

Role / Occupation	Further Education Assessor-Coach (AC)	Duration	Minimum 15 months
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The **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. The **AC** is a *dual professional*, using their up-to-date professional knowledge and skills to support learner's development across the **ETS**, including: work based/independent training provision; further, adult and higher education; offender learning and the voluntary sector.

ACs coach and assess vocational learners, usually on a one-to-one basis, in a range of learning environments. 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 co-operatively with other **ETS** professionals (such as teachers 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.

Within the sector, 'coaching' is seen as a more complex set of interpersonal skills, compared with 'mentoring'. It is more learner-centred, exploring the learner's understanding and needs rather than simply giving advice.

The **AC** apprenticeship requires the development of following professional behaviours, knowledge and skills:

Professional behaviours. The Assessor-Coach will:

- 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 well-being
- Evaluate and improve their own professional practice in relation to the Professional Standards for Teachers and Educators in the Education and Training Sector

The Assessor-Coach will be able to:	The Assessor-Coach will understand:
<p>Plan coaching and assessment</p> <p>S1 facilitate access to relevant, current information advice and guidance (IAG)</p> <p>S2 apply or reference relevant initial and diagnostic assessment</p> <p>S3 agree a programme of development and assessment, setting realistic but challenging goals that meet learners' and employers' needs</p> <p>S4 liaise with employers, colleagues and others to support learners' development</p>	<p>Procedures for planning coaching and assessment</p> <p>K1 sources of and how to access up-to-date and valid IAG</p> <p>K2 relevant forms of assessment to identify individual needs</p> <p>K3 how to agree individual programmes that inspire and challenge learners to achieve current work-related knowledge and skills</p> <p>K4 additional support for learners available through workplace and provider-based colleagues</p>
<p>Deliver coaching support</p> <p>S5 anticipate and overcome barriers to progress and inspire achievement, ensuring that learning is inclusive and supports diversity</p> <p>S6 highlight learners' mathematics and English</p>	<p>Effective coaching practice</p> <p>K5 strategies for inspiring learners, increasing their resilience in overcoming barriers and obstacles, and in raising concerns</p> <p>K6 maths and English underpinning vocational skills</p>

Education and Training Higher Apprenticeship Standard

Level 4

needs, and signposts to appropriate support	and how to access additional support
S7 give timely feedback on progress towards mastery of relevant skills and knowledge	K7 effective practice in giving feedback to guide progress and achievement
S8 provide access to pastoral support and guidance	K8 ways of supporting the learner's well-being
S9 promote the safe and effective use of digital and mobile technologies to support learners and the Assessor-Coach role	K9 current and emerging technologies that could safely and effectively support learner autonomy and the Assessor-Coach role
S10 agree and record targets and progress, complying with quality, confidentiality and data protection requirements	K10 administrative procedures for recording, storing and sharing information that is legally compliant
Assess learners	Effective vocational assessment
S11 use effective listening, assertiveness and questioning to support learners' to engage with their learning plans and with assessment criteria and processes	K11 the effective use of active listening, assertiveness and questioning skills to support retention, progress and achievement
S12 comply with awarding organisation requirements and local quality and safety guidelines	K12 the quality and safety requirements of assessment and procedures for reporting concerns
Support quality improvement	Ways to support quality improvement
S13 support peer review and quality assurance procedures	K13 organisational and awarding body quality procedures and the role of peer review
S14 report concerns about quality and safeguarding through appropriate channels	K14 organisational and legislative requirements for reporting concerns about quality and safeguarding
S15 maintain the currency of their own knowledge and skills, with reference to workplace practice and feedback from others	K15 how to maintain occupational currency and ways to improve coaching and professional practice

Entry Requirements: individual employers may set any entry requirements but these are likely to include:

1. (As a dual-professional) - a qualification, at an appropriate level, and relevant up-to-date experience in the candidate's vocational/subject specialism.
2. Many candidates will already possess a Level 3 qualification in Assessing. Depending on the specific education and training context, employers (and/or awarding organisations) may require candidates without an Assessor qualification, to achieve this prior to completion of their apprenticeship.

Candidates may have achieved maths, English and ICT skills at Level 2 (equivalent to GCSE Grade C, or above) prior to commencing their training. Those that have not must achieve this prior to completion of the apprenticeship.

Candidates may have achieved Level 1 Safeguarding prior to commencing their Apprenticeship. Those that have not must achieve this prior to completion of the apprenticeship.

Qualifications outcomes must include:

- Level 4 Certificate in Education and Training (which includes the principles of assessment)
- Level 3 Coaching

Progression opportunities: the AC may be eligible to progress onto a full teaching role within an education and training provider organisation.

Review The apprenticeship standard should be reviewed, after a maximum of 3 years.