

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Coaching and Mentoring Practice

Unit Reference Number: M/652/0858

Level: Five (5)

Credit Value: Seven (7)

Minimum Guided Learning Hours: 35

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand coaching and mentoring	1.1 Evaluate coaching and mentoring models and ethical considerations
	1.2 Evaluate own skills and knowledge that support coaching and mentoring in the workplace
2. Be able to apply coaching and mentoring practices	2.1 Use coaching and mentoring to support development and delegation
	2.2 Adapt approaches to individual needs and contexts
	2.3 Evaluate impact on individual performance and service outcomes

Indicative Content	
LO1	<p>AC1.1</p> <ul style="list-style-type: none"> • Purpose and principles of coaching and mentoring in adult social care contexts • Distinctions between coaching, mentoring, supervision, disciplinary and capability processes • Coaching and mentoring models, including the GROW model and solution-focused approaches • Strengths and limitations of different models for workplace application • Ethical considerations, including confidentiality, consent, boundaries and power dynamics • Safeguarding considerations within coaching and mentoring relationships • Role of supervision, reflective practice and support for coaches and mentors

	<ul style="list-style-type: none"> Evaluating appropriateness of models and approaches for different workplace situations <p>AC1.2</p> <ul style="list-style-type: none"> Core coaching and mentoring skills, including active listening, questioning and feedback Emotional intelligence, empathy and self-awareness Building trust and rapport Identifying strengths, potential and development needs Maintaining professional boundaries and objectivity Using supervision, reflection and feedback to improve coaching and mentoring practice Evaluating personal readiness and competence to coach and mentor others
LO2	<p>AC2.1</p> <ul style="list-style-type: none"> Coaching approaches to capability building and empowerment Supporting individual development, learning and progression Using coaching to support effective delegation and accountability Linking coaching and mentoring activity to service objectives and priorities Supporting succession planning and workforce sustainability Monitoring progress and reviewing development outcomes <p>AC2.2</p> <ul style="list-style-type: none"> Assessing individual needs, roles, experience and learning styles Adapting coaching and mentoring approaches to different contexts and situations Cultural, emotional and accessibility considerations Responding to resistance, confidence issues or complexity Maintaining ethical boundaries while personalising support Reflective evaluation of practice and decision-making <p>AC2.3</p> <ul style="list-style-type: none"> Methods for evaluating impact of coaching and mentoring Use of performance data, supervision records and feedback Impact on individual confidence, competence, accountability and performance Contribution to improved team effectiveness and service outcomes Supporting leadership capacity, talent development and succession Using evaluation and learning to refine future coaching and mentoring practice

Assessment Requirements

This unit must be assessed in line with Open Awards' assessment requirements and Skills for Care & Development assessment principles. Assessment must be work-based and grounded in the learner's real work practice within an adult social care setting.

Learners must generate evidence that demonstrates full achievement of all learning outcomes and associated assessment criteria for each unit.

AC2.1 - Evidence must include at least one real coaching or mentoring cycle (anonymised), including agreed goals, approach used and review.

AC2.3 – Evidence must include evaluation of the impact of coaching or mentoring on individual performance and service outcomes.

While some knowledge evidence may be generated outside of the workplace, final assessment decisions must confirm that knowledge and understanding have been applied effectively in the real work environment, in line with Skills for Care expectations.

Assessment evidence may include a range of methods, selected to ensure validity and reliability, including but not limited to:

- Direct observation of practice in the workplace
- Reflective accounts demonstrating application of learning to practice
- Professional discussion to explore understanding, reasoning and decision-making
- Work-based documentation relevant to the learner's role (e.g. policies, procedures, plans, audits, reports)
- Witness testimony from managers, colleagues or relevant professionals
- Feedback from individuals, staff or partner organisations, where appropriate.

Where learning outcomes require demonstration of competence, direct observation of practice should form the primary source of evidence. Observation should normally take place in person in the learner's work setting.

All assessment evidence must be valid, authentic, current, sufficient and reliable, and clearly attributable to the learner. Assessors must ensure that evidence is fit for purpose, reflects the learner's role and level of responsibility, and demonstrates both knowledge and effective practice, where required.

Evidence must be clearly attributable to the learner and reflect their role, responsibilities and level of autonomy within the adult social care setting.

Confidential, sensitive or personal information must not be included in learner portfolios. Such evidence may be referenced, anonymised or summarised in line with organisational policies, data protection legislation and Open Awards requirements.

Assessment decisions must be made by an appropriately qualified assessor and are subject to internal and external quality assurance in accordance with Open Awards policies and procedures and Skills for Care expectations.