|  |
| --- |
| **Supporting Individual Learning through Coaching and Mentoring – 3LCM** |
| Learner Name: James Bancroft | Group: L3LOLLCM JAN21Tutor Name:Tutor Signature:  | Assessor Name: Assessor Signature: *(If different to delivery tutor)* | Date 6.3.21 |

|  |  |  |
| --- | --- | --- |
| **Assessment criteria relating to unit 3LCM** | **Grade Pass/Refer/Fail** | **Assessor Comments** |
| 1.1 | Explain the concept of coaching and how it differs from mentoring and other learning and development methods.  | PASS | Concept is well explained with the differences made clear. Good range of other learning and development methods compared. |
| 1.2 | Identify and explain different types and styles of coaching. | PASS | You cover the types of coaching executive, skills and performance and the styles of directive and non-directive. |
| 1.3 | Analyse the stages in a one-to-one coaching process, and the roles of coaching and coachee. | PASS | You have covered the roles and stages of 121 coaching however a more behavioural focus would be a benefit. |
| 1.4 | Identify the potential benefits of coaching for coach, and coachee. | PASS | Benefits have been addressed in good detail. It is obvious that you not only understand this subject but also believe in its value. |
| 2.1 | E Explain the concept of mentoring and the nature of the relationship between mentor and mentee.  | PASS | Mentor concept is clear and relationships are demonstrated well. |
| 2.2 | Describe a typical mentoring process and roles of mentor and mentee.  | PASS | Process and roles are covered in good detail |
| 2.3 | Identify the potential benefits of mentoring for mentor and mentee.  | PASS | Good ‘long lasting’ comment. Lovely explanation of these benefits, thoughtful and interesting. |
| 3.1 | Explain models and techniques used in coaching and mentoring and how these can support individual learning. | PASS | GROW and OSKAR models and explained well. Great mention of questioning and listening techniques |
| 3.2 | Demonstrate the use of models and techniques within a coaching or mentoring conversation.  | PASS | Separate sheet |
| 4.1 | Use an appropriate format to record outcomes and agreed actions resulting from a coaching or mentoring conversation. | PASS | Well done this is a good overview and further details of the coaching conversation typed and signed. Good work. |

|  |  |
| --- | --- |
| **Assessment Decision (Pass/Refer/Fail)** | PASS |
| **Strengths** | **Areas for Improvement** |
| Good referencing throughout. Nice style and informative writing.Good amount of accurate detail showing that you have a good understanding and the ability to apply coaching/mentoring to your own and your coachees benefit. |  |

*Students receiving a refer mark have 1 week from the date feedback was provided on the VLE to upload their resubmission, unless otherwise agreed with MOL.*