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:** |  | |