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Institute of
Leadership &
Management

ILM LEVEL 3
AWARD IN WORKPLACE
COACHING FOR TEAM LEADERS
AND FIRST LINE MANAGERS

3

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Circulation of Qualification Specifications

These Qualification Specifications are provided to centres that are approved by the Institute of Leadership and Management (ILM) to offer these qualifications. They should not be circulated outside of the centre. There are specific sections that are designed to be copied to candidates eg Assessment Notes for Candidates. It may also be useful to make available the Programme Outline and Unit Specifications. This information should be extracted from the Qualification Specifications rather than providing candidates with the complete document.

Institute of Leadership & Management (ILM)

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ILM LEVEL 3 AWARD IN WORKPLACE COACHING FOR TEAM LEADERS AND FIRST LINE MANAGERS (QCF)

[Qualification No. – 500/3563/0]

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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QUALIFICATION OVERVIEW:

ILM Level 3 Award in Workplace Coaching for Team Leaders and First Line Managers	
Purpose of the qualification	Aims to equip practising and potential team leaders and first line managers with the knowledge, skills and confidence to perform effectively as workplace coaches as part of their normal work role.
Progression routes	The qualification provides opportunities for progression to other qualifications such as the: • ILM Level 3 Certificate for Professional Workplace Coaches • ILM Level 5 Certificate in Coaching and Mentoring in Management • ILM Level 5 Diploma for Professional Coaches and Mentors
Credit Value	8
Induction	1 hour
Tutorial Support	At least 2 hours
Guided Learning Hours – this range is based on the guide learning defined for each unit and includes any additional time for induction and tutorial support	24 hours
To be completed within	3 years

Structure	Mandatory Units	Credit Value
	D3.01 Understanding good practice in workplace coaching	3 credits
	D3.02 Organising workplace coaching	2 credits
	D3.03 Undertaking supervised coaching in the workplace	3 credits

OCCUPATIONAL COMPETENCY REQUIREMENTS FOR THE LEVEL 3 AWARD IN WORKPLACE COACHING FOR TEAM LEADERS AND FIRST LINE MANAGERS

To approve centres to deliver the Level 3 Award in Workplace Coaching for Team Leaders and First Line Managers, 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 assurors 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).	• 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.	• Be able to prove that they have current experience of delivering training appropriate to the level and subject area of this qualification
A qualification in support of assessment and internal quality assurance.	• Ideally hold a valid and recognised teaching/training qualification.

Internal Quality Assurors and/or Centre Assessors Occupational Competence Requirements	Evidence Indicators
A thorough knowledge and understanding of the relevant qualification(s).	• 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.	• Demonstrate clear evidence of current experience in quality assurance and/or assessment appropriate to the level and subject area of this qualification
A qualification in support of assessment and/or internal quality assurance.	• 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.	• 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 IN WORKPLACE COACHING FOR TEAM LEADERS AND FIRST LINE MANAGERS

A brief introduction on ILM's Assessment Strategy can be found in S*upporting 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 in Workplace Coaching for Team Leaders and First Line Managers.

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	Assessments
D3.01 Understanding good practice in workplace coaching	Combined assessment – Work-Based Assignment
D3.02 Organising workplace coaching	
D3.03 Undertaking supervised coaching in the workplace	Coaching 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 3 AWARD IN WORKPLACE COACHING FOR TEAM LEADERS AND FIRST LINE MANAGERS

Title:	**Understanding good practice in workplace coaching (D3.01)**
Level:	3
Credit value:	3

Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)
1 Describe the effective workplace coach's role, responsibilities, characteristics and behaviours	1.1 Describe the role, responsibilities and characteristics of the effective workplace coach 1.2 Describe the range of appropriate behaviours for a coach to use to demonstrate respect for learner's views and attitudes, promote equality of opportunity and avoid abusing their relationship with others
2 Explain the importance of assessing learning styles, agreeing learning outcomes and overcoming potential barriers to ensure that workplace coaching is effective	2.1 Explain how appropriate assessment tools can be used to identify a person's learning needs and learning styles or preferences 2.2 Explain the importance of agreeing appropriate learning outcomes for workplace coaching activities 2.3 Explain how the agreed learning outcomes and a person's learning styles or preferences should be used to determine an appropriate coaching style 2.4 Recognise any potential barriers to achieving the planned outcomes of coaching in the workplace and explain suitable strategies to overcome these barriers
3 Assess own ability to use a variety of interpersonal communication strategies and give effective feedback to learners on their performance to coach them in the workplace	3.1 Assess own ability to use a variety of interpersonal communication strategies and give effective feedback to learners on their performance in order to coach them in the workplace

Additional information about the unit	
Unit purpose and aim(s)	To enable learners to understand good practice in workplace coaching.
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, 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 classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	9

Additional Guidance about the Unit

Indicative Content:

1	• Nature and role of coaching • Development goals that can be met through coaching • Characteristics of effective coaching using a recognised model (e.g. GROW or similar) • The coaching relationship, how it gives power to a coach, and the responsibilities associated with the role • Importance of equality working in a diverse workforce, nature of values and attitudes and potential for offence in the coaching process
2	• Concept of learning styles and a practical model for coaches to use • Use and interpretation of an appropriate learning needs and styles assessment tools • Appropriate coaching approach to use with different learning style preferences • Nature and purpose of, and best practice in agreeing, learning outcomes • Personal factors which can inhibit responsiveness to coaching (e.g. previous experiences, expectations, attitudes to being coached) • Strategies to overcome personal barriers to coaching • Practical barriers to coaching in the workplace (physical environment, managerial attitudes, time, work pressures, etc) • Strategies to overcome workplace barriers to coaching (negotiation, alternative locations, etc)
3	• Basic difference between training (telling) and coaching (asking) and implications for appropriate communication skills • Relevant oral communication skills for coaching (range of questioning techniques, active listening, summarising, reframing and reflecting, etc) • Interpretation of body language (posture, gesture, proximity, facial expression, etc) • Giving and receiving feedback, and encouraging learners to give feedback

Title:	Organising workplace coaching (D3.02)
Level:	3
Credit value:	2

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Know how to identify resources to support safe and effective coaching in the workplace	1.1 Identify available learning resources, information, equipment, materials and facilities to support safe and effective coaching in the workplace 1.2 Identify other services readily available to support learners and workplace coaches
2 Know how to monitor, assess and record learners' progress towards their goals	2.1 Explain how to monitor learners' progress and assess their achievement of learning objectives 2.2 Explain how to maintain records of coaching sessions
3 Know how to use coaching records to identify areas for improvement in own workplace coaching practice	3.1 Explain how coaching records can be used to identify areas for improvement in own workplace coaching practice

Additional information about the unit	
Unit purpose and aim(s)	To enables learners to understand how to organise workplace coaching.
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, 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 classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM

Units available from	01/01/2008
Unit guided learning hours	6

Additional Guidance about the Unit	

Indicative Content:

1	• Range and value of different learning resources and facilities available to support coaching • Accessing learning support services • Range of resources that might be used in coaching, their preparation and use • Layout and location of coaching environment • Potential hazards and risks associated with coaching environment, coach's responsibility for ensuring a safe environment • Recognition of learner needs beyond coach's competence (personal, social or psychological problems, learning difficulties or disabilities) and available support services
2	• Nature, purpose and importance of coaching records (diagnostic outcomes, development goals, coaching plans, coaching sessions, progress reviews, etc) • Progress monitoring methodologies and records • Assessment techniques and purpose (formative, summative, competence, knowledge, etc) • Nature, purpose and importance of feedback in supporting learning • Range of possible learning opportunities • Strategies for reviewing own performance • Importance of informing decision makers about any organisational impediments to learning
3	• Types of coaching record, their purpose and significance • Importance of confidentiality and security in recording coaching • Using coaching records to inform own development – issues and patterns to look for, etc.

Title:	Undertaking supervised coaching in the workplace (D3.03)
Level:	3
Credit value:	3

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Plan and organise workplace coaching sessions	1.1 Identify the learning needs and learning styles or preferences of those to be coached 1.2 Agree learning goals for the workplace coaching sessions 1.3 Plan and organise the coaching sessions
2 Undertake coaching in the workplace	2.1 Coach learners in the workplace for at least six hours
3 Monitor and review own workplace coaching performance	3.1 Monitor learners' progress and assess learning outcomes 3.2 Keep appropriate records of own workplace coaching activity 3.3 Review own workplace coaching performance with supervisor and identify areas for improvement

Additional information about the unit	
Unit purpose and aim(s)	To enables learners to demonstrate their ability to undertake workplace coaching.
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,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
Units available from	01/01/2008
Unit guided learning hours	6

Additional Guidance about the Unit

Indicative Content:

1	• Fitting individual development to organisational development goals • Nature of effective occupational learning goals that match organisational development goals • Aspects of occupational development that are best served through coaching • Agreeing learning goals for coaching • Characteristics of an effective coaching plan (specific learning outcomes, activities, information and resources required) and strategies for developing a coherent and logical coaching plan • Planning the use of resources available to support coaching • Process of risk assessment
2	• Alternative learning modes that can be used to support occupational development • Nature of knowledge and skills, including different types of skills (cognitive, affective and psycho-motor) • Techniques for assessing existing knowledge and skills (baseline assessment) • Good practice in coaching • Learning styles and barriers to learning • Communication skills in coaching
3	• Monitor and evaluate the use of resources available to support coaching • Monitor and evaluate communication skills in coaching • Record and assess learning through coaching • Use of a coaching diary to record coaching activity and reflect on own performance • Role of supervisor to support coach's development

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A P P E N D I X - B

ASSESSMENTS FOR THE LEVEL 3 AWARD IN WORKPLACE COACHING FOR TEAM LEADERS AND FIRST LINE MANAGERS

WORK-BASED ASSIGNMENT: D3.01 AND D3.02

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:

TASK

Plan your workplace coaching and assess your communication skills to perform effectively as a workplace coach.

The case can be either "forward looking" or "backward looking".

Please use the headings shown below when writing up your assignment	Assessment Criteria
Ensuring good practice in coaching Describe how you can ensure that your workplace coaching is effective, demonstrates respect for learners' views and attitudes, promotes equality of opportunity and does not abuse or otherwise take advantage of your position *(min 12 marks required from 24 available)*	• The role, responsibilities and characteristics of an effective workplace coach are described • The range of appropriate behaviours for a coach to use to demonstrate respect for learner's views and attitudes, promote equality of opportunity and avoid abusing their relationship with others are described
Identifying learning styles and barriers to learning Explain how you can use assessment or diagnostic tools to identify a person's learning needs and learning styles or preferences and how the outcomes of these diagnostic tools helps you to agree learning outcomes in line with organisational objectives and ensure your coaching is effective Identify any possible barriers to effective coaching, and what you can do to overcome these *(min 13 marks required from 26 available)*	• The way that appropriate assessment tools can be used to identify a person's learning needs and learning styles or preferences is explained • The importance of agreeing appropriate learning outcomes of workplace coaching activities is explained • The use of the agreed learning outcomes and a person's learning styles or preferences in determining an appropriate coaching style is explained • Any potential barriers to achieving the planned outcomes of coaching in the workplace are recognised and suitable strategies to overcome these barriers are explained
Support for coaching and recording outcomes Identify what learning resources, information, equipment, materials, facilities and other services are available for you to use when coaching in your workplace Explain how you can monitor learners' progress, assess their achievement of the agreed goals and how you will record this progress and achievement *(min 12 marks required from 24 available)*	• Available learning resources, information, equipment, materials and facilities to support safe and effective coaching in the workplace are identified • Other services readily available to support learners and workplace coaches are identified • How to monitor learners' progress and assess their achievement of learning objectives are explained • How to maintain records of coaching sessions is explained
Your strengths and weaknesses in coaching skills Assess your strengths and weaknesses in interpersonal communication and giving feedback Explain how you can use records of coaching sessions to identify areas for improvement in your workplace coaching practice	• Own ability to use a variety of interpersonal communication strategies and give effective feedback to learners on their performance in order to coach them in the workplace is assessed • How coaching records can be used to identify areas for improvement in own workplace coaching practice is explained

(min 13 marks required from 26 available)	
By submitting I confirm that this assessment is my own work	

MARK SHEET: D3.01 AND D3.02

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: ☐

Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Ensuring good practice in coaching • The role, responsibilities and characteristics of an effective workplace coach are described • The range of appropriate behaviours for a coach to use to demonstrate respect for learner's views and attitudes, promote equality of opportunity and avoid abusing their relationship with others are described			/24 marks (min 12)	
Identifying learning styles and barriers to learning • The way that appropriate assessment tools can be used to identify a person's learning needs and learning styles or preferences is explained • The importance of agreeing appropriate learning outcomes of workplace coaching activities is explained • The use of the agreed learning outcomes and a person's learning styles or preferences in determining an appropriate coaching style is explained • Any potential barriers to achieving the planned outcomes of coaching in the workplace are recognised and suitable strategies to overcome these barriers are explained			/26 marks (min13)	
Support for coaching and recording outcomes • Available learning resources, information, equipment, materials and facilities to support safe and effective coaching in the workplace are identified • Other services readily available to support learners and workplace coaches are identified • How to monitor learners' progress and assess their achievement of learning objectives are explained • How to maintain records of coaching sessions is explained			/24 marks (min12)	

Your strengths and weaknesses in coaching skills			
• Own ability to use a variety of interpersonal communication strategies and give effective feedback to learners on their performance in order to coach them in the workplace is assessed • How coaching records can be used to identify areas for improvement in own workplace coaching practice is explained			/26 marks (min13)

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):**	

COACHING DIARY: D3.03

Centre Number:	Centre Name:
Learner Registration No:	**Learner Name:**

TASK

Undertake a minimum of 6 hours workplace coaching and maintain a coaching diary to reflect on your performance.

NB: It is expected that the supervisor will have a discussion with the coach to assist in performance reflection. Some observation of coaching is also encouraged, if possible, to inform this reflection.

Please use the headings shown below when writing up your assignment	Assessment Criteria
Planning and undertaking coaching sessions You should complete a coaching diary over a period of at least six hours coaching practice within which you: • Identify the learning needs and learning styles or preferences of those to be coached • Briefly summarise the agreed learning goals for the coaching sessions • Plan and organise each workplace coaching session • Keep a record of each coaching session with a summary of the coaching activity and an assessment of the learner's progress and achievement of the learning outcomes *(min 35 marks required from 70 available)*	• The learning needs and learning styles or preferences of those to be coached are identified • Learning goals for the coaching sessions are agreed • Individual coaching sessions are planned and organised • Learners are coached in the workplace for at least six hours • Learners' progress is monitored and learning outcomes assessed • Appropriate records of workplace coaching activity are kept
Reflections on the effectiveness of coaching activity This should contain an overall summary of your coaching performance, on completion of the planned programme (i.e. the minimum six hours coaching), identifying: • What you might have done differently or better, what worked well, etc What personal strengths and weaknesses as a coach were demonstrated? • What skills in relation to the coaching role still need to be improved and what steps will be taken to improve these skills • A general reflection on the process, own performance and the potential for using coaching in the future *(min 15 marks required from 30 available)*	• Own workplace coaching performance is reviewed and areas for improvement identified
By submitting I confirm that this assessment is my own work	

MARK SHEET: D3.03

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: □			
Criteria		**Strengths**	**Areas for Improvement**	**Assr mark**	**QA mark**
Planning and undertaking coaching sessions • The learning needs and learning styles or preferences of those to be coached are identified • Learning goals for the coaching sessions are agreed • Individual coaching sessions are planned and organised • Learners are coached in the workplace for at least six hours • Learners' progress is monitored and learning outcomes assessed • Appropriate records of workplace coaching activity are kept				/70 marks (min 35)	
Reflections on the effectiveness of coaching activity • Own workplace coaching performance is reviewed and areas for improvement identified				/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):**	