Result Sheet - Understanding Good Practice in Coaching within an Organisational Context

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| **Centre Number :** |  | **Centre Name:**  |  |
| **Learner Registration No :** |  | **Learner Name:** |  |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF RESULT SHEET** Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.Assessors willindicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass.’ **Any AC awarded less than a pass produces an automatic referral for the submission.** Sufficiency descriptors are provided as guidance. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. |

| **Assessment Criteria (AC)** | **Sufficiency descriptors*****(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)*** | **Assessor feedback on AC** | **Pass / Referral (delete as applicable)** |
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| Referral | Pass |
| **Learning Outcome 1 Understand effective coaching within an organisational context** |
| AC 1.1 Describe the purpose of effective coaching within an organisational context | * The purpose of effective coaching has not been described or is incomplete, incorrect or inappropriate
* The description is not set within an organisational context
 | * A sufficient, appropriate and correct description is provided of the purpose of effective coaching and is placed within an organisational context
 |  | Pass / Referral |
| AC 1.2 Explain the role and responsibilities of an effective coach | * The roles and responsibilities of the coach have not been explained or are inaccurate or are not specific to coaching
* Only the role or only the responsibilities of an effective coach have been explained
 | * A sufficient, appropriate and correct explanation has been provided for both the roles and responsibilities of an effective coach
 |  | Pass / Referral |
| AC 1.3 Identify the skills, knowledge and behaviours required of an effective coach | * Skills, knowledge or behaviours have not been identified or are incomplete incorrect or inappropriate to role of the coach
* All three areas have not been identified
 | * A sufficient, appropriate and correct identification of skills and knowledge and behaviours (all three areas) are appropriate to the role of an effective coach
 |  | Pass / Referral |
| AC 1.4 Identify how to overcome potential barriers to coaching  | * Potential barriers are not identified, or the barriers identified are incorrect or inappropriate to coaching
* Only one potential barrier has been identified
* Ways to overcome the identified potential barriers are not apparent
 | * A sufficient, appropriate and correct identification of two or more potential barriers to coaching is given
* Ways to overcome the identified two or more potential barriers are provided
 |  | Pass / Referral |
| Learning Outcome 1 comments (optional): |  |
| Verification comments (optional): |  |
| **Learning Outcome 2 Understand the importance of effective and ethical contracting in coaching** |
| AC 2.1 Identify methods to initiate a productive working relationship with an individual | * Methods to initiate productive working relationship are not identified
* Methods identified are imprecise or inappropriate to initiating coaching
* Only one method of initiating the productive working relationship with an individual is identified
 | * At least two methods of initiating a productive working relationship with an individual are identified
 |  | Pass / Referral |
| AC 2.2 Explain the rationale for and process of contracting in coaching | * Has not explained rationale and/or the process for contracting
* The explanation given is incomplete or inaccurate
 | * A sufficient, appropriate and correct explanation of the rationale for and process of contracting in coaching is provided
 |  | Pass / Referral |
| AC 2.3 Describe what represents safe and ethical practice in coaching | * Safe and ethical practice has not been described or description is imprecise or does not directly address safe and ethical practice
 | * A sufficient, appropriate and correct description of recognisable practice for safe and ethical coaching is provided
 |  | Pass / Referral |
| Learning Outcome 2 comments (optional): |  |
| Verification comments (optional): |  |
| **Learning Outcome 3 Understand the process of effective coaching within their own workplace** |
| AC 3.1 Explain how to manage a coaching process using a recognised coaching model | * Has not explained how to manage the coaching process
* The explanation of the coaching process is imprecise or does not follow recognised model
 | * A sufficient, appropriate and correct explanation of how to manage a coaching process using a recognised coaching model is provided
 |  | Pass / Referral |
| AC 3.2 Describe a range of coaching tools and techniques that can be used to identify preferences and agree goals or outcomes to facilitate the coaching process | * A description of tools and techniques is not provided or is inaccurate or inappropriate to coaching
* How the tools and techniques described can be used to identify preferences and agree goals or outcomes to facilitate the coaching process is unclear or incorrect
* A description of fewer than three coaching tools and techniques is given
 | * A sufficient, appropriate and correct description of three or more tools or techniques used to identify preferences and agree goals or outcomes, appropriate to coaching
* How the tools and techniques described can be used to identify preferences and agree goals or outcomes to facilitate the coaching process is clear and correct
 |  | Pass / Referral |
| AC 3.3 Explain methods for monitoring and reviewing progress towards goals | * Only one method for monitoring and reviewing progress towards goals is explained
* Two or more methods are stated or described without explanation of how they support progress towards goals
 | * A sufficient, appropriate and correct explanation of two or more methods for both monitoring and reviewing is provided and are specific to progress towards goals
 |  | Pass / Referral |
| Learning Outcome 3 comments (optional): |  |
| Verification comments (optional): |  |
| **Learning Outcome 4 Understand the role of recording, reflection and supervision in coaching within their own practice or other contexts** |
| AC 4.1 Explain the purpose of coaching records for coach and coachee | * Explanation has not been provided of the purpose of coaching records
* Explanation is imprecise or does not address purpose of recording for both coach and coachee
 | * A sufficient, appropriate and correct explanation of the purpose of coaching records is provided
* The explanation specifically and accurately relates to the use of recording for both coach and coachee
 |  | Pass / Referral |
| AC 4.2 Justify the importance of reflective practice and supervision within a coaching context | * Has not provided a case or justification for reflective practice and supervision within a coaching context
* A description or explanation is given of reflective practice and supervision within a coaching context rather than a justification or argument
 | * A sufficient, appropriate and correct justification of reflective practice and supervision, clearly demonstrating importance of each within a coaching context
 |  | Pass / Referral |
| Learning Outcome 4 comments (optional): |  |
| Verification comments (optional): |  |
| Unit Outcome (delete as applicable): | **PASS / REFERRAL** | **Date:** |  | **Signature of Assessor:** |  |
| Unit Outcome (delete as applicable): | **PASS / REFERRAL** | **Date of QA check:** |  | **Signature of QA:** |  |