**ILM LEVEL7 UNITS IN EXECUTIVE COACHING AND MENTORING 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 7 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 (QCM) and External Verifier (EV).**  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** | | |
| **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 * Three mandatory units (total credit value 15) | • One hour induction  • At least two hours tutorial  • Three mandatory units (total credit value 40) |

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

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| **Customer Programme Title** | |  | | | | | **Assessment Manager/QA**  **Alignment Consultant** |  |
| **ILM Qualification** | | **ILM Level 7** | | | | | **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 |  |  |
| 8581-700 | Understanding the context of coaching and mentoring in a strategic business environment | | 5 |  |  |  |  |  |
| 8581-701 | Undertaking coaching or mentoring at a senior and strategic level | | 5 |  |  |  |  |  |
| 8581-702 | Undertaking an extended period of supervised coaching or mentoring at a senior or strategic level | | 30 |  |  |  |  |  |
| 8581-703 | Reflecting on your own ability to perform effectively as a coach or mentor practising at a senior level | | 5 |  |  |  |  |  |

**ILM Accreditation Document – Understanding the context of coaching and mentoring in a strategic business environment**

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| **Unit No: 8581-700** | | **Understanding the context of coaching and mentoring in a strategic business environment 5 credits** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Know how to recognise and establish the organisational context, strategy, culture and processes for coaching or mentoring at a senior and strategic level | 1.1 | Define and differentiate between the different focus, roles, processes and environment for the two different disciplines of coaching and mentoring |  |  |
| 1.2 | Critically review the organisational context, strategy, characteristics, culture and conditions for effective coaching or mentoring |  |  |
| 1.3 | Evaluate alternative organisational strategies other than coaching or mentoring |  |  |
| 1.4 | Determine the factors which impact on how coaching or mentoring are integrated at a senior, strategic and organisational level |  |  |
| 2 | Know how to compare and contrast a number of contextual applications in coaching or mentoring in organisations and business environments | 2.1 | Define and critique the distinctions between various methods of coaching or mentoring including (as a minimum) executive, leadership, professional and business coaching or mentoring |  |  |
| 3 | Know how to review the necessary conditions, skills and practises for effective and ethical coaching or mentoring at a senior and strategic level | 3.1 | Critically review skills and behaviours required for ethical practice in coaching or mentoring at a senior and strategic level |  |  |
| 3.2 | Justify the importance and role of codes of practice, contracting and supervision at this level of coaching or mentoring practice |  |  |
| 4 | Know how to evaluate the contribution of coaching and mentoring relating both to the individual client and organisational performance | 4.1 | Critically assess the contribution of coaching or mentoring to improve both individual and organisational strategic performance |  |  |
| 4.2 | Evaluate the application of coaching or mentoring within a specific organisation or business environment |  |  |

**ILM Accreditation Document – Undertaking coaching or mentoring at a senior and strategic level**

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| **Unit No: 8581-701** | | **Undertaking coaching or mentoring at a senior and strategic level 5 credits** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Know how to agree a contract to coach or mentor clients at a senior/strategic level | 1.1 | Establish and build effective coaching or mentoring relationships with clients at a senior/strategic level |  |  |
| 1.2 | Discuss and evaluate clients’ development and support needs and goals and agree a contract for coaching or mentoring in the context of the individual and organisation |  |  |
|  |  |  |  |
| 2 | Be able to plan, deliver and review at least twenty hours of coaching or mentoring contact with clients at a senior/strategic level | 2.1 | Plan, prepare and maintain accurate and auditable records for twenty hours of coaching or mentoring with individual clients operating at an appropriate senior/strategic level |  |  |
| 2.2 | Undertake appropriate coaching or mentoring contact with clients for at least twenty hours exploring outcomes and options |  |  |
| 2.3 | Review clients’ development and support needs and progress towards achieving their goals, and outcomes |  |  |
| 3 | Be able to reflect on all coaching or mentoring activity, feedback and supervision | 3.1 | Participate actively in peer coaching or mentoring and other personal and professional coaching or mentoring networks |  |  |
| 3.2 | Participate actively in supervision in order to seek feedback and advice on your own performance as a coach or a mentor |  |  |
| 3.3 | Collect client feedback in order to develop your own performance as a coach or a mentor |  |  |
| 3.4 | Critically reflect on the feedback and activities completed in order to identify own strengths and development needs and plan to take action to improve own executive, leadership, professional and business coaching or mentoring practice |  |  |

**ILM Accreditation Document – Undertaking an extended period of supervised coaching or mentoring at a senior or strategic level**

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| **Unit No: 8581-702** | | **Undertaking an extended period of supervised coaching or mentoring at a senior or strategic level 30 credits** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Know how to agree a contract to coach or mentor clients at a senior/strategic level | 1.1 | Establish and build an effective coaching or mentoring relationships with clients at a senior/strategic level |  |  |
| 1.2 | Discuss and evaluate clients’ development and support needs and goals and agree a contract for coaching or mentoring in the context of these needs and goals |  |  |
| 2 | Be able to plan, deliver and review at least a hundred hours of coaching or mentoring contact with clients at a senior/strategic level | 2.1 | Plan, prepare, undertake and maintain accurate and auditable records for a hundred hours of coaching or mentoring with individual clients operating at an appropriate senior/strategic level |  |  |
| 2.2 | Review clients’ development and support needs and progress towards achieving their goals and outcomes |  |  |
| 3 | Be able to reflect on all coaching or mentoring activity, feedback and supervision | 3.1 | Participate actively in peer coaching or mentoring and other personal and professional coaching or mentoring networks |  |  |
| 3.2 | Provide evidence of appropriate levels of supervision for the hundred hours of coaching or mentoring completed in the form of contracts, logs and/or supervision records |  |  |
| 3.3 | Collect client feedback in order to develop your own performance as a coach or a mentor |  |  |
| 3.4 | Critically reflect on the feedback and activities completed in order to identify own strengths and development needs |  |  |
| 4 | Be able to assess yourself against an agreed set of coaching or mentoring standards or benchmarks of best practise | 4.1 | Conduct a detailed self-assessment against relevant coaching or mentoring standards or benchmarks of best practise |  |  |
| 4.2 | Critically reflect on own performance as a coach and/or mentor with reference to the evidence and narrative provided |  |  |
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**ILM Accreditation Document – Reflecting on your won ability to perform effectively as a coach or mentor practising at a senior level**

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| **Unit No: 8581-703** | | **Reflecting on your won ability to perform effectively as a coach or mentor practising at a senior level 5 credits** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Know how to review own abilities to perform effectively as an effective coach or mentor at a senior/strategic level | 1.1 | Critically review your own communication skills, emotional intelligence and ability to build effective relationships in a diverse social and cultural environment |  |  |
| 1.2 | Critically review own ethical and moral values, beliefs, attitudes and personal integrity and assess the impact they may have on influencing the coaching or mentoring relationship |  |  |
| 1.3 | Critically review your own competence to support the growth of capability, development and improved performance in others |  |  |
| 2 | Understand how the client’s personal characteristics and organisational context affects coaching or mentoring relationship | 2.1 | Critically analyse how client’s role, position, organisational context, and cultural attributes affects the coaching or mentoring relationship in practise |  |  |
| 2.2 | Critically analyse client’s personalities, characters, value systems, knowledge, skills and experience affect the coaching or mentoring relationship |  |  |
| 3 | Be able to use reflective learning to position yourself as an effective coach or mentor | 3.1 | Develop a personal profile which illustrates your coaching or mentoring approach, practise and the context within which you are opening and include your contract/code of practise and any other supporting paperwork |  |  |