

ILM LEVEL 3 AWARD AND CERTIFICATE IN WORKPLACE MENTORING (QCF)

[Award Qualification No. – 500/5775/3]
[Certificate Qualification No. – 500/5774/1]

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

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| ILM Level 3 Award and Certificate in Workplace Mentoring Qualification Specification | © Institute of Leadership & Management | Version: March 2012 |
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QUALIFICATIONS OVERVIEW

| | Award | Certificate |
|------------------------|--|---|
| Credit value | <ul style="list-style-type: none"> • Minimum 7 credits | <ul style="list-style-type: none"> • Minimum 13 credits |
| Duration | <ul style="list-style-type: none"> • Minimum 18 glh | <ul style="list-style-type: none"> • Minimum 30 glh |
| To be completed within | <ul style="list-style-type: none"> • Three years | <ul style="list-style-type: none"> • Three years |
| Induction | <ul style="list-style-type: none"> • One hour | <ul style="list-style-type: none"> • One hour |
| Tutorial support | <ul style="list-style-type: none"> • At least 2 hours | <ul style="list-style-type: none"> • At least 2 hours |
| Structure | <ul style="list-style-type: none"> • Two mandatory units with a credit value of 7 | <ul style="list-style-type: none"> • Three mandatory units with a credit value of 13 |

QUALIFICATION STRUCTURE OF THE LEVEL 3 AWARD AND CERTIFICATE IN WORKPLACE MENTORING

| Qualification | Credit Value | Unit Details | Credit Value |
|---------------|--------------|---|--------------|
| Award | 7 | D3.05 Understanding good practice in workplace mentoring | 3 |
| | | D3.06 Organise and undertake supervised mentoring in the workplace | 4 |
| Certificate | 13 | D3.05 Understanding good practice in workplace mentoring | 3 |
| | | D3.06 Organise and undertake supervised mentoring in the workplace | 4 |
| | | D3.07 Undertaking an extended period of supervised mentoring in the workplace | 6 |

LIST OF LEVEL 3 UNITS FOR THE AWARD AND CERTIFICATE IN WORKPLACE MENTORING

| Ref | Unit Title | Glh | Credit Value | Award | Certificate |
|-------|---|-----|--------------|-------|-------------|
| D3.05 | Understanding good practice in workplace mentoring | 9 | 3 | M | M |
| D3.06 | Organise and undertake supervised mentoring in the workplace | 6 | 4 | M | M |
| D3.07 | Undertaking an extended period of supervised mentoring in the workplace | 12 | 6 | | M |

OCCUPATIONAL COMPETENCY REQUIREMENTS FOR THE LEVEL 3 AWARD AND CERTIFICATE IN WORKPLACE MENTORING

To approve centres to deliver the Level 3 Certificate for professional workplace coaches, ILM will consider a centre's ability to meet various standards, not least having staff with 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.

Centres 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.

The table below shows the occupational competence requirements of tutors, internal quality assurers 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.

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

ASSESSMENT GUIDANCE FOR THE LEVEL 3 AWARD AND CERTIFICATE IN WORKPLACE MENTORING

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 or refer to the Centre Manual (www.i-l-m.com/centres.aspx). This segment gives you specific guidance around assessments for the Level 3 Award and Certificate in Workplace Mentoring.

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 |
|---|--|
| D3.05 Understanding good practice in workplace mentoring | Reflective Review |
| D3.06 Organise and undertake supervised mentoring in the workplace | Mentoring Diary |
| D3.07 Undertaking an extended period of supervised mentoring in the workplace | Personal Development Plan and Reflective Log |

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.

A P P E N D I X - A

UNIT SPECIFICATIONS FOR THE LEVEL 3 AWARD AND CERTIFICATE IN WORKPLACE MENTORING

| | | |
|---|--|--|
| Title: | Understanding good practice in workplace mentoring (D3.05) | |
| Level: | 3 | |
| Credit value: | 3 | |
| Learning outcomes (the learner will) | Assessment criteria (the learner can) | |
| 1 Understand the role, responsibilities, characteristics and behaviours of a workplace mentor and the role of a mentee | 1.1 Describe the role, responsibilities and characteristics of the effective workplace mentor | 1.2 Describe development goals that can be met through mentoring |
| | 1.3 Describe the role of the mentee | |
| 2 Understand key concepts, principles and practices of mentoring, and recognise the similarities and differences between mentoring and coaching | 2.1 Explain the key concepts, principles and practices of mentoring | 2.2 Describe the similarities and differences between coaching and mentoring |
| 3 Assess own ability to use a variety of communication strategies to mentor individuals at work and deliver feedback on their development | 3.1 Assess own ability to use a variety of interpersonal communication strategies and ability to give effective feedback to mentees on their development | |
| Additional information about the unit | | |
| Unit purpose and aim(s) | To understand good practise in workplace 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 2006 ENTO NOS (Coaching & Mentoring in a Work Environment): CM2, CM4 | |
| 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 | Business Management | |

| | |
|--|---|
| classification system | |
| Name of the organisation submitting the unit | Institute of Leadership & Management |
| Availability for use | Shared |
| Units available from | 01/10/2007 |
| Unit guided learning hours | 9 |
| Additional Guidance about the Unit | |
| Indicative Content: | |
| 1 | <ul style="list-style-type: none"> • Nature and role of mentoring in enabling personal and career development, and learning transfer • The mentoring relationship • Roles and responsibilities of mentors • How to demonstrate respect, empathy etc • Importance of ethical standards in mentoring, including issues to do with diversity and quality of opportunity |
| 2 | <ul style="list-style-type: none"> • Key concepts, principles and practices of mentoring – e.g. building an effective relationship, use of questioning, goal-setting and review, encouraging autonomy in the mentee, use of contracts to manage relationship, using a recognised model (e.g. GROW or similar) • Differences between coaching and mentoring |
| 3 | <ul style="list-style-type: none"> • Monitor and evaluate the use of resources available to support mentoring • Monitor and evaluate communication skills in mentoring • Record and assess learning through mentoring • Use of a mentoring diary to record coaching activity and reflect on own performance • Role of supervisor to support mentor's development |

| | | |
|---|--|---|
| Title: | Organise and undertake supervised mentoring in the workplace (D3.06) | |
| Level: | 3 | |
| Credit value: | 4 | |
| Learning outcomes (the learner <u>will</u>) | | Assessment criteria (the learner <u>can</u>) |
| 1 | Plan and organise workplace mentoring sessions, taking care to identify resources to support safe and effective mentoring in the workplace | 1.1 Clarify what is required from the mentoring sessions and the mentoring programme overall 1.2 Establish a mentoring contract and agree the mentoring relationship and boundaries with the mentee(s) 1.3 Plan and organise for a safe environment in which to undertake mentoring |
| 2 | Undertake mentoring in the workplace | 2.1 Undertake mentoring in the workplace for at least six hours 2.2 Maintain appropriate records of mentoring activity and outcomes |
| 3 | Monitor, assess and record learners' progress towards their own development and goals | 3.1 Monitor and assess learners' progress towards achieving their development goals 3.2 Use an appropriate model to assess the impact mentoring has had on the learners' performance |
| 4 | Monitor and review own workplace mentoring performance | 4.1 Using the mentoring records, review own workplace mentoring performance with supervisor and identify areas for improvement |
| Additional information about the unit | | |
| Unit purpose and aim(s) | | To organise and undertake supervised mentoring in the workplace. |
| 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 2006 ENTO NOS (Coaching & Mentoring in a Work Environment): CM1, CM3, CM7, CM8, CM10, CM11, CM12, CM17 |

| | |
|---|---|
| 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 and EDI |
| Units available from | 01/10/2007 |
| Unit guided learning hours | 6 |
| Additional Guidance about the Unit | |
| Indicative Content: | |
| 1 | <ul style="list-style-type: none"> • Contracting and boundaries • Ethics and confidentiality • Phases of the mentoring relationship • Setting clear objectives and agreeing learning goals • Aspects of occupational development that are best served through mentoring • Plan the use of resources to support effective mentoring in a safe environment • Process of risk assessment |
| 2 | <ul style="list-style-type: none"> • Use mentoring models and tool e.g. OSKAR, GROW, Powerful questions, Scaling • Solution focused mentoring tools e.g. Standout moments, Solution Focused rating tool • Developing communication techniques • Nature, purpose and importance of feedback • Understanding of learning styles and barriers to learning • Understanding of behaviour traits • Handling emotions • Dealing with conflict and difficult situations |
| 3 | <ul style="list-style-type: none"> • Nature, purpose and importance of mentoring records (diagnostic outcomes, development goals, mentoring plans and identification of resources or support required) • How mentoring records can be used to identify what has worked/is working in the mentoring sessions • Legal and ethical issues for consideration (for example confidentiality, security) |

| | |
|---|--|
| 4 | <ul style="list-style-type: none">• Level 5 – Kirkpatrick’s Training Evaluation Model• Self-awareness and self-reflection and double-loop learning• Use mentoring records to inform own development• Role of supervisor to support mentor development |
|---|--|

| | | |
|---|--|---|
| Title: | Undertaking an extended period of supervised mentoring in the workplace (D3.07) | |
| Level: | 3 | |
| Credit value: | 6 | |
| Learning outcomes (the learner <u>will</u>) | Assessment criteria (the learner <u>can</u>) | |
| 1 Use supervision to develop and improve own mentoring practice | 1.1 Discuss and agree with mentoring supervisor personal learning goals for developing mentoring performance | 1.2 Agree, monitor, review and update a plan for at least 20 hours workplace mentoring to achieve agreed learning goals |
| 2 Plan, organise and undertake a workplace mentoring programme | 2.1 Agree with learners and other stakeholders the goals for the workplace mentoring programme and the benefits for individuals and the organisation | 2.2 Plan and organise the mentoring sessions |
| | 2.3 Mentor learners in the workplace for at least 20 hours | 2.4 Monitor learners' progress and assess learning outcomes |
| | 2.5 Keep appropriate records of own workplace mentoring activity | |
| 3 Assess the effectiveness of the mentoring programme | 3.1 Review learners' performance with appropriate people | 3.2 Seek feedback from learners and mentoring supervisor on own performance and from learners and stakeholders on the effectiveness of the mentoring programme in delivering planned benefits |
| 4 Use supervision to plan own continuing development as a workplace mentor Evaluate personal development opportunities to improve own managerial | 4.1 Discuss extended period of at least 20 hours of workplace mentoring practice with mentoring supervisor and reflect on own mentoring performance | 4.2 Plan continuing personal development in workplace mentoring practice and performance |

| Additional information about the unit | |
|---|--|
| Unit purpose and aim(s) | To enable Learners to develop and improve their performance as workplace mentors with the support of a mentoring supervisor. |
| 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 2006 ENTO NOS (Coaching & Mentoring in a Work Environment): CM1, CM3, CM7, CM8, CM10, CM11, CM12, CM13, CM16, CM17 |
| 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 | Shared |
| Units available from | 01/10/2007 |
| Unit guided learning hours | 12 |
| Additional Guidance about the Unit | |
| Indicative Content: | |
| 1 | <ul style="list-style-type: none"> • The nature, purpose and practice of individual, group and peer supervision • Setting and reviewing personal learning goals • Preparing development plans |
| 2 | <ul style="list-style-type: none"> • Agree learning goals for mentoring • Characteristics of an effective mentoring plan • Planning the use of resources available to support mentoring • Nature of knowledge and skills, including different types of skills • Techniques for assessing knowledge and skills, and monitoring and recording learner progress • Benefits of mentoring programmes for individuals and organisations • Learning styles and barriers to learning • Communication skills in mentoring |

| | |
|---|--|
| | |
| 3 | <ul style="list-style-type: none">• Techniques for performance review• Techniques for seeking and accepting feedback |
| 4 | <ul style="list-style-type: none">• Reflection as a technique for learning and improving own performance• Using a personal development plan to manage own development |

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A P P E N D I X - B

ASSESSMENTS FOR THE LEVEL 3 AWARD AND CERTIFICATE IN WORKPLACE MENTORING

REFLECTIVE REVIEW: D3.05

| | |
|---|---|
| Centre Number: | Centre Name: |
| Learner Registration No: | Learner Name: |
| TASK | |
| This task is about understanding good practice in workplace mentoring and your ability to use a variety of communication strategies and give feedback to the mentee. | |
| <i>Please use the headings shown below when writing up your assessment</i> | Assessment Criteria |
| <p>The roles, responsibilities, characteristics and behaviours of a workplace mentor</p> <p>Describe how you can ensure that your workplace mentoring is effective, and development goals that can be met through mentoring</p> <p>Describe the role of the mentee</p> <p><i>(min 17 marks required from 34 available)</i></p> | <ul style="list-style-type: none"> • Described the role, responsibilities and characteristics of the effective workplace mentor • Described development goals that can be met through mentoring • Described the role of the mentee |
| <p>Key concepts, principles and practises of mentoring</p> <p>Describe the similarities and differences between coaching and mentoring and explain the key concepts, principles and practises that will ensure your workplace mentoring is effective</p> <p><i>(min 18 marks required from 36 available)</i></p> | <ul style="list-style-type: none"> • Described the similarities and differences between coaching and mentoring • Explained the key concepts, principles and practices of mentoring |
| <p>Own ability to use a variety of communication strategies to mentor individuals at work</p> <p>Assess your own ability to use a variety of interpersonal communication strategies and your ability to give effective feedback to the mentee on their development</p> <p><i>(min 15 marks required from 30 available)</i></p> | <ul style="list-style-type: none"> • Assessed own ability to use a variety of interpersonal communication strategies and ability to give effective feedback to mentees on their development |
| By submitting I confirm that this assessment is my own work | |

MARK SHEET: REFLECTIVE REVIEW: D3.05

| 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 |
| The roles, responsibilities, characteristics and behaviours of a workplace mentor <ul style="list-style-type: none"> Described the role, responsibilities and characteristics of the effective workplace mentor Described development goals that can be met through mentoring Described the role of the mentee | | | | /34 marks (min 17) | |
| Key concepts, principles and practises of mentoring <ul style="list-style-type: none"> Described the similarities and differences between coaching and mentoring Explained the key concepts, principles and practices of mentoring | | | | /36 marks (min 18) | |
| Own ability to use a variety of communication strategies to mentor individuals at work <ul style="list-style-type: none"> Assessed own ability to use a variety of interpersonal communication strategies and ability to give effective feedback to mentees on their development | | | | /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 | | |
| Section referral if applicable: | | Date of IQA check: | | | |
| Name of assessor: | | Name of IQA: | | | |
| Assessor signature and date: | | IQA signature: | | | |

| | |
|--------------------------|---|
| | |
| ILM EV signature: | Date externally verified (where applicable): |

MENTORING DIARY: D3.06

| | |
|--|---|
| Centre Number: | Centre Name: |
| Learner Registration No: | Learner Name: |
| TASK | |
| <p>Undertake a minimum of 6 hours workplace mentoring and maintain a mentoring diary to reflect on your performance.</p> <p><i>NB: It is expected that the supervisor will have a discussion with the mentor to assist in performance reflection. Some observation of mentoring is also encouraged, if possible, to inform this reflection.</i></p> | |
| <i>Please use the headings shown below when writing up your assessment</i> | Assessment Criteria |
| <p>Planning and organising mentoring sessions</p> <p>You should complete a mentoring diary over a period of at least six hours mentoring practice within which you:</p> <ul style="list-style-type: none"> • Clarify what is required from the mentoring sessions and the mentoring programme overall • Explain how you established a mentoring contract and agreed the mentoring relationship and boundaries with the mentee(s) • Explain how you planned and organised for a safe environment in which to undertake mentoring <p><i>(min 20 marks required from 40 available)</i></p> | <ul style="list-style-type: none"> • Clarified what is required from the mentoring sessions and the mentoring programme overall • Established a mentoring contract and agreed the mentoring relationship and boundaries with the mentee(s) • Planned and organised for a safe environment in which to undertake mentoring |
| <p>Reflections on the effectiveness of coaching activity</p> <p>This should contain an overall summary of your mentoring performance, and the mentee's progress on completion of the planned programme (i.e. the minimum six hours mentoring), identifying:</p> <ul style="list-style-type: none"> • What you might have done differently or better, what worked well, etc • How the learners' progressed towards achieving their development goals • The impact that mentoring had on the learners' performance <p>Review your mentoring records with your supervisor and identify areas for improvement. Include these in your mentoring diary</p> <p><i>(min 30 marks required from 60 available)</i></p> | <ul style="list-style-type: none"> • Undertook mentoring in the workplace for at least six hours • Maintained appropriate records of mentoring activity and outcomes • Monitored and assessed learners' progress towards achieving their development goals • Used an appropriate model to assess the impact mentoring has had on the learners' performance • Used the mentoring records, reviewed own workplace mentoring performance with supervisor and identified areas for improvement |
| By submitting I confirm that this assessment is my own work | |

MARK SHEET: MENTORING DIARY: D3.06

| 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 |
| Planning and organising mentoring sessions <ul style="list-style-type: none"> Clarified what is required from the mentoring sessions and the mentoring programme overall Established a mentoring contract and agreed the mentoring relationship and boundaries with the mentee(s) Planned and organised for a safe environment in which to undertake mentoring | | | | /40 marks (min 20) | |
| Reflections on the effectiveness of coaching activity <ul style="list-style-type: none"> Undertook mentoring in the workplace for at least six hours Maintained appropriate records of mentoring activity and outcomes Monitored and assessed learners' progress towards achieving their development goals Used an appropriate model to assess the impact mentoring has had on the learners' performance Used the mentoring records, reviewed own workplace mentoring performance with supervisor and identified areas for improvement | | | | /60 marks (min 30) | |
| 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 | | |
| Section referral if applicable: | | Date of IQA check: | | | |
| Name of assessor: | | Name of IQA: | | | |

| | |
|-------------------------------------|---|
| Assessor signature and date: | IQA signature: |
| ILM EV signature: | Date externally verified (where applicable): |

PERSONAL DEVELOPMENT PLAN AND REFLECTIVE LOG: D3.07

| | |
|--|---|
| Centre Number: | Centre Name: |
| Learner Registration No: | Learner Name: |
| <p>TASK To maintain a reflective coaching diary over a period of a minimum of 20 hours of supervised coaching activity.</p> <p><i>NB: It is expected that the supervisor will undertake some observation of mentoring activity to provide feedback on performance and will have a discussion with the coach to assist in performance reflection.</i></p> | |
| <i>Please use the headings shown below when writing up your assessment</i> | Assessment Criteria |
| <p>Planning and undertaking coaching sessions</p> <p>You should complete a personal development plan and reflective log over a period of at least 20 hours mentoring practice within which you:</p> <p>Discuss and agree with your mentoring supervisor</p> <ul style="list-style-type: none"> • your learning goals for developing your workplace mentoring performance; and • a plan for at least 20 hours of workplace mentoring to achieve your learning goals <p>Outline the mentoring programme you have developed and explain how you agreed the goals with learners and stakeholders. Include an explanation of the benefits to learners and the organisation</p> <p>Record your mentoring sessions and explain how you monitored learners' progress and assessed the learning outcomes</p> <p>Review learners' performance with appropriate people and record their input</p> <p>Seek and record feedback from learners' and mentoring supervisor on your own performance and from learners' and stakeholders on the effectiveness of the mentoring programme in delivering the planned benefits</p> <p><i>(min 35 marks required from 70 available)</i></p> | <ul style="list-style-type: none"> • Discussed and agreed with mentoring supervisor personal learning goals for developing mentoring performance • Agreed, monitored, reviewed and updated a plan for at least 20 hours workplace mentoring to achieve agreed learning goals • Agreed with learners and other stakeholders the goals for the workplace mentoring programme and the benefits for individuals and the organisation • Planned and organised the mentoring sessions • Mentored learners in the workplace for at least 20 hours • Monitored learners' progress and assessed learning outcomes • Kept appropriate records of own workplace mentoring activity • Reviewed learners' performance with appropriate people • Sought feedback from learners and mentoring supervisor on own performance and from learners and stakeholders on the effectiveness of the mentoring programme in delivering planned benefits |
| <p>Reflections on your development as a mentor</p> <p>Discuss your practical experience of mentoring with your supervisor and reflect on your own performance. Record the outcomes of this</p> <p>Plan your continuing personal development in workplace mentoring practise and performance</p> <p><i>(min 15 marks required from 30 available)</i></p> | <ul style="list-style-type: none"> • Discussed extended period of at least 20 hours of workplace mentoring practice with mentoring supervisor and reflected on own mentoring performance • Planned continuing personal development in workplace mentoring practice and performance |
| By submitting I confirm that this assessment is my own work | |

MARK SHEET: PERSONAL DEVELOPMENT PLAN AND REFLECTIVE LOG: D3.07

| 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 |
| Planning and undertaking coaching sessions <ul style="list-style-type: none"> Discussed and agreed with mentoring supervisor personal learning goals for developing mentoring performance Agreed, monitored, reviewed and updated a plan for at least 20 hours workplace mentoring to achieve agreed learning goals Agreed with learners and other stakeholders the goals for the workplace mentoring programme and the benefits for individuals and the organisation Planned and organised the mentoring sessions Mentored learners in the workplace for at least 20 hours Monitored learners' progress and assessed learning outcomes Kept appropriate records of own workplace mentoring activity Reviewed learners' performance with appropriate people Sought feedback from learners and mentoring supervisor on own performance and from learners and stakeholders on the effectiveness of the mentoring programme in delivering planned benefits | | | | /70 marks (min 35) | |
| Reflections on your development as a mentor <ul style="list-style-type: none"> Discussed extended period of at least 20 hours of workplace mentoring practice with mentoring supervisor and reflected on own mentoring performance Planned continuing personal development in workplace mentoring practice and performance | | | | /30 marks (min 15) | |
| Assessor's decision | | Quality assurance use | | | |
| Total marks | Outcome <i>(circle as applicable)</i> | Total marks | Outcome <i>(circle as applicable)</i> | | |

| Total 50 + overall, AND minimum in each section | PASS/REFERRAL | Total 50 + overall, AND minimum in each section | PASS/REFERRAL |
|---|---------------|---|---------------|
| Section referral if applicable: | | Date of IQA check: | |
| Name of assessor: | | Name of IQA: | |
| Assessor signature and date: | | IQA signature: | |
| ILM EV signature: | | Date externally verified (where applicable): | |