

Supervised Practical Coaching Assessment – Scoring Rubric

Criterion	Outstanding (16–20 marks)	Merit (11-15 marks)	Pass (6 -10 marks)	Borderline (1–5 marks)	Unsatisfactory (0 marks)
1. Establishing Rapport & Trust	Creates exceptionally safe, welcoming environment; profound warmth and professional presence; rapidly builds trust.	Supportive rapport; warmth and professionalism evident; trust effectively built.	Basic rapport; polite with some trust established, though inconsistent.	Limited rapport; formal or perfunctory; minimal trust evident.	Fails to establish rapport; detached or adversarial; no trust evident.
2. Active Listening	Exemplary listening with seamless verbal and non-verbal cues; deep understanding and fluid adaptation.	Consistent verbal and non-verbal listening; mostly accurate paraphrasing and responses.	Basic listening; some paraphrasing; understanding occasionally surface-level.	Inconsistent listening; frequent interruptions; limited paraphrasing or understanding.	Poor listening; no affirmations or paraphrasing; misunderstanding or disregard evident.
3. Empathy & Understanding	Profound empathy; validates and normalises feelings; emotionally intelligent and ethically sensitive.	Strong empathy; recognises feelings and validates appropriately.	Acknowledges feelings with some understanding; lacks depth at times.	Limited recognition of feelings; empathy generic or minimal.	No evidence of empathy; dismissive or judgmental responses.
4. Clear & Concise Communication	Exceptional clarity and professionalism; open, purposeful questions; precise, inclusive language.	Clear and professional; mostly open questions; minor lapses in clarity or tone.	Adequate communication; some closed questions or jargon; meaning conveyed.	Unclear or poorly structured communication; frequent closed questions or jargon.	Unclear, unprofessional, or overly directive communication; heavy jargon; impedes understanding.
5. Constructive Feedback (Implicit/Guiding)	Ethically frames feedback; focuses on behaviours; facilitates self-identification of improvement areas.	Constructive and appropriate; focuses on behaviours; encourages reflection with minor lapses.	Generally constructive but uneven; may slip into directive comments; limited employee-led insight.	Poorly framed feedback; focuses on blame or motives; minimal employee input.	Feedback absent or unethical; blaming or personal; fails to encourage improvement.
6. Encouraging Self-Reflection & Ownership	Expertly facilitates reflection and empowerment; elicits solutions; co-creates actionable plans with clear ownership.	Encourages reflection and input; uses open prompts; co-created plan with moderate ownership.	Basic promotion of self-reflection; partly student-led solutions; functional plan.	Limited reflection; imposed or vague plan; minimal engagement.	No encouragement of reflection; dictated or absent solutions; no ownership fostered.