

A guide for managers, participants and facilitators



Part 1: Understanding the Teaching and Learning Coach (Advanced Certificate) programme

Building on success – background and context

Since 2003, the Learning and Skills Improvement Service's (LSIS') Teaching and Learning Programme has developed a powerful model for continuous improvement in teaching and learning across the learning and skills sector. This model is based on peer coaching approaches, which evidence shows are highly successful and which are widely recognised and respected by both practitioners and national bodies, including Ofsted.

Central to this peer model has been the development of communities of practice: teachers, tutors, trainers and managers who have acquired the expertise, qualities and skills to support the ongoing improvement of teaching and learning practice. Over time, they have learned how to influence and implement positive change in their curriculum areas, across teams and across their organisations or partnerships, and become powerful 'change agents'.

The Teaching and Learning Programme has supported the development of 'change agents' in the roles of Subject Learning Coach (SLC), E-Guide and Professional Development Adviser (PDA) in organisations across the sector. In addition, over 100 practitioners have successfully undertaken advanced programmes to become Advanced Learning Coaches, E-Guides or PDAs with many more currently working towards advanced status.

In your organisation you may have practitioners fulfilling some or all of these roles. Other practitioners fulfilling a 'change agent' role within your organisation might include, for example, teacher educators, Advanced Practitioners, Advanced Skills Teachers and Skills for Life Champions.

Part 2: Getting started

- As a manager – recruiting, supporting and monitoring the work of Advanced Teaching and Learning Coaches
- As an individual – becoming an Advanced Teaching and Learning Coach
- As a facilitator – delivering to a group of potential Advanced Teaching and Learning Coaches

Since the launch of the first of its professional training programmes in 2003 LSIS has continually developed the resources and model of delivery to ensure the programmes remain relevant and

accessible. Patterns of delivery and attendance have become more flexible with self-directed learning taking on a more prominent role. The long term aim has been to move towards a sustainable professional development model that providers can deliver independently or in partnership with each other.

The Teaching and Learning Coach (Advanced Certificate) programme is therefore designed to support you in developing your organisation's own Advanced Teaching and Learning Coaches and building a sustainable team of Teaching and Learning Coaches who can act as 'change agents' to help you meet your strategic goals. The modular approach allows you to use the resources flexibly to suit your organisation's particular needs.

*** A note on terminology**

The terms Advanced Teaching and Learning Coach and Teaching and Learning Coach replace terminology previously used within the LSIS Teaching and Learning Programme (TLP).

	TLP terminology
Advanced Teaching and Learning Coach	<ul style="list-style-type: none">• Advanced Learning Coach (ALC)• Advanced E-Guide• Advanced Professional Development Adviser (APDA)
Teaching and Learning Coach	<ul style="list-style-type: none">• Subject Learning Coach (SLC)• E-Guide• Professional Development Adviser (PDA)

What is an Advanced Teaching and Learning Coach?

Advanced Teaching and Learning Coaches work strategically within their organisation to bring about improvements in teaching and learning. They work with managers to identify strategic priorities that are used to inform the focus and direction of their work which will often include specific projects in targeted curriculum areas or with designated teams to develop particular aspects of teaching and learning. It is up to individual organisations to decide how they allocate the role and to devise a detailed job description for their Advanced Teaching and Learning Coaches.

Advanced Teaching and Learning Coaches work with Teaching and Learning Coaches, supporting and shaping their work and evaluating its impact. An important aspect of the role is the recruitment, training and development of new Teaching and Learning Coaches. Attributes and skills that underpin the work of all Teaching and Learning Coaches, whether they have undertaken advanced training or not, include:

- a positive belief that they can make a difference
- influencing skills to bring colleagues 'on board'
- a commitment to coaching approaches and non-directive interventions.

In your organisation there may already be practitioners in some of the advanced roles shown above (ALC, Advanced E-Guide, APDA). Depending on their training route a number will have

additional expertise in particular areas such as the use of technology and the focus of their work will probably reflect this.

The modules that make up the Advanced Certificate explicitly address the skills embodied in the training for all three of the earlier roles: ALC, Advanced E-Guide and APDA. This will provide future cohorts of Advanced Teaching and Learning Coaches with a broader skills base to support their role.

Overview of the Advanced Certificate modules

The Teaching and Learning Coach (Advanced Certificate) programme includes ‘**core modules**’ covering a set of skills and knowledge which are seen to be essential by experienced practitioners currently working in an Advanced Teaching and Learning Coach role.

In addition, there is one ‘**elective module**’ addressing some STEM teaching and learning priorities. Elective modules are designed to enable Advanced Teaching and Learning Coaches to extend or deepen their expertise and spheres of knowledge and will be added to as the programme is developed further. We expect that, over time, the sector will want to develop and share new elective modules to support specific themes, specialisms and priorities.

The modules are not new. They draw on existing tried and tested approaches; materials have been re-organised and adapted to support a modular approach and to enable flexible delivery.

Before embarking on the core modules outlined below there is important preparatory work that participants need to undertake in conjunction with their managers. This is set out in Part 2 of this booklet.

CORE modules

Module title	Overview
Module 1: Supporting whole organisational improvement in teaching and learning	This module explores the focus of the work that Advanced Teaching and Learning Coaches will undertake. It also highlights the importance of aligning their role to the wider quality improvement agenda within their organisation or across the partnership they are supporting.
Module 2: Enhancing coaching skills and applying techniques	This module will help participants reflect on and enhance their skills in facilitating and supporting Teaching and Learning Coaches with a particular emphasis on coaching. The module also introduces a specific conversational technique called motivational dialogue, including the wider application of the approach and how it could contribute to organisational quality improvement.
Module 3: Designing and implementing a Professional Training Programme for Teaching and Learning Coaches	This module explores some of the operational details that Advanced Teaching and Learning Coaches will need to put in place in order to recruit, train and support a cohort of Teaching and Learning Coaches. It also provides guidance on some key tools that Advanced Teaching and Learning Coaches can draw on to support them in their day-to-day work.
Module 4: Using technology to support and enhance the	This module provides some practical ideas about how digital technology can be used to enhance the work of an Advanced Teaching and Learning Coach. It also explores

Teaching and Learning Coach role	how Advanced Teaching and Learning Coaches can use digital technology to support the professional development of the Teaching and Learning Coaches that they will train in order to improve the quality of teaching and learning.
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ELECTIVE module

Module title	Overview
Module 5: Supporting improvements in teaching and learning within STEM	This module is designed to help participants understand some issues associated with teaching and learning in STEM in their role as an Advanced Teaching and Learning Coach. It is suitable for those with or without a STEM background and will help participants to engage more effectively on STEM issues with managers at senior and middle levels. It will also enhance their ability to support non-STEM practitioners in incorporating some STEM topics within their own subject areas.

How does the programme work?

The Advanced Certificate programme is designed to enable practitioners with a range of experience and backgrounds to access the full programme or selected modules according to their needs.

Practitioners in your organisation might include:

- existing Advanced Teaching and Learning Coaches who have already completed advanced modules through one of LSIS' previous programmes and wish to enhance their role further or refresh their skills in specific areas;
- colleagues wishing to become Advanced Teaching and Learning Coaches – normally existing Teaching and Learning Coaches who have already completed training as a Subject Learning Coach, E-Guide or Professional Development Adviser. However, this may include practitioners with relevant experience and skills gained through other training routes or in the course of their work; or
- other colleagues in similar or related roles who may want to broaden their expertise by taking particular modules.

The modules do not necessarily need to be delivered in the order shown above. However, for participants undertaking the full programme we recommend starting with Module 1 as this establishes the strategic nature of the Advanced Teaching and Learning Coach role. Whatever route you decide to use, you will need to consider carefully how best to shape, target and deliver the programme to meet your organisation's strategic goals and priorities.

Targeting the programme

The table below suggests how practitioners in different roles might use the programme. It acknowledges that some will want to achieve full recognition as an Advanced Teaching and Learning Coach while others may want to select specific modules to further develop particular areas of expertise or explore new areas and broaden their skill base.

Current position	Use the programme to ...
<p>Existing Advanced Teaching and Learning Coaches (through training as ALC, Advanced E-Guide or APDA)</p>	<ul style="list-style-type: none"> • plan, facilitate and support the training of new Teaching and Learning Coaches internally, locally or regionally using face-to-face and/or online delivery • develop own skills in a new area of specialism, for example to learn more about coaching (Module 2), to understand how to use technology as a change tool (Module 4) • 'pick and mix' modules and tailor training to specific needs within the organisation or across a partnership
<p>Existing Teaching and Learning Coaches (through training as SLC, E-Guide or PDA)</p>	<ul style="list-style-type: none"> • become an Advanced Teaching and Learning Coach (fully or partially changed) through either self-directed learning or facilitated delivery • develop own skills in a new area of specialism not included in their original training, for example, learn more about supporting STEM (Module 5), learn more about using technology to support teaching and learning (Module 4)
<p>Teachers and managers with existing relevant skills and expertise, for example Advanced Skills Teachers, Advanced Practitioners, teacher educators, CPD managers</p> <p>Other individuals with a key role in managing and supporting change, for example curriculum leaders such as organisational STEM leads, technology managers</p>	<ul style="list-style-type: none"> • become an Advanced Teaching and Learning Coach (fully or partially certified) through either self-directed learning or facilitated delivery • develop own skills in particular areas • deliver or contribute to training of new Teaching and Learning Coaches internally, locally or regionally using face-to-face and/or online delivery • 'pick and mix' modules and tailor training to specific needs within the organisation or across a partnership

Delivering the programme

The modular structure and range of supporting resources enable the programme to be delivered to suit different circumstances and contexts.

While most Advanced Teaching and Learning Coaches will be working within a single provider, some will be working in a larger organisation which contains a wider offer across the learning and skills sector and a mix of learning contexts. In this case, their work may include a responsibility to a joint management structure which will need to endorse their role.

If yours is a large organisation or part of a partnership you may have significant numbers of participants undertaking the Teaching and Learning Coach (Advanced Certificate) programme.

Think about how they might work collaboratively to enhance their experience and the outcomes for your organisation/partnership. For example, in Module 3 participants are required to design and deliver a training programme for Teaching and Learning Coaches. They could work as a team to share ideas and expertise then allocate responsibility for developing and/or delivering specific components.

If there is currently no individual within your organisation with the advanced training, skills and experience needed to deliver the Advanced Certificate programme you may wish to consult one of the LSIS regional Teaching and Learning Hubs in the first instance. Details of these can be found on the Excellence Gateway.

Delivery models will also vary according to circumstances. The person(s) responsible for structuring the programme will need to decide which aspects of the programme to deliver through facilitated group sessions and which through self-directed learning. This will depend on various factors including:

- the number of participants on the programme;
- their existing skills, choice of modules and individual needs;
- the practicality of timetabling facilitated sessions, particularly across a partnership.

If yours is a small organisation training just one or two Advanced Teaching and Learning Coaches, it may not be cost-effective to facilitate face-to-face sessions. Participants will probably undertake many of the module activities through self directed learning, with tutorial support available to draw on as needed.

Time needed to complete the programme

This will depend on the prior knowledge of participants undertaking the programme and on the model of delivery. If you opt for facilitated delivery you should find that each module can be completed within a half day session although preparation, development of further skills and application of the learning will require additional time. For some of the modules it may be more appropriate to allow participants time between clusters of activities for further exploration, planning and reflection.

The length of time needed to complete the whole programme will also depend on how you organise some of the activities. As already mentioned, to complete Module 3 successfully participants have to design and deliver a training programme for Teaching and Learning Coaches. They may choose to deliver this programme intensively in a short period or to spread the activities over a longer timescale.

Support materials and how to access these

The modules

Each module is supported by:

- Guidance Notes which include a module overview, learning activities, supporting resources and handouts and a summary of the evidence requirements for that module
- Facilitator Notes providing further guidance for facilitators who are working with groups and delivering aspects of the programme face to face
- PowerPoint slide presentations to support facilitated sessions.

Resources can be downloaded from the LSIS [Advanced Teaching and Learning Coach](#) web area.

You will need the following technical support to gain full access to the resources:

- Internet Explorer 8 or above, or equivalent
- Headphones/microphone
- Software to listen/watch to audio/video files e.g. Real Player, Quicktime, Windows Media Player.

Peer and community networks

The LSIS regional Teaching and Learning Hubs develop and manage peer and community networks where facilitators and participants can share ideas and resources. Many of these can be found on the Excellence Gateway and are free to join. You will need to be registered with the Excellence Gateway to join in the debates.

Proformas

Downloadable pro formas and guidance notes to support facilitators and participants are included in the appendix to this booklet.

Planning and tracking

Your organisation may wish to use [Cascader](#) to support the planning and tracking of your training programme. [Cascader](#) is an online practical toolkit designed to support the planning of CPD, the issuing of certificates, and the capture of organisation-wide information on CPD and training.

Cascader provides:

- facilitators who are responsible for delivering the programme with a tool to organise, record and generate certificates and information
- CPD and training managers with an overview of CPD delivery associated with their areas of responsibility
- organisational leads with an overview of CPD delivered in their organisation, including evaluations.

For practitioners attending a CPD activity, Cascader provides:

- an invitation to the activity by email
- information about the CPD activity
- CPD activity evaluation proforma
- CPD activity attendance/completion certificate which can be saved or printed.

For further insights watch the [YouTube video clip](#) introducing Cascader.

Successful completion and recognition

To become a fully certificated Advanced Teaching and Learning Coach participants are required to complete **all four core modules** (and, in addition, the elective STEM module if they want to become a STEM Advanced Teaching and Learning Coach). The guidance for each module sets out clearly the evidence requirements for that module.

In addition, there is important preparatory work that participants will need to undertake in conjunction with their manager to determine the focus of their work and ensure it meets one or more of their organisation's strategic objectives. The preparatory activities are outlined in Part 2 of this booklet, together with the associated evidence requirements.

Whether participants intend to complete all or some of the modules they will need to produce a portfolio containing the following items:

- an action plan
- a reflective log
- the evidence requirements for specific modules
- additional records and notes that they choose to include.

Further guidance for participants on completing these documents is provided in Appendix A and there is a summary of the evidence requirements for preparatory work and for each of the five modules in Appendix D.

There is no specified format for the action plan and reflective log. Sample downloadable pro formas are provided in Appendix B and C but participants may prefer to use those already adopted by their organisation or partnership.

Participants may also choose how to present their portfolio and whether to use a paper-based or electronic version, which could be as simple as a series of linked documents or something more sophisticated using e-portfolio software such as Mahara or PebblePad.

Quality assurance and moderation of portfolios

There are two levels of quality assurance for the assessment of participants' work:

- peer moderation of their assessed work by another Advanced Teaching and Learning Coach from within or external to your organisation (the person leading the delivery of the programme within the organisation will be responsible for putting this in place)
- an external validation process at the end of the programme (further details will be available through your LSIS regional Teaching and Learning Hub).

In addition there will be regular opportunities for Advanced Teaching and Learning Coaches who are delivering the programme to discuss samples of their participants' assessed work at regional 'surgeries'.

How will completion of the programme be recognised?

To record and recognise the outcomes of training there are two options:

- a printed training record of the modules undertaken using **Cascader** or other software already adopted by your organisation. (Participants will be able to use this record to contribute to their overall professional development)
- formal certification.

If participants want to produce a record of the modules they have completed, regardless of whether they are aiming for formal certification, Cascader can be used to issue certificates. Cascader is primarily for recording purposes and does not formally recognise or accredit modules.

LSIS has developed a formal recognition scheme that will offer certification for those who successfully complete all or selected parts of the programme. An outline of the available routes is set out below.

Modules					Certificate
1	2	3	4	5	
x	x				Teaching and Learning Coach (Advanced Certificate) Stage 1
x	x	x			Teaching and Learning Coach (Advanced Certificate) Stage 2
x	x	x	x		Teaching and Learning Coach (Advanced Certificate)
x	x			x	Teaching and Learning Coach (Advanced Certificate) (STEM) Stage 1
x	x	x		x	Teaching and Learning Coach (Advanced Certificate) (STEM) Stage 2
x	x	x	x	x	Teaching and Learning Coach (Advanced Certificate) (STEM)

Module titles

- 1) Supporting whole organisational improvements in teaching and learning
- 2) Enhancing coaching skills and applying techniques
- 3) Designing and implementing a Professional Training Programme for Teaching and Learning Coaches
- 4) Using technology to support and enhance the Teaching and Learning Coach role
- 5) Supporting improvements in Teaching and Learning within STEM

Notes on module combinations

Modules 1 and 2 are common to all types of certification. Module 1 enables participants to gain the skills and insights they need to take on a strategic role in their organisation. Module 2 enables participants to develop further the coaching skills that lie at the heart of the Advanced Certificate programme.

Those wanting to plan and deliver Teaching and Learning Coach training will need to complete Module 3 and therefore gain at least Stage 2 certification. Where that training focuses on using technology (based on existing E-Guide and PDA training resources) they will need to complete Module 4 or already have significant experience in this area.

Further information on formal certification is available on the LSIS [Advanced Teaching and Learning Coach](#) Moodle.

Part 2: Getting started

Part 1 of this booklet will already have prompted you to consider the benefits of training individuals for the role of Advanced Teaching and Learning Coach. Part 2 addresses the operational issues and sets out:

- things you need to consider or carry out if you are a manager responsible for recruiting, supporting and monitoring the work of Advanced Teaching and Learning Coaches
- essential preparatory tasks you need to undertake if you are planning to train as an Advanced Teaching and Learning Coach

- things you need to consider or carry out if you are responsible for delivering the Advanced Certificate programme and supporting participants.

Whichever your role, it is important that you are thoroughly familiar with the content and structure of the Teaching and Learning Coach (Advanced Certificate) programme. You will already have gained an overview from Part 1 of this booklet but will need to access the individual modules from the LSIS [Advanced Teaching and Learning Coach](#) Moodle and explore them in more depth.

As a manager – recruiting, supporting and monitoring the work of Advanced Teaching and Learning Coaches

Programme delivery

If you are planning to deliver the Teaching and Learning Coach (Advanced Certificate) programme within your organisation or across a partnership you will need to identify an individual or team (with a lead member) who will be responsible for planning, delivering and supporting the programme.

To get started, you might want to check which staff in your organisation are already qualified and working as Advanced Teaching and Learning Coaches and could take on this lead role. What training have they already undertaken (this might be through LSIS' Advanced Learning Coach, Advanced E-Guide or Advanced PDA programme) and what are their particular areas of skill and expertise? Are there other practitioners who can contribute, for example advanced practitioners or teacher educators?

If there is currently no individual within your organisation with the advanced training, skills and experience needed to deliver the Advanced Certificate programme you may wish to consult one of the LSIS regional Teaching and Learning Hubs in the first instance. Details of these can be found on the Excellence Gateway.

Identifying programme participants

Once you have decided your preferred delivery method you will need to identify those individuals you want to train as Advanced Teaching and Learning Coaches. These will normally be practitioners who have already trained as Teaching and Learning Coaches through completing LSIS' professional training programme for Subject Learning Coaches, E-Guides or Professional Development Advisers but you may have other colleagues who have acquired the necessary skills and experience through other routes.

Reflect on the possible roles of Advanced Teaching and Learning Coaches:

- What are your organisation's strategic priorities for improving teaching and learning?
- What role will you expect your Advanced Teaching and Learning Coach(es) to undertake

Additional useful resources

To gain a wider perspective on how to use your Advanced Teaching and Learning Coaches and Teaching and Learning Coaches more effectively, you might find it helpful to refer to [LSIS' Resources for leaders and managers](#) and work through some of the strategic issues in the activity [Talking strategy](#).

To find out more about the benefits of a whole organisation approach to collaborative CPD and how it can support the change process, look at LSIS' [Supporting your CPD](#) where you will find ideas and guidance for organisations, teams and individuals.

Focusing the work of your Advanced Teaching and Learning Coaches

As your prospective Advanced Teaching and Learning Coaches prepare to start Module 1 of the programme, you will need to meet with them to:

- clarify the requirements of the role
- identify together the organisational priorities that will form the focus of their work
- plan to provide on-going support as they work through the programme modules
- plan to review and evaluate the progress and impact of their action plan.

This preparatory work is an essential part of the training programme for participants who will need to produce evidence that they have completed the above, including a draft action plan. As their manager, you will need to endorse their action plan and provide evidence of this endorsement, perhaps by 'signing off' their plan.

As an individual – becoming an Advanced Teaching and Learning Coach

The Advanced Teaching and Learning Coach role has important similarities and differences to your existing role as a Teaching and Learning Coach. Both are demanding and require a high level of interpersonal skills, strong knowledge of pedagogy and the ability to support and coach colleagues professionally and sensitively.

In your current role you are likely to be working with individuals and small teams and contributing to cross-organisation CPD. As an Advanced Teaching and Learning Coach you will work at a strategic level and contribute actively to the organisation's wider change process. Depending on the route you have taken to become a Teaching and Learning Coach (through the SLC, E-Guide or PDA training) you will have developed skills in particular areas but may have gaps or feel less confident in other areas.

To become an Advanced Teaching and Learning Coach, you will need to be able to:

- participate actively in the implementation of your organisation's development plans
- think strategically and plan how to meet organisational objectives through your role
- communicate effectively with colleagues at senior management level
- recruit, train and provide on-going support for new Teaching and Learning Coaches
- evaluate your own and others' effectiveness in meeting objectives.

To become a fully recognised Advanced Teaching and Learning Coach you are required to complete all four core modules as set out in Part 1 of this booklet (and, in addition, the elective STEM module if you want to become a STEM Advanced Teaching and Learning Coach). Download the modules and accompanying resources from the LSIS [Advanced Teaching and Learning Coaches](#)

[Learning Coach](#) area on the LSIS Moodle learning environment to gain further insight into what each module involves.

It may be that, rather than undertaking the whole programme, you want to complete selected modules to help you with particular aspects of your current role. Whichever path you take you will need to undertake the preparatory tasks below.

You will already have seen in Part 1 of this document details of what participants have to produce to demonstrate they have completed the programme successfully. A summary of this information, together with further guidance, can be found in Appendix A.

Gain the support and endorsement of manager(s) who will oversee your work

Before starting, you will need to meet with your manager(s) to:

- clarify your role, remit and responsibilities as an Advanced Teaching and Learning Coach within your organisation or partnership. In some organisations, management may recruit individuals to fill this role; in others, individuals may make the case for their own selection. In the latter case, you may need to put forward a case to justify the role of Advanced Teaching and Learning Coach;
- consider whether you will undertake the training modules by self-directed learning or as a member of a facilitated group (this will depend to some extent on how the programme is delivered within your organisation);
- identify your training and support needs; explore any associated resource implications;
- consider which specific strategic organisational objectives will form the focus of the action plan you have to prepare as part of the training; and
- agree any specific outcomes for your role.

Record the outcomes of your conversation in your reflective log and consider what this means for your role and your own professional development. You will need the outcomes to help you draw up a draft action plan.

After completing Module 1 you will need to meet your manager(s) a second time to consider any revisions to your action plan so confirm a date in advance.

Locate and review your organisation's key strategic and operational documents

These might include the organisation's:

- annual self-assessment report
- teaching and learning strategy
- ILT or e-learning strategy
- employer engagement strategy
- staff development plan
- equality and diversity strategy.

In discussion with your manager(s), consider which key priority targets will form the focus of your action plan and how you might begin to address them.

Locate your team of existing Teaching and Learning Coaches and potential allies

An essential aspect of the Advanced Teaching and Learning Coach role is building an effective team of Teaching and Learning Coaches. Consider the following questions.

- Where in the organisation are there already Teaching and Learning Coaches in place?
- Who are they?
- What skills do they already have?
- Which skills need developing? For example, is there sufficient technological expertise in the team?
- Are there specific roles for which you need to train people?
- How can you enable Teaching and Learning Coaches with different skills and experience to collaborate and to pool their expertise as a team? What could be the gains?
- Which other potential allies can you identify? For example:
 - teacher educators
 - mentors
 - Advanced Practitioners
 - Advanced Skills Teachers
 - Managers who have been involved in LSIS' leadership programmes.
- How can they support you?

Draft action plan

Begin to prioritise the focus of your work and create a draft action plan. You will refine and enhance your action plan when you start your first module but you will need to work with a draft plan agreed by your manager(s). There is no prescribed format for your action plan or reflective log. You can use the pro formas provided in Appendix B and C or those already in use in your organisation or partnership. Both pro formas are accompanied by some prompts that may help you as you prepare your plan and when you reflect on your learning.

Register and log on to LSIS' Moodle learning environment and the Excellence Gateway

Details of all the modules and the accompanying resources you will need to access are located on the [Advanced Teaching and Learning Coach](#) area of LSIS' Moodle learning environment. The Excellence Gateway also contains many resources to support the Advanced Certificate programme, and is a useful space to develop communities and conversations.

The LSIS regional Teaching and Learning Hubs develop and manage peer and community networks where facilitators and participants can share ideas and resources. Many of these can be found on the Excellence Gateway and are free to join. You will need to be registered with the Excellence Gateway to join in the debates.

Record keeping

The preparatory work set out above is an essential part of the training programme and you will need to produce evidence that you have completed it. You will find a summary of the evidence requirements for this work and for each module in Appendix D. You can use this pro forma to track your progress by logging activities as you complete them and noting the evidence you have gathered. The use of this pro forma is optional. Before deciding which pro formas to use you may want to seek guidance from the person responsible for delivering the Teaching and Learning Coach (Advanced Certificate) programme within your organisation.

As a facilitator – delivering to a group of potential Advanced Teaching and Learning Coaches

You may be solely responsible for delivering the Advanced Certificate programme or you may have lead responsibility for planning the programme, supported by colleagues who have particular areas of expertise that they can contribute, either to planning or delivery. For example, your strengths may be in the area of coaching but you may want support when delivering aspects of the programme that deal with using technology to support teaching and learning. Consider which colleagues to involve and how you will work with them.

How you or your team choose to deliver the Teaching and Learning Coach (Advanced Certificate) programme will depend on many factors including:

- the number of participants on the programme
- their existing skills, choice of modules and individual needs
- the practicality of timetabling facilitated sessions, particularly across a partnership.

The programme modules are designed to allow for flexible delivery. There is no prescribed order for the modules but we would normally recommend that participants undertaking the full programme start with Module 1 as this establishes the strategic nature of the Advanced Teaching and Learning Coach role.

Your delivery plan will probably include a combination of facilitated group sessions and self-directed learning. Once you have studied the modules in detail consider which modules, or aspects of a particular module, are best undertaken as a group. Consider too whether there are particular points at which it would be beneficial for participants to meet as a group, for example to clarify and launch the programme or to share reflections at key points on activities they have undertaken individually. However you deliver your programme you will need to build in ongoing support for those participating.

To get ready to deliver the programme, you will need to take the following steps:

- Familiarise yourself with the content of the Teaching and Learning Coach (Advanced Certificate) programme and the requirements of participants to achieve recognition. You will need to access the module guidance, accompanying resources and facilitator notes from the [Advanced Teaching and Learning Coach](#) area on the LSIS Moodle learning environment and look at these in detail.
- Revisit the section on 'Successful completion and recognition' in Part 1 of this document then review the additional guidance and pro formas in the appendix. You can adapt these to suit your circumstances or use your organisation's own documentation.
- Identify the individuals who will form the group of prospective Advanced Teaching and Learning Coaches.
- Gather information you need on participants. You will need individuals' names and email addresses if you are using Cascader (see below). You will also need to contact participants before the first session. This could be by email or by setting up an online community. Consider what further information you need from them in order to tailor the programme to take account of individuals' prior experience and particular needs. Ideally, find out the focus of participants' work so that you can take account of this when planning the programme. It may be possible to look at their draft action plans before Module 1 delivery.
- Ensure participants are briefed so that they have a clear view of what the programme involves and what they are expected to do. This could be at a preliminary group session, by email or via your online community.
- If your organisation is using Cascader, register the group.

- Prepare a schedule and scheme of work to share with participants. You will need to consider both the delivery arrangements for face to face sessions (the facilitator notes include suggested approaches) and on-going support requirements.
- Identify and prepare resources, including access to online resources and websites.

Additional useful resources

As you plan how you will deliver the face to face sessions, as well as reviewing the module content, participant requirements, and facilitator notes you may find it helpful to refresh your thoughts on facilitation by referring to LSIS' [Planning and facilitating group CPD sessions](#).

You may decide to use Sheet 1: Characteristics of effective CPD sessions to help your preparation. Not surprisingly these characteristics have much in common with effective teaching and learning sessions.