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

[Qualification No. – 500/5708/X]

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

	Certificate in Workplace Coaching & Mentoring
Credit value	• Minimum 28 credits
Duration	• Minimum 65 glh
To be completed within	• Three years
Induction	• One hour
Tutorial support	• At least four hours
Structure	• Seven mandatory units with a credit value of 28

QUALIFICATION STRUCTURE OF LEVEL 3 CERTIFICATE IN WORKPLACE COACHING AND MENTORING

Qualification	Credit Value	Unit Details		Credit Value
Certificate in Workplace Coaching & Mentoring	28	D3.01	Understanding good practice in workplace coaching	3
		D3.02	Organising workplace coaching	2
		D3.03	Undertaking supervised coaching in the workplace	3
		D3.04	Undertaking an extended period of supervised coaching in the workplace	7
		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
		TOTAL		28

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

Ref	Unit Title	Indicative Glh	Credit Value	Certificate
D3.01	Understanding good practice in workplace coaching	9	3	M
D3.02	Organising workplace coaching	6	2	M
D3.03	Undertaking supervised coaching in the workplace	6	3	M
D3.04	Undertaking an extended period of supervised coaching in the workplace	12	7	M
D3.05	Understanding good practice in workplace mentoring	9	3	M
D3.06	Organise and undertake supervised mentoring in the workplace	6	4	M
D3.07	Undertaking an extended period of supervised mentoring in the workplace	12	6	M

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

It is the centres responsibility to ensure that they have competent and suitably qualified staff involved in delivering, quality assuring and/or assessing qualifications.

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 teaching/training.	• 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 CERTIFICATE IN WORKPLACE COACHING AND MENTORING

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 Certificate in Workplace Coaching and 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
D3.01	Understanding good practice in workplace coaching	Work-Based Assignment
D3.02	Organising workplace coaching	
D3.03	Undertaking supervised coaching in the workplace	Coaching Diary
D3.04	Undertaking an extended period of supervised coaching in the workplace	Personal Development Plan and Reflective Log
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
ILM LEVEL 3 CERTIFICATE IN WORKPLACE
COACHING AND MENTORING

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

Learning outcomes (the learner will)	Assessment criteria (the learner can)
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 (eg 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 (eg 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 enable 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 enable 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

Title:	Undertaking an extended period of supervised coaching in the workplace (D3.04)
Level:	3
Credit value:	7

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Use supervision to develop and improve own coaching practice	1.1 Discuss and agree with coaching supervisor personal learning goals for developing coaching performance 1.2 Agree, monitor, review and update a plan for at least 30 hours workplace coaching to achieve agreed learning goals
2 Plan, organise and undertake a workplace coaching programme	2.1 Agree with learners and other stakeholders the goals for the workplace coaching programme and the benefits for individuals and the organisation 2.2 Plan and organise the coaching sessions 2.3 Coach learners in the workplace for at least 30 hours 2.4 Monitor learners' progress and assess learning outcomes 2.5 Keep appropriate records of own workplace coaching activity
3 Assess the effectiveness of the coaching programme	3.1 Review learners' performance with appropriate people 3.2 Seek feedback from learners and coaching supervisor on own performance and from learners and stakeholders on the effectiveness of the coaching programme in delivering planned benefits
4 Use supervision to plan own continuing development as a workplace coach	4.1 Discuss extended period of at least 30 hours of workplace coaching practice with coaching supervisor and reflect on own coaching performance 4.2 Plan continuing personal development workplace in coaching practice and performance

Additional information about the unit	
Unit purpose and aim(s)	To enable learners to develop and improve their performance as workplace coaches with the support of a coaching 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 ENTO 2006 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	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	12

Additional Guidance about the Unit	
Indicative Content:	
1	• The nature, purpose and practice of individual, group and peer supervision • Setting and reviewing personal learning goals • Preparing development plans
2	• Agree learning goals for coaching • Characteristics of an effective coaching plan • Planning the use of resources available to support coaching • Nature of knowledge and skills, including different types of skills • Techniques for assessing knowledge and skills, and monitoring and recording learner progress • Benefits of coaching programmes for individuals and organisations • Learning styles and barriers to learning

	• Communication skills in coaching
3	• Techniques for performance review • Techniques for seeking and accepting feedback
4	• Reflection as a technique for learning and improving own performance • Using a personal development plan to manage own development

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	31/01/2015
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	Business Management

subject/sector classification system	
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Shared
Units available from	01/01/2009
Unit guided learning hours	9

Additional Guidance about the Unit

Indicative Content:

1	• 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 equality of opportunity
2	• 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	• 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 will)	Assessment criteria (the learner can)
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	31/01/2015
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	Shared
Units available from	01/01/2009
Unit guided learning hours	6

Additional Guidance about the Unit

Indicative Content:

1	• 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	• 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	• 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 (e.g.: confidentially, security)

4	• 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 will)	Assessment criteria (the learner can)
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	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 ENTO 2006 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	01/01/2009
Unit guided learning hours	12

Additional Guidance about the Unit	
Indicative Content:	
1	• The nature, purpose and practice of individual, group and peer supervision • Setting and reviewing personal learning goals • Preparing development plans
2	• 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	• Techniques for performance review • Techniques for seeking and accepting feedback
4	• 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
ILM LEVEL 3 CERTIFICATE IN WORKPLACE
COACHING AND MENTORING

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 assessment	**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	• 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
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	• 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: WORK-BASED ASSIGNMENT: 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	Weaknesses	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 (min 13)	
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 (min 12)
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 (min 13)

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 assessment	**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 (ie 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: COACHING DIARY: 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	Weaknesses	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):**

PERSONAL DEVELOPMENT PLAN AND REFLECTIVE LOG: D3.04

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

TASK

To maintain a reflective coaching diary over a period of a minimum of 30 hours of supervised coaching activity.

NB: It is expected that the supervisor will undertake some observation of coaching activity to provide feedback on performance and will have a discussion with the coach to assist in performance reflection.

Please use the headings shown below when writing up your assessment	**Assessment Criteria**

Planning and undertaking coaching sessions
 	
You should complete a personal development plan and reflective log over a period of at least 30 hours coaching practice within which you:
 	
• Identify and agree with your coaching supervisor your personal learning goals for coaching and your plans for achieving these goals through the coaching programme you have developed
 	
• Outline the coaching programme you have developed, with clear goals and an explanation of the benefits to learners and the organisation
 	
• A record of each coaching session with:
 	
  • your personal goals for developing and improving your performance during each session
 	
  • a brief plan of the coaching session (what knowledge and skills are planned to be developed)
 	
  • a summary of the coaching activity (what knowledge and skills were actually covered)
 	
  • any feedback from your coaching supervisor, the person being coached or any other observers
 	
  • your reflections on your performance in that session and what you have learnt from it
 	
  • any changes to your planned development, based on this experience and reflection
 	
• You should conclude your coaching programme with a review of the learners' performance with appropriate people, and collect their feedback on the overall effectiveness of the programme
 	
(min 35 marks required from 70 available)
	• Personal learning goals for developing coaching performance are reviewed and agreed with coaching supervisor
	• A plan for at least 30 hours workplace coaching to achieve agreed learning goals is agreed, monitored, reviewed and updated
	• Goals for the workplace coaching programme and the benefits to individuals and the organisation are agreed with learners and other stakeholders
	• Coaching sessions are planned and organised
	• Learners are coached in the workplace for at least 30 hours
	• Learners' progress is monitored and learning outcomes assessed
	• Appropriate records are kept of own workplace coaching
	• Learners' performance is reviewed with appropriate people
	• Feedback is sought from learners and coaching supervisor on own performance and from learners and stakeholders on the effectiveness of the coaching programme in delivering planned benefits

Reflections on your development as a coach This should contain: • a summary of your supervision sessions over the period of supervised practice • a personal reflection on your general development as a coach and how you see this continuing in the future *(min 15 marks required from 30 available)*	• Own coaching performance over an extended period of at least 30 hours of workplace coaching practice is discussed with supervisor and reflected on • Continuing personal development in workplace coaching practice and performance is planned
By submitting I confirm that this assessment is my own work	

MARK SHEET: PERSONAL DEVELOPMENT PLAN AND REFLECTIVE LOG: D3.04

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	Weaknesses	Assr mark	QA mark
Planning and undertaking coaching sessions • Personal learning goals for developing coaching performance are reviewed and agreed with coaching supervisor • A plan for at least 30 hours workplace coaching to achieve agreed learning goals is agreed, monitored, reviewed and updated • Goals for the workplace coaching programme and the benefits to individuals and the organisation are agreed with learners and other stakeholders • Coaching sessions are planned and organised • Learners are coached in the workplace for at least 30 hours • Learners' progress is monitored and learning outcomes assessed • Appropriate records are kept of own workplace coaching • Learners' performance is reviewed with appropriate people • Feedback is sought from learners and coaching supervisor on own performance and from learners and stakeholders on the effectiveness of the coaching programme in delivering planned benefits			/70 marks (min 35)	
Reflections on your development as a coach • Own coaching performance over an extended period of at least 30 hours of workplace coaching practice is discussed with supervisor and reflected on • Continuing personal development in workplace coaching practice and performance is planned			/30 marks (min 15)	
Assessor's decision	**Quality assurance use**			

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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):	

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.

Please use the headings shown below when writing up your assessment	**Assessment Criteria**
The roles, responsibilities, characteristics and behaviours of a workplace mentor Describe how you can ensure that your workplace mentoring is effective, and development goals that can be met through mentoring Describe the role of the mentee *(min 18 marks required from 36 available)*	• 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
Key concepts, principles and practises of mentoring 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 *(min 17 marks required from 34 available)*	• Described the similarities and differences between coaching and mentoring • Explained the key concepts, principles and practices of mentoring
Own ability to use a variety of communication strategies to mentor individuals at work 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 *(min 15 marks required from 30 available)*	• 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: ☐

Criteria	Strengths	Weaknesses	Assr mark	QA mark
The roles, responsibilities, characteristics and behaviours of a workplace mentor • 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			/36 marks (min 18)	
Key concepts, principles and practises of mentoring • Described the similarities and differences between coaching and mentoring • Explained the key concepts, principles and practices of mentoring			/34 marks (min 17)	
Own ability to use a variety of communication strategies to mentor individuals at work • 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	**PASS/REFERRAL**	**Total 50 + overall, AND minimum in each**	**PASS/REFERRAL**

each section		section	
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

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

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.

Please use the headings shown below when writing up your assessment	**Assessment Criteria**
Planning and organising mentoring sessions You should complete a mentoring diary over a period of at least six hours mentoring practice within which you: • 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 *(min 20 marks required from 40 available)*	• 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
Reflections on the effectiveness of coaching activity 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: • 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 Review your mentoring records with your supervisor and identify areas for improvement. Include these in your mentoring diary *(min 30 marks required from 60 available)*	• 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: ☐

Criteria	Strengths	Weaknesses	Assr mark	QA mark
Planning and organising mentoring sessions • 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 • 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:**

TASK	
To maintain a reflective coaching diary over a period of a minimum of 20 hours of supervised coaching activity. *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.*	
Please use the headings shown below when writing up your assessment	**Assessment Criteria**
Planning and undertaking coaching sessions You should complete a personal development plan and reflective log over a period of at least 20 hours mentoring practice within which you: Discuss and agree with your mentoring supervisor • 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 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 Record your mentoring sessions and explain how you monitored learners' progress and assessed the learning outcomes Review learners' performance with appropriate people and record their input 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 *(min 35 marks required from 70 available)*	• 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
Reflections on your development as a mentor Discuss your practical experience of mentoring with your supervisor and reflect on your own performance. Record the outcomes of this Plan your continuing personal development in workplace mentoring practise and performance *(min 15 marks required from 30 available)*	• 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

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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: ☐

Criteria	Strengths	Weaknesses	Assr mark	QA mark
Planning and undertaking coaching sessions • 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 • 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)	

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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):**	