand the wider context within which a partnership operates**

6.1 *Evaluate the potential impact of other stakeholders and agencies relating to a specific partnership*

Potential impact, e.g. individual success, moving into new areas of operation, of their future, networking, building new relationships

6.2 *Evaluate the impact of key government policies and initiatives on a specific partnership*

Key government policies and initiatives, e.g. economic growth, education agenda, reforming qualifications, special educational needs, children and young people, climate change, post 16 funding, local authority responsibilities and accountabilities

6.3 *Analyse ways for a partnership to establish and maintain communities of practice*

Establish communities of practice by creating alliances with local organisations, e.g. Business in the Community, chambers of commerce, schools, colleges, HE, businesses, UK Youth Organisation, charities

Maintain communities of practice, e.g. sustainable focus groups, management of current relationships, succession planning for key and future roles, identifying new relationships and alliances beyond the partnership

Essential guidance for tutors

Delivery

This unit will rely heavily on taught sessions and independent research from the learner. The tutor should use as many 'live' examples as possible of partnership working from learners and should encourage the learners to undertake their research using real and current working partnerships where ever possible.

At the beginning of this unit, time should be given by the tutor to establish if any of the learners will be undertaking any roles within a partnership in the context of this unit, or about to be; any experiences can then be shared, discussed and incorporated into the teaching sessions.

Whilst guidance has been given below for each learning outcome, where possible, the tutor should combine learning outcomes in the delivery where there are natural links.

Learning outcome 1

Tutor presentation to explore the purpose and nature of partnership working, leading to group discussion and independent research to be undertaken by the learners outside of the classroom.

Learning outcome 2

The purpose of partnership working is expanded in this learning outcome, to incorporate looking and aims and objectives. The tutor may wish to combine this with learning outcome 1. Alternatively, a further taught session may be given to embed the understanding of aims and objectives in this context.

Learning outcome 3

Tutor facilitation to introduce and set up independent research by learners to explore the structure and management of a partnership using current and live examples of partnership working where possible. Bring whole of group back to the classroom for presentations and group discussion.

Learning outcome 4

Tutor presentation to build on learning outcome 3, incorporating findings from the independent research to discuss how these partnerships measure and report on their outputs.

Learning outcome 5

Following tutor presentation, learners to discuss communication methods, drawing on their own experiences and research undertaken so far.

Learning outcome 6

Tutor presentation to introduce topic of the wider context within which a partnership operates followed by guided, class room research and learner independent research.

Assessment

This unit must be assessed predominantly in the workplace, or conditions resembling the Workplace, where approved. Written and product evidence, witness testimony, questioning and professional discussion are all sources of evidence which can be used. The assessment requirements for Level 5 Certificate in Coaching and Consulting must be followed; please see *Annexe A.*

Assessment needs to be based on carefully selected and well-developed simulated or real-life situations. Learners should be encouraged to use their own organisation's activities as a basis for their evidence where appropriate.

Suggested resources

Textbooks

Amy Cox-Petersen – *Educational Partnerships* (Sage Publications, Inc 2010) ISBN 9781412952123

Barbara C Jentleson - *Better Together: A Model University-Community Partnership for Urban Youth* (Teachers College Press (US) 2011) ISBN 9780807751756

Haxel M Carter - *Creating Effective Community Partnerships for School Improvement: A Guide for School Leaders* (Taylor & Francis Group 2013) ISBN 9780415528955

Jonathan M Tisch, Karl Webe - *The Power of We: Succeeding Through Partnerships* (John Wiley & Sons Inc 2004) ISBN 9780471652823

Stephen Fletcher - *Partnerships for New Teacher Learning: A Guide for Universities and School Districts* (Teachers' College Press (US) 2011) ISBN 9780807751831

Websites

www.bitc.org.uk

www.britishchambers.org.uk

www.gov.uk/government/organisations/department-for-business-innovation-skills

www.gov.uk/policies

www.ukyouth.org

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.Pearson.com).

Useful publications

Related information and publications include:

- Guidance for Centres Offering Pearson/BTEC QCF Accredited Programmes (Pearson, distributed to centres annually)
- Functional skills publications – specifications, tutor support materials and question papers
- Regulatory arrangements for the Qualification and Credit Framework (published by Ofqual) August 2008
- the current Pearson publications catalogue and update catalogue.

Pearson publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Pearson website and in the Pearson publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

● planning for the delivery of a new programme

● planning for assessment and grading

● developing effective assignments

● building your team and teamwork skills

● developing student-centred learning and teaching approaches

● building functional skills into your programme

● building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson team via Customer Services to discuss your training needs.

If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: 0844 463 2535.

The training we provide:

● is active – ideas are developed and applied

● is designed to be supportive and thought provoking

● builds on best practice.

Our training is underpinned by the former LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

Assessment strategy

1 Assessment principles

The following principles apply to the assessment of the qualification:

1.1 The focus of assessment should be on naturally occurring evidence, with emphasis on tangible outcomes where these are available (such things as, the items that have been produced and any supporting drawings, designs or plans).

1.2 The use of work place assessment is the preferred method.

1.3 Simulations may be appropriate for some aspects of the standards (for example, in respect to health and safety for working at height and responding to a fall or emergency).

1.4 External Verification will focus on process, underpinning knowledge and understanding rather than a reinvestigation of individual learner evidence.

1.5 Where learners have particular needs (for example, physical disability or limitations due to circumstances such as being in an offending institution) the evidence requirements may be varied providing that any alternative evidence demonstrates appropriate standards of competence as identified in the unit or specific part of a unit.

2 External quality control

2.1 In relation to Enhanced External Verification:

- Pearson will follow a sampling regime that is consistent with current good practice, as specified by the regulatory authorities, and will ensure that each centre receives a sufficient number of External Verification visits.

- At these visits learner assessment evidence and internal verification practice will be reviewed in respect of specific units within each qualification.

- Pearson will apply a risk rating system in line with Pearson's external verification policy to ensure that each centre's strengths and weaknesses can be identified and to ensure prompt and appropriate action is taken to address any weaknesses, which pose risk to the quality of the system.

2.2 In relation to inter-assessor and inter-centre consistency, Pearson will provide support to centres to ensure that assessors and internal verifiers carry out their responsibilities in a consistent and rigorous fashion. This is likely to involve some or all of the following:

- opportunities for assessors and internal verifiers, both within and across centres to network, question professional practitioners and benchmark their practice in relation to the occupation(s) within which they practice.

- regular contact between Standards Verifiers and professional practitioners to enable them to maintain an accurate and current level of understanding of the standards and best practice in assessment.

- production of centrally devised recording and guidance materials which are accepted as clear, jargon-free and concise and which support the planning and conduct of assessments, the interpretation of evidence and the elicitation of learner knowledge and understanding to a comparable breadth and depth across centres and assessors.
- the production of evidence lists indicating the types of activities and outcomes in each occupational area which could be called upon to provide evidence for a given occupational qualification.

3 Workplace performance requirements and the use of simulation

3.1 Workplace performance evidence should always form the greatest proportion of each learner's evidence, attesting to the fact that for an occupational qualification the learner has demonstrated competence across the full range of performance requirements and that they are able to apply relevant knowledge and skills. Unless otherwise indicated, it is a general principle that evidence from simulations should only be employed under the following circumstances:

- where for the learner to be assessed performing this task in a real working environment could be deemed to pose risks to the learner or others (*for example, what to do in the event of a fall when working at height)*;

or

- where the situation or task to be assessed arises so infrequently that it would be impractical to wait for an opportunity to assess it solely when it occurred for real (*for example, flying performers live)*

or

- where the equipment or other resources needed are not available in the learner's normal workplace.

3.2 Simulations should always be very carefully designed. The aim of simulation is to:

'*provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed'*.

A realistic working environment (for the purpose of simulated work activities) is regarded as one that replicates a real working environment. For example, a college production that operates on a commercial basis (i.e. it has a profit and loss account) is acceptable for technical and production roles, but a college production, which is only performed for the benefit of other students, is not. However, simulated activity may be used within a production setting, for assessment purposes in order to prevent any barriers to achievement.

Where simulation is indicated, it is recommended that it be designed to address the following characteristics:

- the learner is required to use materials, tools and equipment found and used within current workplace environments to carry out the actions being assessed;
- the learner is provided with information, advice and guidance as to the outcomes to be achieved, at a level of detail that would be typical of current workplace contexts;
- the learner is required to carry out actions and responsibilities which would be naturally delegated to someone competent in the occupational area, within current workplace contexts;

- if it would affect the learner's actions and decision-making (*for example, in rigging, lighting or sound roles*), the physical environment in which the simulation occurs should replicate that in which the required action/outcome would occur within a current workplace context; and

- if it would affect the learner's actions and decision-making (*for example, stage management, dressing or hair and makeup roles*), the other people with which the learner is required to interact should behave 'in character' for the role they are playing within the simulation.

Centres are required to advise the Standards Verifier (SV) in advance of their intention to use simulations and the design of the simulation should be approved by the SV prior to use.

4 Occupational competence of line managers, assessors, verifiers and expert witnesses

4.1 Those acting as assessors, internal verifiers and external verifiers will require strong interpersonal and communication skills in addition to their assessment and technical expertise, and will require to undertake appropriate continuing professional development in order to maintain their occupational competence. Assessors, internal and Standards Verifier's experience and competence is likely to be evidenced by:

- possession of appropriate qualifications
- possession of a relevant professional or occupational qualification
- membership of a relevant professional body
- continuing professional development.

Assessors must:

- hold or be working towards an appropriate assessment qualification
- have relevant current or recent past industry experience and competence of the occupational working area at or above the level being assessed. The quality of occupational experience must be sufficient to ensure the credibility of assessment judgements.

Internal Verifiers must:

- hold or be working towards an appropriate verifier qualification
- have relevant current or recent past industry experience and competence in an area related to the occupational working area at or above the level which they are verifying. The quality of occupational experience must be sufficient to ensure the credibility of assessment judgements.

Standards Verifiers must:

- hold an appropriate qualification in verification
- have substantial relevant current or recent past industry experience within the creative and cultural industry. The quality of occupational experience must be sufficient to ensure the credibility of assessment judgements.

Expert witnesses or work based recorders must:

- be independent of the outcome of the assessment
- have a working knowledge of the units on which their testimony is based
- have enough experience and occupational competence to make a valid judgement about competence in the area they will be attesting to.

The role of an expert witness or work-based recorder is to attest to evidence of learners' knowledge, understanding, skills and performance by, for example providing:

- a statement describing how the learner performed; or
- a record of discussions with the learner about their knowledge and understanding.

Annexe B

Wider curriculum mapping

Pearson BTEC Level 5 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds or rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 5 Professional qualifications in Coaching and Consulting (QCF) against the underpinning knowledge of the National Occupational Standards in Coaching and Mentoring.

KEY

\#   indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

NOS / Units	1	2
LSI CM01 Develop and apply ethical practice to coaching and mentoring	#	
LSI CM05 Undertake coaching or mentoring	#	
LSI CM04 Prepare for coaching or mentoring sessions	#	
LSI CM10 Develop coaching and mentoring within organisational strategies	#	
LSIFL12 Communicate and liaise effectively with other agencies or sectors		#
LSIFL05 Build and maintain effective relationships with participants		#

Annexe D

Glossary of accreditation terminology

The following information about this qualification can also be found on the Pearson website.

Accreditation start/end date	The first/last dates that Pearson can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Pearson.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Performance tables	This/these qualifications is/are listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Title	The accredited title of the qualification.
UCAS points	This/these qualification(s) is/are listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

Annexe E

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional Qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	**BTEC Level 7 Professional Qualifications** BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional Qualifications BTEC Professional Award, Certificate and Diploma	6	**BTEC Level 6 Professional Qualifications** BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional Qualifications BTEC Professional Award, Certificate and Diploma	5	**BTEC Level 5 Professional Qualifications** BTEC Level 5 Certificate in Coaching and Consulting (QCF)	**BTEC Level 5 Higher Nationals** BTEC Level 5 HND Diploma
BTEC Level 4 Professional Qualifications BTEC Professional Award, Certificate and Diploma	4	**BTEC Level 4 Professional Qualifications** BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 4 Higher Nationals** BTEC Level 4 HNC Diploma
BTEC Level 3 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	**BTEC Level 3 Specialist Qualifications** BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 3 Nationals** BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**2**	**BTEC Level 2 Specialist Qualifications** BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 2 Firsts** BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**1**	**BTEC Level 1 Specialist Qualifications** BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 1 Qualifications** BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	**BTEC Entry Level Specialist Qualifications** BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	**BTEC Entry Level Qualifications (E3)** BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes

Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits