Changing lives through learning

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Leading People – Coaching, Mentoring and Performance

Unit Reference Number: K/652/4202

Level: Five (5)

Credit Value: 5

Minimum Guided Learning Hours: 35

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand leadership principles and their application within pharmaceutical technical services	1.1 Evaluate leadership approaches and their suitability for different situations within pharmaceutical technical services
	1.2 Evaluate the influence of leadership behaviours on team performance, engagement and communication
	1.3 Assess the contribution of leadership to quality, safety and regulatory compliance
	1.4 Evaluate the relationship between leadership, team culture and psychological safety
2. Be able to apply coaching and mentoring techniques to support colleague development	2.1 Select appropriate coaching or mentoring approaches to meet identified development needs
	2.2 Apply coaching techniques to support a colleague's learning or professional development
	2.3 Provide constructive feedback to support colleague performance and development
	2.4 Apply mentoring techniques to support a colleague's professional development and evaluate their effectiveness
3. Be able to support individual performance and team effectiveness within pharmaceutical technical services	3.1 Assess individual or team performance against relevant expectations and identify development needs

The intellectual property rights remain with Open Awards.

	3.2	Conduct a constructive performance conversation to address an identified performance or development need
	3.3	Evaluate team dynamics and develop approaches to strengthen collaboration and effectiveness
	3.4	Evaluate the contribution of performance management and development activities to quality, safety and compliance
4. Be able to promote a positive, safe and compliant workplace culture	4.1	Assess workplace behaviours and cultural factors that may affect safety, quality and compliance
	4.2	Apply approaches that promote positive behaviours, wellbeing and professional working relationships
	4.3	Develop justified recommendations to strengthen workplace culture and team effectiveness

Indicative Content	
LO1	1.1 must include leadership styles and approaches; characteristics of effective leadership; suitability for different team needs, operational situations and levels of responsibility. Other examples include transformational, situational and coaching-based leadership. 1.2 must include leadership behaviours; communication approaches; staff engagement and motivation; trust, accountability and collaboration; implications for individual and team effectiveness. 1.3 must include leadership responsibilities within regulated environments; GMP and procedural compliance; reinforcement of safe working practices; quality and patient-safety considerations; influence of leadership decisions and behaviours on compliance. 1.4 must include development of positive team cultures; psychological safety; openness, challenge and speaking up; implications for learning, problem identification, reporting concerns and continuous improvement.
LO2	2.1 must include differences between coaching and mentoring; identification of development needs; selection and justification of appropriate approaches; consideration of individual needs, professional boundaries and development objectives. 2.2 must include application of a structured coaching approach; questioning and listening techniques; facilitation of reflection and problem-solving; identification of development actions. Other examples include the GROW model and other suitable coaching frameworks. 2.3 must include preparation and delivery of feedback; evidence-based and specific feedback; professional and supportive communication; identification of strengths, development needs and agreed actions. Other examples include

The intellectual property rights remain with Open Awards.

	Situation–Behaviour–Impact (SBI), BOOST and other structured feedback approaches. 2.4 must include application of mentoring approaches; sharing appropriate professional knowledge and experience; development planning; appropriate boundaries; review of progress and evaluation of the contribution of mentoring to learning, confidence or performance.
LO3	3.1 must include performance expectations; relevant objectives, standards or key performance indicators; identification of performance strengths and concerns; consideration of factors influencing performance. Other examples include competency requirements, quality indicators, procedural compliance and operational performance measures. 3.2 must include preparation for a performance discussion; appropriate communication and questioning; consideration of performance evidence; identification of underlying issues; agreement of proportionate and supportive development actions. 3.3 must include factors influencing team dynamics; communication, working relationships, roles and responsibilities; identification of barriers to effective teamwork; justified approaches to improving collaboration. Other examples include conflict resolution, communication arrangements, team development activities and improved coordination between technical functions. 3.4 must include relationships between colleague performance, competence, quality and regulatory compliance; evaluation of development interventions; consideration of individual and organisational outcomes; identification of further improvements.
LO4	4.1 must include positive and negative workplace behaviours; safety and quality culture; human factors; identification of cultural risks and their potential consequences. Other examples include poor communication, reluctance to report concerns, normalisation of deviance, excessive production pressure and procedural non-compliance. 4.2 must include positive role-modelling; appropriate communication and support; reinforcement of safe and compliant behaviours; consideration of wellbeing and resilience; recognition of professional boundaries and appropriate escalation or referral arrangements. 4.3 must include identification of cultural or behavioural improvement needs; selection of proportionate interventions; consideration of quality, safety, compliance and colleague wellbeing; appropriate measures for evaluating effectiveness.

The intellectual property rights remain with Open Awards.

Assessment Requirements

Assessment must demonstrate the application of leadership, coaching, mentoring and performance-development knowledge and skills within pharmaceutical manufacturing, aseptic services or pharmacy technical services environments.

Learners must demonstrate Level 5 analytical and evaluative capability, including the ability to select appropriate leadership and development approaches, assess performance needs, evaluate team dynamics and justify recommendations.

LO2, LO3 and LO4 require evidence of applied skills. Learners must demonstrate coaching, mentoring, feedback and performance-conversation skills, alongside the ability to identify and respond to workplace cultural and behavioural concerns.

Assessment may draw on authentic workplace activities or realistic simulated scenarios where opportunities to undertake particular leadership activities are unavailable.

Learners are not required to have formal line-management responsibilities, undertake disciplinary procedures or make decisions reserved for managers or other authorised personnel.

The unit does not confer occupational competence as a manager or professional authorisation in its own right.

Evidence may include:

- Evaluations of leadership approaches in technical services
- Coaching and mentoring plans and records
- Direct observation of coaching or mentoring activities
- Feedback and performance discussion records
- Individual or team performance evaluations
- Development plans and progress reviews
- Evaluations of team dynamics and collaboration
- Workplace culture assessments
- Quality, safety or compliance-related leadership case studies
- Workplace improvement recommendations
- Professional discussions supported by relevant evidence

LO1 – Leadership principles

Assessment should require learners to evaluate leadership approaches within realistic pharmaceutical technical services contexts.

Learners should consider the influence of leadership on quality, safety, compliance, communication and team effectiveness.

The assessment should recognise that technical leadership may involve influencing colleagues, coordinating activities or supporting development without formal managerial authority.

LO2 – Coaching and mentoring

Learners must demonstrate the application of coaching, feedback and mentoring techniques.

Assessment should include direct evidence of relevant interactions, which may be

The intellectual property rights remain with Open Awards.

obtained through workplace observation or realistic simulations.

For AC 2.4, learners should undertake a mentoring interaction or a short sequence of activities that allows them to evaluate its effectiveness against identified development needs.

A theoretical comparison of coaching and mentoring alone is not sufficient.

LO3 – Performance and team effectiveness

Learners must assess a realistic performance or development need and conduct a constructive performance conversation.

This may involve supporting an individual colleague, contributing to a development discussion or undertaking a simulated activity.

Learners should demonstrate an appropriate balance between identifying performance concerns, understanding contributory factors and agreeing supportive actions.

Formal appraisal or disciplinary authority is not required.

LO4 – Workplace culture

Learners should evaluate workplace behaviours and factors affecting quality, safety and compliance.

For AC 4.2, learners must demonstrate an approach that promotes positive working practices. This may be evidenced through workplace activities or a realistic simulated interaction.

Recommendations should be informed by identified cultural or behavioural risks and consider their implications for quality, patient safety and colleague wellbeing.

Integrated assessment may be used where a workplace development project provides evidence across several criteria, provided the achievement of each AC is identifiable.

The intellectual property rights remain with Open Awards.