



What it takes to be an effective Coach Educator

Competence	C	Evidence	Notes with date and initials
<i>Explain how people learn</i>			
Explain how people learn and different learning preferences			
Identify learning principles that increase the likelihood of learning taking place			

Competence	C	Evidence	Notes with date and initials
<i>Plan to assess learners' competence</i>			
Identify activities and opportunities for individual feedback and formative assessment			
Review and assess learning			
Select and use a range of assessment tools			
Create opportunities for discussion and regularly review progress with learners			
Encourage learners to self-reflect and actively seek feedback on their performance			
Give learners feedback on assessment outcomes within agreed timescales			
Record assessment outcomes, negotiate learning programmes and agree actions for each learner			

Competence	C	Evidence	Notes with date and initials
<i>Review a learning programme</i>			
Provide structured opportunities for Learners to provide feedback on the learning programme			
Evaluate the impact of the learning programme on the development of learners' competence			
Use the information to identify ways in which the teaching and learning programme might be improved			

Competence	C	Evidence	Notes with date and initials
------------	---	----------	------------------------------

<i>Evaluate and develop own practice</i>			
Self-reflect, review and evaluate own practice (written evidence)			
Conduct a critical evaluation of their own performance by eliciting, valuing and using feedback from others			
Action plan for and undertake personal development opportunities			

Competence	C	Evidence	Notes with date and initials
<i>Select and use AVAs to enhance presentation</i>			
Select AVAs to enhance message and meet the diverse needs of the audience			
Prepare AVAs for maximum impact			
Use AVAs for maximum impact			
Use AVAs for maximum impact			
<i>Present information</i>			
Use voice in a clear, modulated and varied way			
Use simple and clear words and sentences that are free from jargon and discriminatory language			
Use non-verbal communication to complement the verbal message			
Give session with confidence			
Give session in the time agreed			

Competence	C	Evidence	Notes with date and initials
<i>Establish and maintain a learning environment</i>			
Create and maintain a supportive and safe environment that optimises learning			
Introduce session by sharing outcomes and competences to be gained			
Prepare and maintain an interactive learning environment			
Apply learning principles in delivering sessions			

Competence	C	Evidence	Notes with date and initials
<i>Use a range of delivery methods and styles to facilitate learning</i>			
Select and use presentation and facilitation delivery styles			
Structure classroom opportunities for learners to practise their skills and gain feedback			
Structure practical sessions for coaches to practise their skills and gain feedback (micro-coaching)			
Teach how-2 skills			

Maintain tutor's role			
Use techniques to check that the outcome has been achieved and learning has taken place			

Competence	C	Evidence	Notes with date and initials
<i>Demonstrate a range of delivery skills and interventions</i>			
Manage expectations and agree ground rules			
Set up, manage and review group work			
Use questions to facilitate learning			
Listen and respond to learner's questions and inputs			
Provide constructive feedback to reinforce learning			

Competence	C	Evidence	Notes with date and initials
<i>Demonstrate professional practice</i>			
Adopt and maintain professional behaviour and attitudes towards learners and others			
Challenge inappropriate attitudes, behaviours and discriminatory practice			
Evaluate and develop own practice			
Self-reflect, review and evaluate own practice			

National Assessor Competence / Criteria

Competence	C	Evidence	Notes with date and initials
<i>Plan for the assessment</i>			
Develop and agree assessment plans and methods			

Competence	C	Evidence	Notes with date and initials
<i>Briefing</i>			
Brief the candidate prior to conducting assessments			
Agree fair, safe, valid and reliable assessment methods			
Agree arrangements for viewing candidates progress against the assessment plan			

Competence	C	Evidence	Notes with date and initials
<i>Conduct assessments using a variety of</i>			

<i>methods</i>			
Observe and assess candidates' performance against the agreed criteria			
Assess candidates' knowledge against agreed criteria			

Competence	C	Evidence	Notes with date and initials
<i>Review performance / knowledge and provide feedback</i>			
Use a process to review evidence			
Give candidates feedback at an appropriate time and place			

Competence	C	Evidence	Notes with date and initials
<i>Make assessment decisions</i>			
Make safe, fair, valid and reliable decisions about the competence of candidates using only the agreed methods			
Clearly explain their assessment decision on whether candidate evidence is sufficient			
Speak to the appropriate person if they cannot agree with the candidate on the assessment decision			

Competence	C	Evidence	Notes with date and initials
<i>Agree an action plan</i>			
Identify and agree an action plan to enable candidates to improve or maintain their competence			
Follow the agreed complaints and or appeals procedures if candidates disagree with your assessment decisions			
Make a record of the outcomes of the assessments by using the agreed recording system			
Ensure assessment records are accurate, up to date and can be tracked			