

**ILM LEVEL 2  
AWARD IN MENTORING  
FOR YOUNG LEARNERS**



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# ILM LEVEL 2 AWARD IN MENTORING FOR YOUNG LEARNERS (QCF)

[Qualification No. – 500/5325/5]

***Note: This qualification specification should always be read in conjunction with the “Supporting Notes for ILM VRQs” document which is downloadable from ILM website or it can be accessed via your Quality Manager/External Verifier or from the ILM Customer Services Team by emailing at [customer@i-l-m.com](mailto:customer@i-l-m.com)***

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**QUALIFICATION OVERVIEW:**

<b>ILM Level 2 Award in Mentoring for Young Learners</b>		
Purpose of the qualification	Aims to equip young learners with the skills and knowledge to undertake effective supervised mentoring to aid their own personal development. This will enable them to move into supervisory and management roles later with greater ease.	
Progression routes	The qualification provides opportunities for progression to other qualifications such as the: <ul style="list-style-type: none"> <li>• ILM Level 3 Award in Workplace Coaching for Team Leaders and First Line Managers</li> <li>• ILM Level 2 Award or Certificate in Team Leading</li> <li>• ILM Level 3 Award, Certificate or Diploma in First Line Management</li> </ul>	
Credit Value	4	
Induction	1 hour	
Tutorial Support	At least 4 hours	
Guided Learning Hours (GLH) – this range is based on the guide learning defined for each unit and includes any additional time for induction and tutorial support:	22 hours	
To be completed within	3 years	
Structure	<b>Mandatory Units</b>	<b>Credit Value</b>
	D2.01 Developing effective listening and questioning skills	2 credits
	D2.02 Undertaking supervised mentoring	2 credits

## OCCUPATIONAL COMPETENCY REQUIREMENTS FOR THE LEVEL 2 AWARD IN MENTORING FOR YOUNG LEARNERS

To approve centres to deliver the Level 2 Award in Mentoring for Young Learners, ILM will consider a centre's ability to meet various standards, not in the least staff having sufficient competence. It is the centres responsibility to ensure that they have competent and suitably qualified staff involved in delivering, quality assuring and/or assessing qualifications.

A centre should normally be approved to offer the ILM Level 3 Qualifications in First Line Management (to demonstrate appropriate competence in management development). Centres not approved to offer the appropriate management qualifications will need to demonstrate that they meet the occupational expertise standards for those qualifications.

In addition, the table below shows the occupational competence requirements of tutors, internal verifiers and/or assessors. Given that occupational competence requirements will vary greatly between lower and higher level qualifications, this table will highlight if there is an additional requirement of any qualification specific occupational competency.

<b>Tutors Occupational Competence Requirements</b>	<b>Evidence Indicators</b>
A thorough knowledge and understanding of the qualification(s).	<ul style="list-style-type: none"> <li>• Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification.</li> <li>• Show evidence of information or documents prepared for learners such as a learner journey plan (SoW), lesson plan, learner guidance notes, tutorial support plan etc. for the ILM qualification.</li> <li>• Show evidence of participation in Continuing Professional Development (CPD) in relation to the relevant field and qualification requirements.</li> </ul>
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> <li>• Be able to prove that they have current experience of delivering training appropriate to the level and subject area of the qualification</li> </ul>
A qualification in support of assessment and internal quality assurance.	<ul style="list-style-type: none"> <li>• Ideally hold a valid and recognised teaching/training qualification.</li> </ul>

<b>Internal Quality Assurors and/or Centre Assessors Occupational Competence Requirements</b>	<b>Evidence Indicators</b>
A thorough knowledge and understanding of the relevant qualification(s).	<ul style="list-style-type: none"> <li>• Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification.</li> <li>• Show evidence of carrying out CPD in order to familiarise themselves with current standards for assessment/verification in the subject area of this qualification.</li> </ul>
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> <li>• Demonstrate clear evidence of current experience in quality assurance and/or assessment appropriate to the level and subject area of this qualification</li> </ul>
A qualification in support of assessment and/or internal quality assurance.	<ul style="list-style-type: none"> <li>• Ideally hold an assessment qualification (e.g. TAQA or equivalent)</li> </ul>
Experience and a working knowledge of the operational and assessment processes for the relevant qualification.	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the organisation's management centric policies, procedures and practices.</li> <li>• Demonstrate knowledge and understanding of ILM's quality assurance policy, procedures and requirements.</li> </ul>

## ASSESSMENT GUIDANCE FOR THE LEVEL 2 AWARD IN MENTORING FOR YOUNG LEARNERS

A brief introduction on ILM's Assessment Strategy can be found in *Supporting notes for ILM VRQs*. For detailed information, centres are encouraged to refer to the various assessment guides that are available from the ILM Customer Services Team at [customer@i-l-m.com](mailto:customer@i-l-m.com) or refer to the Centre Manual ([www.i-l-m.com/centres.aspx](http://www.i-l-m.com/centres.aspx)). This segment gives you specific guidance around assessments for the Level 2 Award in Mentoring for Young Learners.

Appendix B in this document outlines the assessments and mark sheets for the units in this qualification. Centres should use the prescribed assessments. However some flexibility is permitted. In exceptional circumstances and to meet a specific need a centre may deviate from the prescribed assessment subject to prior written approval from ILM. Equal opportunities issues are relevant to all units of study and these aspects should be explicitly addressed in the delivery and assessment of this programme. The table below gives a brief overview of the units and assessment(s):

Unit	Assessment
D2.01 Developing effective listening and questioning skills	Knowledge Assignment
D2.02 Undertaking supervised mentoring	Mentoring Diary

Learners are likely to come from a variety of backgrounds, in that they will have had different training and work experiences, differing ambitions and opportunities, centres therefore can encourage learners to select topics for assessment in their own organisation and/or area of work, (or within another organisation if they are currently unemployed or self employed). They should ensure learners are able to present their work as simple and clearly as possible. An approximate word count is given for each assessment. This should only be seen as a guide to help achieve a balanced piece of work.

Centres must ensure that learners adequately complete all sections of the assessment. To ensure all learning outcomes are assessed, section passes have been provided in the assessments. To assist this practice, ILM normally applies a pass mark of 50% in each section as reflecting a minimum pass. Centres must note that compensation between learning outcomes is not allowed in any QCF unit.



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# **A P P E N D I X - A**

## **UNIT SPECIFICATIONS FOR THE LEVEL 2 AWARD IN MENTORING FOR YOUNG LEARNERS**

<b>Title:</b>	<b>Developing effective listening and questioning skills (D2.01)</b>	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Briefly describe the effective mentors role, characteristics and behaviour and the importance of respect in a mentoring relationship	1.1 Briefly describe the nature of mentoring 1.2 Briefly describe the role and characteristics of the effective mentor 1.3 Give examples of appropriate behaviour for a mentor 1.4 Give examples of inappropriate behaviour for a mentor 1.5 Briefly describe why respect is important in a mentoring relationship
2	Explain the importance of agreeing learning outcomes and recognising and handling barriers to ensure effective mentoring	2.1 Explain the importance of agreeing appropriate learning outcomes and give examples of these 2.2 Recognise any potential personal and practical barriers to achieving planned outcomes and briefly explain ways to handle them 2.3 Briefly explain what to do if there are any problems in the mentoring relationship
3	Understand the importance of effective listening and questioning skills	3.1 Briefly describe effective listening 3.2 Briefly describe the importance of effective listening 3.3 Give examples of effective listening 3.4 Briefly describe the two main types of questions which help understanding 3.5 Give examples of the two main types of questions 3.6 Briefly describe how to give and receive feedback
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To enable learners to develop effective listening and questioning skills.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to ENTO 2006 NOS (Coaching & Mentoring in a Work Environment): CM2, CM3, CM9
Assessment requirements or guidance specified by a sector or regulatory body (if		

appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	ENTO
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/10/2008
Unit guided learning hours	9
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Nature and role of mentoring</li> <li>• Development outcomes that can be met through mentoring</li> <li>• Characteristics of effective mentoring (for example – reliability, persistence, respect, good humour, patience etc)</li> <li>• Importance of respect</li> <li>• The importance of building a mentoring relationship</li> <li>• Appropriate behaviour (examples – turning up on time, listening, doing what you say you will do etc)</li> <li>• Inappropriate behaviour (examples – not turning up, not listening, breaking confidentiality, poor time-keeping etc)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Development outcomes that can be met through mentoring</li> <li>• Examples of appropriate outcomes</li> <li>• Nature and purpose of, and best practice in agreeing, learning outcomes</li> <li>• Personal factors which can inhibit responsiveness to mentoring (eg previous experiences, expectations, attitudes to being coached)</li> <li>• Practical barriers to mentoring (physical environment, attitudes, time, work pressures, etc)</li> <li>• Ways to overcome practical barriers to mentoring (negotiation, alternative locations, etc)</li> <li>• Ways to handle mentees personal problems arising during mentoring sessions (when in doubt refer to supervisor)</li> <li>• What to do if there are any problems in the mentoring relationship (refer to supervisor)</li> </ul>
3	<ul style="list-style-type: none"> <li>• Definition of effective listening</li> <li>• Basic difference between telling and asking and implications for appropriate mentoring</li> <li>• Appropriate communication skills (listening techniques, open/closed questioning, summarising, reflecting etc)</li> <li>• Models for giving and receiving feedback</li> </ul>

<b>Title:</b>	<b>Undertaking supervised mentoring (D2.02)</b>	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Agree overall outcomes for mentoring sessions	1.1	Identify and agree the overall outcomes for mentoring sessions
2 Undertake mentoring sessions immediately followed by supervision	2.1	Undertake six mentoring sessions of thirty minutes each followed by six 30 minute supervision sessions
3 Review own progress	3.1	Review own mentoring performance after each mentoring session and identify areas for improvement
	3.2	Keep appropriate records of own mentoring activity
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To enable learners to undertake supervised mentoring.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to ENTO 2006 NOS (Coaching & Mentoring in a Work Environment): CM1, CM5, CM6	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	ENTO	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	
Units available from	01/10/2008	
Unit guided learning hours	8	

<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Agreeing learning outcomes for mentoring (whether appropriate, how do you agree outcomes)</li> <li>• Areas of learning development that are best served through mentoring</li> <li>• Basic characteristics of an effective mentoring plan (what, when, where and frequency)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Good practice in mentoring</li> <li>• Effective communication skills</li> <li>• Effective questioning (used of open and closed questions)</li> <li>• The importance of listening (summarising and reflecting appropriately)</li> </ul>
3	<ul style="list-style-type: none"> <li>• Good practise in reviewing</li> <li>• Role of the supervisor in supporting the mentors development</li> <li>• Recording and assessing learning through mentoring</li> <li>• Use of mentoring diary to record mentoring activity and reflect on own performance</li> </ul>

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## **A P P E N D I X - B**

### **ASSESSMENTS FOR THE LEVEL 2 AWARD IN MENTORING FOR YOUNG LEARNERS**



**KNOWLEDGE ASSIGNMENT: D2.01**

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<b>TASK</b>	
Answer the questions about developing effective listening and questioning skills	
<i>Please use the headings shown below when writing up your assessment</i>	<b>Assessment Criteria</b>
<p><b>The effective mentors role, responsibilities, characteristics and behaviours</b></p> <p>Briefly describe what mentoring is about (2 marks)</p> <p>Briefly describe the role of a mentor (2 marks)</p> <p>What are the main characteristics of an effective mentor? (2 marks)</p> <p>Give three examples of appropriate behaviour for a mentor (6 marks)</p> <p>Give three examples of inappropriate behaviour for a mentor (6 marks)</p> <p>Briefly describe why it is important to respect mentees (2 marks)</p> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> <li>• Briefly described the nature of mentoring</li> <li>• Briefly described the role and characteristics of the effective mentor</li> <li>• Gave examples of appropriate behaviour for a mentor</li> <li>• Gave examples of inappropriate behaviour for a mentor</li> <li>• Briefly described why respect is important in a mentoring relationship</li> </ul>
<p><b>The importance of agreeing learning outcomes and recognising and overcoming barriers</b></p> <p>Explain the importance of agreeing appropriate learning outcomes (10 marks)</p> <p>Give three examples of appropriate learning outcomes (12 marks)</p> <p>Give two examples of personal things that can get in the way of being mentored (6 marks)</p> <p>Give two examples of practical things that can get in the way of being mentored (6 marks)</p> <p>Give two examples of how to handle practical things that get in the way of the mentee being mentored (6 marks)</p> <p>What do you do if a mentee wants help with personal problems? (5 marks)</p> <p>Briefly explain what you will do if you cannot get on with your mentee(5 marks)</p> <p><i>(min 25 marks required from 50 available)</i></p>	<ul style="list-style-type: none"> <li>• Explained the importance of agreeing appropriate learning outcomes and gave examples of these</li> <li>• Recognised any potential personal and practical barriers to achieving planned outcomes and briefly explained ways to handle them</li> <li>• Briefly explained what to do if there are any problems in the mentoring relationship</li> </ul>

<p><b>The importance of effective listening and questioning skills</b></p> <p>What is effective listening? (3 marks)</p> <p>Why is effective listening important? (3 marks)</p> <p>Give two examples of how you show that you have listened (6 marks)</p> <p>Describe the two main types of questions which help understanding (4 marks)</p> <p>Give two examples of each type of question (4 marks)</p> <p>Briefly describe how to give feedback (6 marks)</p> <p>Briefly describe how to receive feedback (4 marks)</p> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> <li>• Briefly described effective listening</li> <li>• Briefly described the importance of effective listening</li> <li>• Gave examples of effective listening</li> <li>• Briefly described the two main types of questions which help understanding</li> <li>• Gave examples of the two main types of questions</li> <li>• Briefly described how to give and receive feedback</li> </ul>
<p>By submitting I confirm that this assessment is my own work</p>	

**MARK SHEET: D2.01**

Centre Number:		Centre Name:			
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>			
Criteria		Strengths	Areas for Improvement	Assr mark	QA mark
<b>The effective mentors role, responsibilities, characteristics and behaviours</b> <ul style="list-style-type: none"> <li>Briefly described the nature of mentoring</li> <li>Briefly described the role and characteristics of the effective mentor</li> <li>Gave examples of appropriate behaviour for a mentor</li> <li>Gave examples of inappropriate behaviour for a mentor</li> <li>Briefly described why respect is important in a mentoring relationship</li> </ul>				/20 marks (min10)	
<b>The importance of agreeing learning outcomes and recognising and overcoming barriers</b> <ul style="list-style-type: none"> <li>Explained the importance of agreeing appropriate learning outcomes and gave examples of these</li> <li>Recognised any potential personal and practical barriers to achieving planned outcomes and briefly explained ways to handle them</li> <li>Briefly explained what to do if there are any problems in the mentoring relationship</li> </ul>				/50 Marks (min 25)	
<b>The importance of effective listening and questioning skills</b> <ul style="list-style-type: none"> <li>Briefly described effective listening</li> <li>Briefly described the importance of effective listening</li> <li>Gave examples of effective listening</li> <li>Briefly described the two main types of questions which help understanding</li> <li>Gave examples of the two main types of questions</li> <li>Briefly described how to give and receive feedback</li> </ul>				/30 marks (min 15)	
Assessor's decision		Quality assurance use			
Total marks	Outcome (circle as applicable)	Total marks	Outcome (circle as applicable)		
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL		

<b>Section referral if applicable:</b>	<b>Date of IQA check:</b>
<b>Name of assessor:</b>	<b>Name of IQA:</b>
<b>Assessor signature and date:</b>	<b>IQA signature:</b>
<b>ILM EV signature:</b>	<b>Date externally verified (where applicable):</b>

**MENTORING DIARY: D2.02**

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<p><b>TASK</b></p> <p>Undertake a minimum of 6 mentoring sessions of 30 minutes each and keep a Mentoring Diary. Reflect on your performance with your supervisor. The supervised reflections should ideally be after each mentoring session and should be 30 minutes each.</p> <p><b>Keep a record of your mentoring sessions (Sections 1 and 2 below).</b> The record should include the name of the mentee, the main issues discussed in each session, the outcomes for the sessions and any agreed actions the mentee must undertake.</p> <p><b>Keep a record of your review (Section 3 below)</b></p>	
<i>Please use the headings shown below when writing up your assessment</i>	<b>Assessment Criteria</b>
<p><b>Section 1 - Identify and agree overall outcomes for mentoring sessions</b></p> <p>Meet with your mentee and identify and agree the overall outcomes of the mentoring sessions and discuss the appropriateness of these with your supervisor prior to your first mentoring session with your mentee.</p> <p><i>(min 6 marks required from 12 available)</i></p>	<ul style="list-style-type: none"> <li>Identified and agreed the overall outcomes for mentoring sessions</li> </ul>
<p><b>Section 2 - Undertake supervised mentoring</b></p> <ul style="list-style-type: none"> <li>Carry out six mentoring sessions of 30 minutes each with one mentee. (5 marks for each mentoring session)</li> <li>Meet with your supervisor after each mentoring session for 30 minutes to review and reflect on your performance and learning (5 marks for each review with supervisor)</li> </ul> <p><i>Note: If your mentee is unable to continue due to exceptional circumstances, discuss this with your supervisor to agree a replacement mentee)</i></p> <p><i>(min 30 marks required from 60 available)</i></p>	<ul style="list-style-type: none"> <li>Undertook six mentoring sessions of thirty minutes each followed by six 30 minute supervision sessions</li> </ul>
<p><b>Section 3 - Review own progress</b></p> <ul style="list-style-type: none"> <li>Think about your own performance as a mentor and what worked well (7 marks)</li> <li>What did you learn about yourself? (7 marks)</li> <li>What might you do differently as a result of your reflection (7 marks)</li> <li>What skills do you still need to develop further? (7 marks)</li> </ul> <p><i>(min 14 marks required from 28 available)</i></p>	<ul style="list-style-type: none"> <li>Reviewed own mentoring performance with supervisor after each mentoring session (for at least a total of three hours) and identified areas for improvement</li> <li>Kept appropriate records of own mentoring activity</li> </ul>
By submitting I confirm that this assessment is my own work	

**MARK SHEET: MENTORING DIARY: D2.02**

Centre Number:		Centre Name:			
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>			
<b>Criteria</b>		<b>Strengths</b>	<b>Areas for Improvement</b>	<b>Assr mark</b>	<b>QA mark</b>
<b>Section 1 - Identify and agree overall outcomes for mentoring sessions</b> <ul style="list-style-type: none"> <li>Identified and agreed the overall outcomes for mentoring sessions</li> </ul>				/12 marks (min 6)	
<b>Section 2 - Undertake supervised mentoring</b> <ul style="list-style-type: none"> <li>Undertook six mentoring sessions of thirty minutes each followed by six 30 minute supervision sessions</li> </ul>				/60 marks (min 30)	
<b>Section 3 - Review own progress</b> <ul style="list-style-type: none"> <li>Reviewed own mentoring performance with supervisor after each mentoring session (for at least a total of three hours) and identified areas for improvement</li> <li>Kept appropriate records of own mentoring activity</li> </ul>				/28 marks (min 14)	
<b>Assessor's decision</b>		<b>Quality assurance use</b>			
<b>Total marks</b>	<b>Outcome (circle as applicable)</b>	<b>Total marks</b>	<b>Outcome (circle as applicable)</b>		
<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>		
<b>Section referral if applicable:</b>		<b>Date of IQA check:</b>			
<b>Name of assessor:</b>		<b>Name of IQA:</b>			
<b>Assessor signature and date:</b>		<b>IQA signature:</b>			
<b>ILM EV signature:</b>		<b>Date externally verified (where applicable):</b>			