

# **OUTSTANDING TEACHING, LEARNING AND ASSESSMENT TECHNICAL SKILLS NATIONAL PROGRAMME**

**The Coaching Programme  
Created by London South East Colleges**

Managed by



In partnership with

**emfec**

## Introduction

Central to the Outstanding Teaching, Learning and Assessment (OTLA) Technical Skills Programme is the aim of working towards outstanding provision for learners on technical routes. A fundamental component of the 'Professional Excellence in Hospitality' project was the successful implementation of a bespoke coaching programme that raised the standards of teaching, learning and assessment across all areas of the learner journey.

The coaching programme was created with the following primary goals;

- 1) Delivering excellence in all areas of the learner experience, progress, achievement and destination.
- 2) To provide a highly effective professional development system to help teachers, trainers and employers to improve the quality of their practice.

The coaching programme implementation plan focused on three strands: supporting employers, supporting students and supporting teachers. Each strand of the programme was adapted to meet the needs of the individual, and the number of coaching sessions provided varied depending upon need (usually between 2-6 sessions).

## The Coaching Model

The GROW model of coaching is a simple, yet effective strategy in which the coach acts as the facilitator of the 'powerful learning conversations'. Designed by Sir John Whitmore, the coaching model framework is used to structure powerful learning conversations into four key stages;

- 1) Goal
- 2) Reality
- 3) Options
- 4) Will.



**Fig. 1 The GROW Coaching Model**

During these powerful learning conversations, the coach encourages the coachee to identify the most appropriate solutions and pathways to choose on their learning journey, rather than offering the coachee direction or advice. By following these four stages the GROW model promotes reflection and it encourages the individual to develop the skill of self-evaluation, which was demonstrated across all coaching groups within this project.

## Supporting Employers

The bespoke coaching programme was put in place to better prepare hospitality employees prior to delivering a masterclass or receiving a learner on a work placement. The creation of the 'Career Advantage Coach' role was essential to the delivery of the coaching programme with employers, and this role successfully glued the 360° learning model together.

Intensive one-to-one coaching sessions took place on the fundamentals of teaching and learning in Further Education. Coaching sessions were well supported by the use of the employer toolkit, created as an output of this project in collaboration with employers. Coaching sessions also focused on upskilling employers on the content of the curriculum, how work placements can be better mapped to the requirements of the qualification, and how to deliver meaningful masterclasses. The coaching programme also provided employers with effective strategies for working with learners with additional learning support needs and learners from disadvantaged backgrounds.

Feedback obtained from employers regarding the usefulness of the coaching sessions was very positive. Employers reported having a much greater understanding of session planning taking different teaching and learning strategies into consideration. This enabled masterclasses to become far more student-centred and learners became actively engaged in their learning. Some employers expressed a keen interest in undertaking a formal teaching qualification as a result of the project, because of the interest and curiosity it had sparked in advancing learning and development within the hospitality industry.

## Supporting Learners

The coaching model was extended to learners prior to, and during, their work placements. This ensured that learners were able to set realistic expectations for their work experience opportunities and it enabled learners to be fully prepared for this employability training opportunity. The Careers Advantage Coach met with all learners whilst they were at the place of employment and powerful learning conversations took place in which learners set clear goals and discussed their progress towards these. Learners considered the opportunities available to them and then identified the best way forward. This enabled learners to overcome any barriers to learning and helped to focus and develop their behaviours, confidence and technical skills development.

As the project progressed, learners were more curious to learn, and they thrived in developing their knowledge and understanding of different dishes, recipes and food preparation techniques. This had a notable impact on improving learning and equipped learners well for progressing to their next steps.

## Supporting Teachers

The coaching programme was implemented with the hospitality teachers/trainers via coaches from within the Teaching Skills Academy. During the early stages of the project, teachers undertook a self-assessment of their strengths and areas of practice they wished to be developed against the Education and Training Foundation professional standards<sup>1</sup>. Powerful learning conversations enabled teachers to decide upon a focus for development on their journey to becoming outstanding. Developmental observations were undertaken by trained observers and these were followed by further powerful learning conversations which utilised the GROW model coaching framework.

Greater reflection and self-assessment by teachers had a notable impact on learning, and this was evidenced by an increase in the average rank recorded within the Education and Training Foundation self-assessment survey<sup>2</sup> (+0.8 average rank). The Teaching Skills Academy coaching programme has given teachers a clear focus to develop areas of learning, behaviour and technical skills. Powerful learning conversations have led to an increase in the teachers' own powers of observation, promoting reflection and the development of self-evaluation skills.

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<sup>1</sup> <http://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/>

<sup>2</sup> <https://set.et-foundation.co.uk/digital-assets/self-assessment/>


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**Teaching Skills Academy Manager, Lola Olutimehin, states:** *"One of the key things that came out of the bespoke coaching programme for hospitality teachers was the increased ability of staff to self-reflect. It made teachers give greater consideration to their teaching practice, what they were doing, why they were doing it, and what impact this had on teaching and learning. Previously, at times teachers found themselves doing the same thing over and over again, and not taking the time to reflect why it was not effective. The coaching programme gave teachers the opportunity to actively reflect and therefore identify gaps in their practice and adopt new strategies to develop and improve teaching, learning and assessment towards outstanding. Teachers particularly liked the opportunity to plan, do, observe and reflect."*

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For further information on the Excellence in Hospitality Project please contact Tracey Davis, Project Lead, via email [tracey.davis@lsec.ac.uk](mailto:tracey.davis@lsec.ac.uk)

## Coaching Log Template



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**Coaching Programme: Development Plan**

Coachee:	Coach:
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GOAL (What do you want to achieve?)	REALITY (Where are you now?)	OPTIONS (What options are available?)	WILL (What will you do?)

Signature (Coachee):	Signature (Coach):
Date:	Date:

Page 1/3




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**Plan, Do and Review Log**

Session				To be completed by Coach	To be completed by Coachee	
				What was covered within this coaching session <i>(Referenced against goals/areas for development?)</i>	Planning <i>(What will you do?)</i>	Reflection <i>(What did you do?) (What difference did it make?)</i>
Date	Time from-to	No. of hours or partial hours				
1						
2						
3						
4						
5						
6						

Page 2/3

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Professional Development Summary

Additional comments (coach)

Additional comments (coachee)

Signature (Coachee):  
Date:

Signature (Coach):  
Date: