



Assessor - Coach Level 4 Apprenticeship

Entry requirements

Set by employer.

Qualifications

Must have achieved Level 2 maths, English and ICT skills (equivalent to GCSEs 9 to 4 or A* to C), Level 1 in Safeguarding and Level 3 in Assessing prior to completing their apprenticeship.

Duration

Minimum of 15 months.

Progression

May be eligible to progress onto a full teaching role within an education and training provider organisation.

Role

Coaching and assessing vocational learners, usually on a one-to-one basis, in a range of learning environments.

The Assessor-Coach (AC) role has emerged within the Education and Training Sector (ETS), over the last 30 years, originally as a result of the implementation of vocational (competence-based) qualifications (notably NVQs) and formalised work-based education and training.

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 www.maximusuk.co.uk/training  training@maximusuk.co.uk  0116 281 9834

A bit more about the role

The AC is a dual professional, using their up-to-date professional knowledge and skills to support vocational and professional development across the formal ETS as well as in any employer setting, and at any level. They may, for example, coach and assess apprentices, trainees or new recruits (ranging from young entrants, to new CEOs) in the workplace, commensurate with their own level of experience and qualifications, as required by their employer or their sector.

Coaching skills involve complex communication techniques to actively listen, provide feedback and to engage learners in planning their individualised learning programme. These skills are also integral to assessing learners' competence in-relation to work-related/industry standards and life skills.

ACs work cooperatively with other ETS or professionals (such as teachers, human resource professionals and mentors/supervisors in the workplace) in supporting the learner's development of vocational competence and the wider skills that relate to employability and professionalism.

Behaviours

- Inspire, motivate and raise learners' aspirations through their passion for the sector.
- Operate at all times to ethical and legal standards and within professional boundaries.
- Model and encourage mutual respect, displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies.
- Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control.
- Value the importance of maths, English and ICT skills in the learners' future economic and social wellbeing.
- Evaluate and improve their own professional practice in relation to the Professional Standards for Teachers and Educators in the Education and Training Sector.

Knowledge

Procedures for planning coaching and assessment

- Sources of and how to access up-to-date and valid IAG.
- Relevant forms of assessment to identify individual needs.
- How to agree individual programmes that inspire and challenge learners to achieve current work-related knowledge and skills.
- Additional support for learners available through workplace and provider-based colleagues.
- Who has a legitimate need to be kept informed of issues impacting on the learner's wellbeing and progress.

Knowledge

Effective coaching practice

- Strategies for inspiring learners, increasing their resilience in overcoming barriers and obstacles, and in raising concerns.
- Maths and English underpinning vocational skills and how to access additional support.
- Effective practice in giving feedback to guide progress and achievement.
- Ways of supporting the learner's wellbeing.
- Current and emerging technologies that could safely and effectively support learner autonomy and the AC role.
- Administrative procedures for recording, storing and sharing information that is legally compliant.

Effective vocational assessment

- The effective use of active listening, assertiveness and questioning skills to support retention, progress and achievement.
- The quality and safety requirements of assessment and procedures for reporting concerns.

Ways to support quality improvement

- Internal and external quality procedures and the role of peer review.
- Organisational and legislative requirements for reporting concerns about quality and safeguarding.
- How to maintain occupational currency and ways to improve coaching and professional practice.

Skills

Plan coaching and assessment

- Facilitate access to relevant, current information advice and guidance (IAG).
- Apply or reference relevant initial and diagnostic assessment.
- Agree a programme of development and assessment, setting realistic but challenging goals that meet learners' and employers' needs.
- Liaise with employers, colleagues and others to support learners' development.

Skills

Deliver coaching support

- Anticipate and overcome barriers to progress and inspire achievement, ensuring that learning is inclusive and supports diversity.
- Highlight learners' maths and English needs, and signposts to appropriate support.
- Give timely feedback on progress towards mastery of relevant skills and knowledge.
- Provide access to pastoral support and guidance.
- Promote the safe and effective use of digital and mobile technologies to support learners and the AC role.
- Agree and record targets and progress, complying with quality, confidentiality and data protection requirements.

Assess learners

- Use effective listening, assertiveness and questioning to support learners' to engage with their learning plans and with assessment criteria and processes.
- Comply with awarding organisation requirements and local quality and safety guidelines.

Support quality improvement

- Support peer review and quality assurance procedures.
- Report concerns about quality and safeguarding through appropriate channels.
- Maintain the currency of their own knowledge and skills, with reference to workplace practice and feedback from others.

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