

Assessor Coach Observation Feedback Form:

Area 2 Coaching Skills

Standard	Standard Explained
K5 & S5	Anticipates and overcomes barriers to progress and inspires achievement, ensures inclusivity and supports diversity.

Observation Notes

CONSIDER: Assessor Coaches (ACs) promote equal access to opportunities for those learners they work with (including, but not exclusively for, those who are part of groups that might be marginalised or excluded) by ensuring barriers to progress are identified, and actions to overcome them are agreed. These barriers could be anything from limiting beliefs to a lack of resources/training or accessibility issues. They either do this in a consultative manner by highlighting potential barriers, issues, or risks and strongly suggest ways forward to overcome them and succeed. Alternatively, they could do this in a more facilitative manner, questioning learners and encouraging them to identify the current 'reality' (including all barriers), explore possible 'options' and agree 'ways forward' to achieve. Having a clear way forward should inspire confidence and a drive to achieve. ACs ensures inclusivity and supports diversity by modelling and encouraging professional values such as empathy, respect, and dignity for all.

Standard	Standard Explained
K8 & S8	Provides access to pastoral support and guidance.
<h2 data-bbox="86 277 480 322">Observation Notes</h2>	

CONSIDER: Assessor Coaches (ACs) promote the physical and emotional welfare of their learners or learners, helping the removal of barriers that might negatively affect their safety and happiness at work. This might include issues from resolving disagreements with colleagues to achieving personal goals or addressing mental health concerns. ACs provide access to pastoral support and guidance in a variety of ways. They can do this directly by being empathetic and respectful, creating a relationship based on mutual trust, value, and respect. For example, by listening to their concerns and encouraging them to take action to improve their well-being. They could also offer advice, or signpost them to experts for support if they require complex, sensitive or specialist help. Alternatively, they could do this in a more facilitative manner, questioning learners and encouraging them to identify the 'reality' (including their feelings), explore 'options' and agree 'ways forward' to improve their well-being.

Standard	Standard Explained
K11 & S1	Uses effective listening, assertiveness and questioning to support learners to engage with their learning plans, assessment criteria, and processes.

Observation Notes

CONSIDER: Assessor-Coaches (ACs) use a variety of strategies to ensure learners engage with their own learning, assessment, and development. This includes listening deeply to their learner's thinking, opinions, and feelings, and responding appropriately to what they say. This can include summarising what has been said, questioning to promote deeper thinking and providing feedback to challenge them. Assertive Assessor Coaches appear confident; this can be seen when they provide honest feedback or advice (as an expert) to their learners. Alternatively, they could demonstrate they are in control of the coaching process, for example, ensuring the session follows a specific coaching model like GROW.

Extra space:

Coach:		Organisation:	
Observer:		Organisation:	
Signed by Observer:		Date:	

