

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA (Hons) Leadership and Management Skills for the Workplace		
Module:	Coaching & Mentoring Skills for the Workplace		
Module code:	BMSW6105	Contribution to Overall Module Assessment (%):	100%
Module Leader:	Dr Faizu Edu	Internal Verifier:	Md Kalam
Assignment Title:	Part A: Role Play Part B: Individual Reflection	Word count (or equivalent):	Part A: Role Play (40%)- 30 minutes Part B: 2500 words (60%)
Submission deadline:	29/04/2024 by 2PM	Return date of provisional marks & written feedback:	Post Date (Final feedback on the report)- 31/05/2024
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

- Critically evaluate the purpose of coaching and mentoring within an organisational context;
- critically analyse the skills, behaviours, attitudes, beliefs and values of an effective coach or mentor;
- apply strategies to effectively coach or mentor at an appropriate level.

TASK DESCRIPTION

Mode of assessment	Volume	Weighting
Participation in in-class peer coaching exercises supported by an individual written reflection	30 minutes spent in peer coaching exercises supported by 2500-word individual written reflection	100%

Case Study - Healthcare International

The company is a well-established market leader in both prescribed pharmaceuticals and over the counter products. Recently, however, profit margins have been reduced because of:

- Pressures within the National Health Service (and from overseas national clients) to cut costs by using generic rather than branded pharmaceuticals
- The need to support, with extensive marketing, over the counter medicines that were previously available on prescription
- A requirement to invest heavily in researching and developing innovative lines to meet changing healthcare demands.

The company's principal response to these pressures is to cut costs by bringing in automation, reducing numbers of staff and increasing 'flexibility' in job functions as well as introducing home working where possible.

Philippa Graham has overseen Quality Assurance for four years and during that time the department has performed consistently well. Productivity targets have been met and surpassed, staff turnover has been low and morale within the team has been generally high.

Recently, however, some changes have had to be introduced in response to corporate pressures to cut costs and increase efficiency. One person retired and was not replaced and a second was moved to another department. To fill the gaps left by this cut in staff, Philippa has increased the functions of the remaining members of the team and has installed various new items of equipment. This new automation, coupled with the greater flexibility in working patterns and a slight reduction in workload, has meant that Philippa has been able to cut out overtime altogether and further reduce the department's costs.

Philippa is highly committed to the role of manager of this key department within the company. She has always been a highflier as a microbiologist - at her best developing new methods of testing, dealing with tricky technical problems and liaising with manufacturing about production processes. She is strongly motivated herself and derives a great deal of satisfaction from her job, but possibly finds it difficult to understand that others do not necessarily feel the same. Her attitude is that she is not dealing with a group of shop floor workers, but that professional people are committed to their work and will on the whole manage themselves.

Philippa has introduced a system of team briefings that are now delivered via Microsoft teams technology so that she can explain the company's policies and their implications for the department. To save time during these meetings she tends to make them formal, stressing that these decisions have been handed down to her and that all she can do is implement them. She was surprised when few people seemed to want to discuss the points raised in the meetings but assumed that they, like her, accepted the inevitable and simply wanted to get back to work. Recently, however she has sensed an atmosphere and one or two comments made during the meetings that have led her to believe that people are rather worried about what is happening and dissatisfied at the way they are being treated and are increasingly concerned that although the practical and physical aspects of working from home during the last two years have been addressed, little consideration seems to have been given to potential mental health issues. Moreover, it appears that all staff are expected to return to the Office imminently with little consultation and discussion about individual circumstances.

The team

Robert Lee is the head of section. It is his job to make sure that work is carried out within the specified lead times. This means that he must identify the correct priorities for batches and to make sure that materials and staff are available at the right time to deal with the workload. He has been with the company for 15 years and is now looking forward to his retirement in three years' time. He wants a period of stability in which he can prepare for the time when he leaves and is rather upset by recent upheavals within the department. He is finding it increasingly difficult to work to schedules with fewer staff and no overtime. In addition, he feels threatened by the introduction of automated processes within the department. He has rather enjoyed working from home because he has an office in his garden and plenty of space but finds the demands of the job overwhelming at times.

Janice Rowlands has been a senior microbiologist for five years. She is a graduate who has been given more responsibility for monitoring and development work as a result of the recent reorganisation. She is very happy about this as she is very ambitious to make progress within her chosen field. She is always on the lookout for ways in which she can improve her skills, increase her qualifications and expand her experience. Although she has been comfortable working from home, she misses everyday contact with her colleagues and feels that a return to the office could raise her profile with the senior management team and thus improve her chances of promotion.

John Griffiths is also a senior microbiologist. He is a graduate who has been with the company for eight years. He was promoted during the recent reorganisation because of his seniority and steady performance record but is rather unhappy about the responsibilities of his new job. He fears that he will have to spend a good deal of his own time learning about his new role. This would be difficult for him because he spends much of his spare time working in a voluntary youth club on a nearby estate. He is finding that he is struggling with managing his workload especially because he is counselling and supporting several young people from the youth club. He wants to stay with the company but would prefer a less demanding role.

Maria Cook is a basic grade microbiologist. She is a graduate who has been with the Company for four years and feels in a rut. She is ambitious and looking for promotion – although there appear to be very few opportunities. Her frustration sometimes leads to antagonism to the other members of the team. She has made no secret of the fact that she is actively looking for another job but so far has been unsuccessful.

Lakshmi Darim is also a microbiologist. She has been with the Company for 11 years; but is very shy and good at her job. She has three children who take up a lot of her time and attention (ages 13, 10 and 5). Now she wants a routine job with few pressures – but recently has been feeling rather taken for granted. She has been home schooling since the start of the pandemic and is relieved that the schools are now open but worried that they could close again at very short notice.

The problem situation:

Philippa has talked to the Head of HR about some of these issues and she suggested that, in an attempt to improve performance and morale, a potential way forward could be to introduce a coaching and mentoring programme into the department and has advised Philippa to consider the introduction of such a scheme.

So Philippa has undergone a training course in coaching & mentoring and is offering sessions to her staff.

Your Task

Role Play Exercise: (30 minutes)

Your task is to play the role of Philippa and prepare and deliver an introductory coaching session for with **one** of the above staff members.

In order for the session to be worthwhile, you need to consider the following:

- Whether the situation could be best addressed by either a mentoring or a coaching session
- The use of a defined model of coaching or mentoring
- Take into account the skills, behaviours, attitudes, beliefs and values of an effective coach or mentor

You will be allocated a partner for the role play exercise and will be allocated a time during class to carry out the exercise. Your partner will let you know in advance what employee they will be basing their role play on. You should prepare for a twenty-minute meeting (10 minutes as a coach/mentor and 10 minutes as a coachee/mentee) followed by a 10 minute debrief.

Reflective Statement (2500 words)

Your reflective statement should consider the following:

- A reflection of your coaching session: What went well/what would you do differently in future.
- A critical evaluation of whether and how coaching and mentoring within this context could lead to improved performance/morale
- An analysis of the skills, behaviours, attitudes, beliefs and values of an effective coach or mentor

Your reflective statement must be referenced using UWTSD Harvard Referencing Guide at https://uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/library-and-learning-resources/infoskills/Harvard-eng_v.1.2.pdf

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

Review relevant sources to analyse and support your arguments. These would include books, recent academic journals, current news articles, and appropriate websites.

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment:

Analyse the case study that has been given to you and explain relevant theories and models of coaching & mentoring.

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Select an appropriate model (GROW or Skilled Helper) and ensure that you explain and apply the principles.

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

Review the personal skills and aptitudes of successful coaches and mentors. Apply their techniques to the role play exercise. Reflect on the role play exercise. Explain what went well/what you might do differently in future.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Ensure that your written submission is presented appropriately. Proof read before submission to check for careless errors.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	10	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
Role Play	40	
5. Transferable Skills for Life and Professional Practice		
	10	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)

Late Submission Penalties (tick if appropriate)

Up to 1 week late (40% Max)

Over 1 week late (0%)

100%

GENERIC ASSESSMENT CRITERIA

Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and detailed)	Major gaps in knowledge and systematic understanding of the subject	Gaps in knowledge, with only superficial systematic understanding.	Limited knowledge and systematic understanding of the relevant	Knowledge is reasonably detailed, accurate with a good systematic	Knowledge is reasonably extensive coherent and detailed.	Excellent coherent and detailed knowledge and systematic	Exceptionally coherent and detailed knowledge and systematic

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	understanding of the field of study and to some extent, current research and scholarship.	Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
				the basis of reason and evidence.			grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a	Can communicate in a suitable medium but with some room for improvement.	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format.	Can communicate professionally confidently and consistently in a suitable format.	Can communicate with an exceptionally high level of professionalism.

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personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.