

## MARK SHEET – UNIT 500 - Understanding the skills, principles and practice of effective management coaching and mentoring

Centre Number :		Centre Name :		
Learner Registration No :		Learner Name:		
<p><b>INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET</b></p> <p>Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.</p> <p>Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a 'Pass' or 'Referral' in the box (below right). In order to pass the unit every AC must receive a 'Pass.'</p> <p><b>Where marks are awarded according to the degree to which the learner's evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).</b></p> <p>Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the 'pass' descriptor, that indicates it should attract 10 marks out of 20, if a 'good pass' then ca. 15 out of 20. 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.</p>			<p>1. Learner named above confirms authenticity of submission.</p> <p>2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.</p> <p>However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></p>	
<b>Learning Outcome / Section 1: Understand the purpose of coaching and mentoring within an organisational context</b>				
<b>Assessment Criteria (AC)</b>	<b>Sufficiency Descriptors</b> <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			<b>Assessor feedback on AC</b>
	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>	
AC 1.1 Define what coaching and mentoring is within the context of an organisation and explain the similarities and differences between coaching and mentoring	<ul style="list-style-type: none"> <li>Coaching and mentoring are not defined, or the definitions are incorrect, deficient, or inappropriate for an organisational context</li> <li>Coaching <b>or</b> mentoring is correctly and appropriately defined, but not both</li> <li>The similarities and differences between coaching and mentoring are not explained, or are incorrect, deficient or inappropriate for an organisational context, or similarities <b>or</b> differences are explained but not both</li> <li>The similarities and differences between coaching and mentoring are merely listed with no account of the practices</li> </ul>	<ul style="list-style-type: none"> <li>Limited but sufficient and correct definitions of both coaching and mentoring within a narrow organisational context are provided</li> <li>A limited but sufficient and correct account of the practices associated with both coaching and mentoring is given with the reasons for those practices that correctly explains the similarities and differences between coaching and mentoring within a narrow organisational context</li> </ul>	<ul style="list-style-type: none"> <li>Full and correct definitions of both coaching and mentoring within a wide organisational context are provided</li> <li>A full and correct account of the practices associated with both coaching and mentoring is given with the reasons for those practices that fully and correctly explains the similarities and differences between coaching and mentoring within a wide organisational context</li> </ul>	/ 8 (min. of 4)
				Pass or Referral

	associated with coaching and mentoring and the reasons for those practices that correctly explain the similarities and differences				
AC 1.2 Identify potential individual, operational and organisational barriers to using coaching or mentoring and develop appropriate strategies for minimising or overcoming these	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>	<b>Assessor feedback on AC</b>	
	<ul style="list-style-type: none"> <li>• Potential individual, operational and organisational barriers to using coaching or mentoring are not identified, or are incorrect or inappropriate for an organisational context</li> <li>• Appropriate strategies are not developed for minimising or overcoming identified potential barriers, or are incorrect, inappropriate or deficient, or appropriate strategies have been developed for individual barriers <b>or</b> operational barriers <b>or</b> organisational barriers but not all three</li> </ul>	<ul style="list-style-type: none"> <li>• Potential correct and appropriate individual, operational and organisational barriers to using coaching or mentoring are identified within a narrow organisational context, although why they are potential barriers is imprecise</li> <li>• Limited but sufficient correct and appropriate strategies are developed for minimising or overcoming identified potential individual, operational and organisational barriers, although further development of the strategies is required for full implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Potential correct and appropriate individual, operational and organisational barriers to using coaching or mentoring are precisely identified within a wide organisational context</li> <li>• Comprehensive correct and appropriate strategies that require no additional work for full implementation are developed for minimising or overcoming identified potential individual, operational and organisational barriers</li> </ul>		/ 8 (min. of 4)
AC 1.3 Present the case for using coaching or mentoring to benefit individuals and organisation performance	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>	<b>Assessor feedback on AC</b>	
	<ul style="list-style-type: none"> <li>• The case for using coaching or mentoring to benefit individual and organisational performance is not presented, or is incorrect, inappropriate or not proven or the case is presented for benefiting individual <b>or</b> organisational performance but not both</li> <li>• The case for using coaching or mentoring is merely stated with no appropriate argument or rationale presented</li> <li>• The case does not argue the connection between individual and organisational performance</li> </ul>	<ul style="list-style-type: none"> <li>• A limited but sufficient correct and appropriate argument or rationale is used to present the case for using coaching or mentoring to benefit individual and organisational performance is presented</li> <li>• Relevant but limited argument of the connection between individual and organisational performance</li> </ul>	<ul style="list-style-type: none"> <li>• A comprehensive correct and appropriate argument or rationale that includes a wide range of organisational and individual implications, resources, success criteria and risks is used to present the case for using coaching or mentoring to benefit individual and organisational performance is presented</li> </ul>		/ 8 (min. of 4)

<b>Section comments</b> (optional):	<b>Verification comments</b> (optional):
-------------------------------------	--

<b>Learning Outcome / Section 2: Understand the skills, behaviours, attitudes, beliefs and values of an effective coach or mentor</b>					
<b>Assessment Criteria (AC)</b>	<b>Sufficiency Descriptors</b> <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			<b>Assessor feedback on AC</b>	
	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>		
AC 2.1 Critically explore the knowledge, skills, and behaviour of an effective coach or mentor	<ul style="list-style-type: none"> <li>The knowledge, skills, and behaviour of an effective coach or mentor are not critically explored, or this is incorrect, inappropriate or deficient</li> <li>Knowledge <b>or</b> skills <b>or</b> behaviour are critically explored but not all three</li> <li>The knowledge, skills, and behaviour of an effective coach or mentor are merely listed or described with no critical exploration referencing relevant theory, idea, practice or experience to evaluate and make a judgement</li> </ul>	<ul style="list-style-type: none"> <li>A sufficient but limited and correct and appropriate critical exploration of the knowledge, skills, and behaviour of an effective coach referencing a sufficient but limited range of relevant theory, idea, practice or experience to evaluate and make a judgement, although the evidence base for the judgement is narrow</li> </ul>	<ul style="list-style-type: none"> <li>A comprehensive, correct and appropriate critical exploration of the knowledge, skills, and behaviour of an effective coach referencing a wide range of current relevant theory, idea, practice or experience to evaluate and make a sound judgement using a wide evidence base</li> </ul>		
				/ 8 (min. of 4)	Pass or Referral
AC 2.2 Analyse why coaches or mentors require effective communication skills	<ul style="list-style-type: none"> <li>Why coaches or mentors require effective communication skills is not explained, or the explanation is incorrect, inappropriate or deficient</li> <li>Effective communication skills are merely listed or described with no account of the practices associated with them and the reasons for those practices that explains why they are required by coaches or mentors</li> </ul>	<ul style="list-style-type: none"> <li>A limited but correct and appropriate account is provided of the practices of a sufficient but narrow range of effective communication skills and the reasons for those practices that explains why they are required by coaches or mentors</li> </ul>	<ul style="list-style-type: none"> <li>A full correct and appropriate account is provided of the practices of a wide range of effective communication skills and the reasons for those practices that wholly explains why they are required by coaches or mentors</li> </ul>		
				/ 8 (min. of 4)	Pass or Referral
AC 2.3 Review the responsibilities of the coach or mentor to manage relationships (including values and	<ul style="list-style-type: none"> <li>The responsibilities of the coach or mentor to manage relationships (including values and power) is not discussed, or the discussion is incorrect,</li> </ul>	<ul style="list-style-type: none"> <li>A limited but correct and appropriate discussion of the responsibilities of the coach or mentor to manage relationships includes values and power and</li> </ul>	<ul style="list-style-type: none"> <li>A comprehensive, correct and appropriate discussion of the responsibilities of the coach or mentor to manage relationships includes explicit and precise</li> </ul>		

power) and remain ethical and non-judgemental	inappropriate or deficient, or the discussion does not sufficiently address values and power and/or the importance of remaining ethical and non-judgemental	the importance of remaining ethical and non-judgemental, although the context for the discussion is limited and references to value, power, ethical and non-judgemental are imprecise	references to values and power and to the importance of remaining ethical and non-judgemental	/ 8 (min. of 4)	Pass or Referral
Section comments (optional):			Verification comments (optional):		
<b>Learning Outcome / Section 3: Understand the role of contracting and the process to effectively coach or mentor</b>					
<b>Assessment Criteria (AC)</b>	<b>Sufficiency Descriptors</b> <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			<b>Assessor feedback on AC</b>	
AC 3.1 Review a model or process which should be followed when formally coaching or mentoring	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>		
	<ul style="list-style-type: none"> <li>A model or process which should be followed when formally coaching or mentoring is not described, or is incorrect, inappropriate or deficient, or is merely stated with no account of its principal features and context to describe what the model or process looks like</li> </ul>	<ul style="list-style-type: none"> <li>A limited but sufficient and correct account of its principal features describes an appropriate model or process which should be followed when formally coaching or mentoring, although the context is limited</li> </ul>	<ul style="list-style-type: none"> <li>A full and correct account of its principal features describes an appropriate model or process which should be followed when formally coaching or mentoring within a broad context</li> </ul>		
				/ 8 (min. of 4)	Pass or Referral
AC 3.2 Analyse the rationale for and the characteristics of effective contracting within coaching or mentoring	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>	<b>Assessor feedback on AC</b>	
	<ul style="list-style-type: none"> <li>The rationale for effective contracting within coaching or mentoring is not analysed, or is incorrect, inappropriate or deficient</li> <li>The characteristics of effective contracting within coaching or mentoring are not analysed, or are incorrect, inappropriate or deficient</li> </ul>	<ul style="list-style-type: none"> <li>A limited but sufficient and correct rationale for effective contracting within coaching or mentoring is analysed, although the reasons and arguments presented for the rationale are limited and do not cover the full scope of effective contracting</li> <li>A narrow range of appropriate and correct characteristics of effective contracting within coaching or mentoring are analysed, although why they are appropriate and correct is imprecise</li> </ul>	<ul style="list-style-type: none"> <li>A full and correct rationale for effective contracting within coaching or mentoring is analysed that covers the full scope of effective contracting</li> <li>A wide range of appropriate and correct characteristics of effective contracting within coaching or mentoring have been analysed</li> </ul>		
				/ 8 (min. of 4)	Pass or Referral

AC 3.3 Explain the necessity of exploring the expectations and boundaries of a coaching or mentoring programme with all stakeholders	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>	<b>Assessor feedback on AC</b>	
	<ul style="list-style-type: none"> <li>The necessity of exploring the expectations and boundaries of a coaching or mentoring programme with all stakeholders is not explained, or exploring expectations <i>or</i> boundaries is explained but not both, or why it is necessary to explore expectations and boundaries is merely stated with no explanation of how this is done to show why it is necessary</li> </ul>	<ul style="list-style-type: none"> <li>A limited but sufficient and correct account of how expectations and boundaries of a coaching or mentoring programme are explored with all stakeholders is provided that explains why this is necessary, although the context and/or scope of the coaching or mentoring programme is limited</li> </ul>	<ul style="list-style-type: none"> <li>A comprehensive and correct account of how expectations and boundaries of the full scope of a coaching or mentoring programme within a broad context are explored with all stakeholders is provided that fully explains why this is necessary</li> </ul>	/ 8 (min. of 4)	Pass or Referral
AC 3.4 Justify the rationale for supervision of coaches and mentors in practice	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>	<b>Assessor feedback on AC</b>	
	<ul style="list-style-type: none"> <li>No rationale is explained, or the rationale is incorrect, inappropriate or deficient, or the supervision of coaches and mentors in practice is merely described with no rationale presented to explain why it is necessary</li> </ul>	<ul style="list-style-type: none"> <li>A limited but sufficient and correct rationale is presented that explains why supervision is necessary, although the context and/or scope of coaching or mentoring in practice is limited</li> </ul>	<ul style="list-style-type: none"> <li>A full and correct rationale is presented within a broad context that explains why supervision is necessary across the full scope of coaching or mentoring in practice</li> </ul>	/ 8 (min. of 4)	Pass or Referral
<b>Section comments (optional):</b>			<b>Verification comments (optional):</b>		
<b>Learning Outcome / Section 4: Understand the principles of effective coaching or mentoring in practice and how to evaluate benefits</b>					
<b>Assessment Criteria (AC)</b>	<b>Sufficiency Descriptors</b> <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			<b>Assessor feedback on AC</b>	
AC 4.1 Critically review the elements required for effective and integrated coaching or mentoring	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>	<b>Assessor feedback on AC</b>	
	<ul style="list-style-type: none"> <li>The elements required for effective and integrated coaching or mentoring are not summarised, or are incorrect, inappropriate or deficient, or the summary does not include how the benefits of coaching should be evaluated</li> </ul>	<ul style="list-style-type: none"> <li>A limited but sufficient range of correct and appropriate elements required for effective and integrated coaching or mentoring within a limited context are summarised</li> </ul>	<ul style="list-style-type: none"> <li>A comprehensive range of correct and appropriate elements required for effective and integrated coaching or mentoring within a wide context are summarised</li> </ul>	/ 8 (min. of 4)	Pass or Referral

AC 4.2 Analyse how the benefits of coaching or mentoring should be evaluated	<b>Referral [ca. 3/12]</b>	<b>Pass [6/12]</b>	<b>Good Pass [ca. 9/12]</b>	<b>Assessor feedback on AC</b>	
	<ul style="list-style-type: none"> <li>• How the benefits of coaching should be evaluated is incorrect, inappropriate or deficient</li> <li>• How the benefits of coaching should be evaluated is merely stated or described with no reference to how an appropriate theory, process or model should be used to provide a solution or conclusion or recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• How an appropriate theory, process or model should be used to evaluate the benefits of coaching and provide a solution or conclusion or recommendations is correctly and appropriately summarised, although the context and/or scope of the benefits of coaching is limited</li> </ul>	<ul style="list-style-type: none"> <li>• How an appropriate theory, process or model should be used to evaluate the full scope of the benefits of coaching within a wide context and provide a solution or conclusion or recommendations is correctly and appropriately summarised</li> </ul>		
<b>Section comments</b> (optional):			<b>Verification comments</b> (optional):		
				<b>/ 100 TOTAL MARKS</b>	
<b>Assessor's Decision</b>			<b>Quality Assurance Use</b>		
<b>Outcome</b> ( <i>delete as applicable</i> ): <b>PASS / REFERRAL</b>		<b>Signature of Assessor:</b>  <b>Date:</b>	<b>Outcome</b> ( <i>delete as applicable</i> ): <b>PASS / REFERRAL</b>		<b>Signature of QA:</b>  <b>Date of QA check:</b>