

## MODULE DESCRIPTOR AND LEARNING UNITS

LC – LEARNING COACH PROFILE										
UNITS OF LEARNING OUTCOMES	KEY UNITS	LEVEL		LEARNING HOURS	CREDIT POINTS	GENERIC UNITS	LEVEL		LEARNING HOURS	CREDIT POINTS
		EQF	NQF partners				EQF	NQF		
	1. Learning coach as a change agent	6	6	7	30%	<i>List the generic units for the specific qualification (depending on each NQF, some units of learning outcomes are applicable to more than one professional qualification)</i>				
	2. Coaching models and tools applied to learning context	6	6	18	70%					
LC CURRICULUM		6	6	25	1					

## UNITS OF LEARNING OUTCOMES

GUIDELINE FOR THE DEFINITION OF LEARNING OUTCOMES UNDER QUALIFICATION LEVEL 6							
LEARNING OUTCOMES	KNOWLEDGE		SKILLS		COMPETENCES		
	DEPTH	UNDERSTANDING AND CRITICAL THINKING	BREADTH AND DEPTH	PURPOSE	RESPONSIBILITY		AUTONOMY
					SELF WORK	OTHERS	
	In-depth knowledge of facts, concepts and principles in a specialised field of work or study	Demonstrate a critical understanding of the theories and principles underlying available knowledge	Range of advanced skills	Generate creative solutions and innovate to solve complex and unpredictable problems (design, planning, execution and control, evaluation and innovation)	Manage complex technical or professional activities or projects; take responsibility for decision-making	Take responsibility for individual and collective professional development	On a sliding scale from less to more

<b>UNIT 1: LEARNING COACH IN ACTION</b>			
To create a culture for continuous improvement of teaching/training and learning practices, facilitating job-embedded and ongoing professional development of teachers/trainers			
	<b>KNOWLEDGE</b> <i>(Be able to...)</i>	<b>SKILLS</b> <i>(Be able to...)</i>	<b>COMPETENCES</b> <i>(Be able to...)</i>
<b>LEARNING OUTCOMES</b>	<b>K 1.1</b> Have a depth apprehension of the organisational approaches and resources across subject areas	<b>S 1.2</b> Contribute actively to organisational plans and provide strategies to meet the targeted goals for learning success	<b>C 1.2</b> Implement the organisational practices accordingly and implement improvement actions
	<b>K 1.2</b> Have a specialised knowledge about the role of a LC	<b>S 1.2.1</b> Explain detailed the role of a LC with regard to her/his scope of action  <b>S 1.2.2</b> Engage confidently in and successfully facilitate professional learning, learner engagement and creating positive and supportive learning environments.	<b>C 1.2.1</b> Communicate effectively with different stakeholders, internally and externally  <b>C.1.2.2</b> Help facilitate change and drive the capacity building and teamwork
	<b>K 1.3</b> Have a detailed knowledge and understanding about inclusive education and emerging trends and practices.	<b>S 1.3.1</b> Seek solutions to build the capacity of organisation and its teachers/trainers for creating and sustaining inclusive educational environments that meet diverse learning needs of all learners  <b>S 1.3.2</b> Identify needs, barriers and opportunities among teachers/trainers and learners and design learning experiences that are accessible, effective and engaging	<b>C 1.3.1</b> Build positive relationships and work collaboratively, along with the learning/teaching support team  <b>C 1.3.2</b> Have insights into the dynamics of learning environment through the promotion of reflective conversations

<b>UNIT 2: COACHING MODELS AND TOOLS APPLIED TO LEARNING CONTEXT</b>			
<b>To improve the standards in teaching/training and learning, providing support to teachers/trainers to strengthen inclusive and professional practices</b>			
	<b>KNOWLEDGE</b> <i>(Be able to...)</i>	<b>SKILLS</b> <i>(Be able to...)</i>	<b>COMPETENCES</b> <i>(Be able to...)</i>
<b>LEARNING OUTCOMES</b>	<b>K 2.1</b> Have profound knowledge about personal and interpersonal qualities required to be a successful LC	<b>S 2.1.1</b> Show a range of personal skills, namely self-management, open mind and responsibility  <b>S 2.1.2</b> Show strong interpersonal skills, including empathic, relational, communicational, motivational, supportive	<b>C 2.1.1</b> Express self-motivation and confidence without negatively affecting others  <b>S 2.1.2</b> Promote open and trusting relationships with others
	<b>K 2.2</b> Explain the key phases that occur in the development of a coaching relationship	<b>S 2.1</b> Explore the four key phases that occur in the development of a coaching relationship and a sustainable, ongoing coaching process, namely creating a springboard, facilitating planning, providing a sustainable relationship and closure	<b>S 2.1</b> Establish a coaching relationship that is creative, dynamic, productive, of value and meaningful
	<b>K 2.3</b> Demonstrate a critical understanding of the different coaching models and tools	<b>S 2.3.1</b> Identify and analyse different coaching models, understanding what works and adapting them according to specific context and own experience  <b>S 2.3.2</b> Identify and analyse different coaching tools and develop the own toolkit	<b>S 2.3.1</b> Comprehend multiple perspectives and apply different coaching approaches in a variety of contexts  <b>S 2.3.2</b> Have an analytical attitude and be flexible in the use of the toolkit, providing personalised coachee-centred support
	<b>K 2.4</b> Have a deep knowledge about coaching programme implementation	<b>S 2.4</b> Design and implement different coaching programmes in line with different organisational/individuals goals, learning contexts and coaches	<b>C 2.4.1</b> Link explicitly the coaching programme with other professional development and systemic improvement initiatives  <b>C 2.4.2</b> Promote and motivate sharing of good practices and implementation of innovative practices