**ILM LEVEL 5 UNITS IN COACHING ACCREDITATION ASSESSMENT DOCUMENT**

**[Name of Customer programme]**

**Advice for ILM Centre Managers and Course Organisers**

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| ILM is looking for *equivalence* of the standard of the Level 5 assessment activities, given the context - specific nature of the learning, development and subsequent evidence provided by the learners.  This document provides evidences of learner summative assessments/s aligned with the ILM assessment criteria. It also assists internal and external verifiers in the undertaking of their verification activities.  In the column entitled *Learning Strategies* the programme delivery of guided learning activities are referenced. In the column entitled *Assessment Evidence, all specific assessments* that each learnerwill complete are documented.  It is likely that a range of assessment activities will be included and evidence spread across learning outcomes and assessment criteria.  **Advice for the Quality and Compliance Manager (Q.C.M) and External Verifier (E.V).**  Pay particular attention to the summative assessment activities which have been aligned in this document, these should be centre- assessed using appropriate centre recording documentation or ILM mark sheets.  Please note that every assessment for every learner should be *available* to the E.V. as requested. The exception being those centres with Direct Claims Status.  *\*For Dual Accredited programmes, the E.V. should have sight of the University Academic Board’s exam pass list, to ensure that there is a match between the completion of the correct university modules and the ILM units claimed.*  **[name of customer programme]**  **Introduction**  [Overview of customer programme/ mode of delivery etc.]  **Rules of Combination CHECK** | | |
| **Award: all credits L5 from Group 1: NO/N/A** | **Certificate: YES/NO/N/A** | **Diploma: YES/NO/N/A** |
| No award  **StorageX/G/ilmcurrent/qualitypractice/mapping/** | * One hour induction * At least two hours tutorial support * Three mandatory units (total credit value 13) | * One hour induction * At least two hours tutorial support * Three mandatory units (total credit value 37) |

**Level 5 Certificate and Diploma in Coaching and Mentoring**

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| **Customer Programme Title** | |  | | | | | **Assessment Manager/QA**  **Alignment Consultant** |  |
| **ILM Qualification** | | **ILM Level 5 Certificate or Diploma in Coaching and Mentoring** | | | | | **Quality and Compliance Manager (QCM)**  **Business Development Manager (BDM** |  |
|  | **Summary** | | | **Coverage** | | | **Comments** | **Title of Assessment for External Verification** |
| Ref | Unit Title | | Credit Value | None | Partial | Full |  |  |
| 8580-500 | Understanding the Skills, Principles and Practice of Effective Management Coaching and Mentoring | | 5 |  |  |  |  |  |
| 8580-501 | Undertaking Management Coaching or Mentoring in the Workplace | | 5 |  |  |  |  |  |
| 8580-502 | Undertaking an Extended Period of Management Coaching or Mentoring in the Workplace | | 29 |  |  |  |  |  |
| 8580-503 | Reviewing Own Ability as a Management Coach or Mentor | | 3 |  |  |  |  |  |

**ILM Accreditation Document – Understanding the skills, principles and practise of effective management coaching and mentoring**

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| **Unit No: 8580-500** | | **Understanding the skills, principles and practise of effective management coaching and mentoring 5 credits** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Understand the purpose of coaching and mentoring within an organisational context | 1.1 | Define what coaching and mentoring is within the context of an organisation and explain the similarities and differences between coaching and mentoring |  |  |
| 1.2 | Identify potential individual, operational and organisational barriers to using coaching or mentoring and develop appropriate strategies for minimising or overcoming these |  |  |
| 1.3 | Present the case for using coaching or mentoring to benefit individuals and organisation performance |  |  |
| 2 | Understand the skills, behaviours, attitudes, beliefs and values of an effective coach or mentor | 2.1 | Critically explore the knowledge, skills and behaviour of an effective coach or mentor |  |  |
| 2.2 | Analyse why coaches or mentors require effective communication skills |  |  |
| 2.3 | Review the responsibilities of the coach or mentor to manage relationships (including values and power) and remain ethical and non-judgemental |  |  |
| 3 | Understand the role of contracting and the process to effectively coach or mentor | 3.1 | Review a model or process which should be followed when formally coaching or mentoring |  |  |
| 3.2 | Analyse the rationale for and the characteristics of effective contracting within coaching or mentoring |  |  |
| 3.3 | Explain the necessity of exploring the expectations and boundaries of a coaching or mentoring programme with all stakeholders |  |  |
|  |  | 3.4 | Justify the rationale for supervision of coaches and mentors in practise |  |  |
| 4 | Understand the principles of effective coaching or mentoring in practice and how to evaluate benefits | 4.1 | Critically review the elements required for effective and integrated coaching or mentoring |  |  |
| 4.2 | Analyse how the benefits of coaching or mentoring should be evaluated |  |  |

**ILM Accreditation Document – Undertaking management coaching or mentoring in the workplace**

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| **Unit No: 8580-501** | | **Undertaking management coaching or mentoring in the workplace 5 credits** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Be able to plan and prepare for management coaching or mentoring programmes based on identified developmental needs and goals | 1.1 | Explain the rationale for coaching or mentoring for one or more clients and formally agree a contract with one or more clients |  |  |
| 1.2 | Identify individual developmental needs and agree goals, in line with organisational, divisional and/or team goals |  |  |
| 1.3 | Plan and prepare a short coaching or mentoring programme with one or more clients to complete a minimum of twelve hours of formal coaching activity |  |  |
| 2 | Be able to undertake and record at least twelve hours of formal coaching or mentoring activity with one or more clients | 2.1 | Complete a minimum of twelve hours of coaching or mentoring activity with one or more clients |  |  |
| 2.2 | Critically review your use of a range of diagnostic coaching and mentoring tools and techniques |  |  |
| 2.3 | Assess your ability to build relationships and use effective communication techniques of questioning, listening and giving feedback |  |  |
| 2.4 | Maintain appropriate overview records of goals, discussion and outcomes including progress towards goals |  |  |
| 3 | Be able to reflect and review own management coaching or mentoring practice | 3.1 | Collect feedback on own coaching or mentoring practise on the effectiveness of coaching or mentoring interventions in enabling the achievement of agreed goals and show evidence of this within the coaching/mentoring diary |  |  |
| 3.2 | Review coaching or mentoring activity and holistically explore this for patterns and personal learning and areas for improvement |  |  |
| 3.3 | Reflect on own coaching or mentoring practise (including evidence of supervision/tutorial feedback) |  |  |

**ILM Accreditation Document – Undertaking an extended period of management coaching or mentoring in the workplace**

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| **Unit No: 8580-502** | | **Undertaking an extended period of management coaching or mentoring in the workplace 29 credits** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Be able to plan and prepare for management coaching or mentoring programmes based on identified developmental needs and goals | 1.1 | Explain the rationale for coaching or mentoring for a minimum of six clients and formally agree a contract with each client |  |  |
| 1.2 | Identify individual developmental needs and agree goals, in line with organisational, divisional and/or team goals with each client |  |  |
| 1.3 | Plan and prepare for a short coaching or mentoring programme with a minimum of six clients |  |  |
| 2 | Be able to undertake and record at least hundred hours of formal coaching or mentoring activity | 2.1 | Complete a minimum of hundred hours of coaching or mentoring activity with six or more clients |  |  |
| 2.2 | Critically evaluate your use of a range of diagnostic coaching and mentoring tools and techniques |  |  |
| 2.3 | Assess your ability to build relationships and use effective communication techniques of questioning, listening and giving feedback |  |  |
| 2.4 | Maintain appropriate overview records of goals, discussions and outcomes including progress towards goals |  |  |
| 3 | Be able to reflect and review own management coaching or mentoring practise | 3.1 | Collect feedback from coaching clients and other stakeholders (if appropriate) on the effectiveness on coaching interventions in enabling the achievement of agreed goals |  |  |
| 3.2 | Summarise coaching and mentoring activity and holistically explore this for patterns and personal learning and areas for improvement |  |  |
| 3.3 | Reflect on and review own coaching or mentoring practise (including evidence of supervision/tutorial feedback) |  |  |
| 4 | Be able to use supervision and reflective learning to develop and improve own management coaching or mentoring practise | 4.1 | Negotiate and agree with coaching supervisor/tutor a contract, and demanding but realistic personal learning and developmental goals for the hundred hours of management coaching or mentoring practise |  |  |
| 4.2 | Reflect and summarise the coaching or mentoring activity making links to the different coaching or mentoring relationships, activities and challenges |  |  |
| 4.3 | Evaluate the impact and effectiveness of the coaching activity or mentoring activity at an individual and organisational level |  |  |

**ILM Accreditation Document – Reviewing own ability as a management coach or mentor**

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| **Unit No: 8580-503** | | **Reviewing own ability as a management coach or mentor 3 credits** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Be able to assess tour own skills, behaviours and knowledge as a coach and mentor | 1.1 | Conduct an evidenced assessment analysis of your own ability as a coach and/or mentor relating to knowledge, skills and behaviours |  |  |
| 1.2 | Using this analysis critically review your strengths and weaknesses in relation to your skills, behaviours and knowledge as a coach or mentor |  |  |
| 2 | Be able to critically review and reflect on the effectiveness of your own practise as a coach or mentor | 2.1 | Critically review the coaching activity undertaken looking at the process, patterns and outcomes |  |  |
| 2.2 | Critically evaluate your own skills as a coach or mentor focussing particularly on your self-awareness, approach, communication skills, and relationship management |  |  |
| 2.3 | Discuss how you ensure your coaching or mentoring is ethical and non-judgmental |  |  |
| 2.4 | Provide evidence of reflecting on actual coaching or mentoring activity by using examples and evidence |  |  |
| 3 | Be able to demonstrate how you have developed and how you plan to develop in the future as a coach or mentor | 3.1 | Explain and reflect on the effectiveness of tutorial supervision |  |  |
| 3.2 | Provide evidence of how you have recorded and logged your own progress and development as a coach or mentor |  |  |
| 3.3 | Provide a linked and relevant plan for your future development for a minimum of the next twelve months |  |  |