Level 2 Award in Effective Mentoring Skills

8584

December 2021 Version 2.0

Qualification Handbook

Qualification at a glance

Subject area	Coaching and Mentoring
ILM number	8584
Age group approved	16+
Entry requirements	None
Assessment types	Assignment, Portfolio
Approvals	Available from 1 November 2018
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	ILM number	Accreditation number
Level 2 Award in Effective Mentoring Skills	14	50	8584-11	603/3692/4

Version and date	Change detail	Section
1.0 November 2018	Document created	All
2.0 December 2021	Correction to refer to mentoring	Throughout
	Updating to refer to City & Guilds/ILM Centre Quality Assurance Standards	Throughout
	Amended 'Verifier' to 'Quality Assurer'	Throughout
	Updated formatting	Throughout
	Removed reference to ILMA service	Throughout
	Portfolio of Evidence examples	Appendix 4

Updated forms: Appendix 5

- Mentoring Diary
- Feedback to learner from mentee
- Outcomes of a session
- CPD plan

This document is intended for current and prospective Centres of ILM and City & Guilds. All ILM qualifications are awarded by The City and Guilds of London Institute. This document should always be read in conjunction with the ILM Quality Assurance Standards

Table of contents

Qualification at a glance		2
Table of contents		4
Qualification introduction		6
	Structure	7
	Total Qualification Time (TQT)	7
Centre requirements		8
	Approval	8
	Resource requirements	8
	Learner entry requirements	11
	Time constraints	11
Delivering the qualification		12
	Initial assessment	12
	Induction	12
	Supporting documentation and resources	13
Qualification assessment		14
	Summary of assessment methods	14
	Assessment strategy	14
	Internal assessment	14
	Recognition of prior learning (RPL)	15
Unit 200	Understanding Mentoring	16
Unit 201	Developing Mentoring Skills	20
Assessment Guidance		24
	Unit 200 Understanding Mentoring	24
	Unit 201 Developing Mentoring Skills	24
Appendix 1	Unit 200 Understanding Mentoring - Assessment Brief	27
	Assessment instructions	27
	Assignment tasks	28
Appendix 2	Unit 200 Result Sheet	29
Appendix 3	Unit 201 Developing Mentoring Skills – Portfolio	37
	Assessment instructions	37
Appendix 4	Unit 201 Portfolio of Evidence Examples	39
Appendix 5	Unit 201 Example Documents to Record Portfolio of Evidence	41
	Portfolio evidence matrix	41
	Mentoring Diary	43
	Reflective log	45
	Feedback to mentor from individual being mentored	46

Outcomes of a supervision session **47**
Continuous Professional Development (CPD) plan **48**
Appendix 6 Unit 201 Result Sheet **49**
Useful Information **57**

Qualification introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Qualification Aim	To provide individuals with the required knowledge and skills to understand and undertake effective mentoring in order to progress in their career and on to further study.
Who is the qualification for?	This qualification is for those who wish to develop their knowledge and skills in order to understand and undertake effective mentoring in a range of situations, such as an organisation, the voluntary sector, community groups, etc.
Benefits for individuals	• Develop an understanding of the role and nature of mentoring • Utilise mentoring skills to reflect on own performance and learn key listening & questioning techniques • Understand how to organise mentoring activities and plan for effective mentoring sessions • Reflect on own performance and define the goals, progress and actions required
Benefits for employers and educators	• Allows employees to gain skills and knowledge in order to develop effective mentoring practice within their own roles and responsibilities • Develops a mentoring culture in your organisation by introducing key mentoring skills and techniques
What opportunities for progression are there?	This qualification will provide progression opportunities to a range of qualifications such as: • ILM Level 3 Award or Certificate in Effective Mentoring • ILM Level 3 Award or Certificate in Effective Coaching • ILM Level 3 Certificate in Effective Coaching and Mentoring • ILM Level 3 Award or Certificate in Leadership & Management

Structure

To achieve the Level 2 Award in Effective Mentoring Skills the learner must achieve two mandatory units.

Level 2 Award in Effective Mentoring Skills					
UAN	**ILM unit number**	**Unit title**	**Level**	**Credit Value**	**GLH**
T/617/2670	8584-200	Understanding Mentoring	2	2	7
A/617/2671	8584-201	Developing Mentoring Skills	2	3	7

Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

1 the number of hours which an awarding organisation has assigned to a qualification for guided learning, and

2 an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, Supervisor, Tutor or other, appropriate provider of education or training.

Extract from: Ofqual, Total Qualification Time Criteria for All Qualifications, Section 1.8

Title and level	GLH	TQT	Credit
Level 2 Award in Effective Mentoring Skills	14	50	5

Centre requirements

Approval

Centres must ensure they are approved by ILM to offer this qualification before commencing delivery. Centres must submit a learner journey plan (formerly known as a scheme of work), lesson plans etc. Once approved, the qualification will be listed on a Centre's Walled Garden Catalogue. Centres should liaise with their Account Manager to obtain add-on approval.

Resource requirements

Occupational competence requirements

Centres must demonstrate that staff who are actively involved in the delivery of the qualification meet the occupational competence requirements determined by ILM. It is also the Centre's responsibility to inform ILM of any changes to staffing by completing a centre update on Walled Garden and uploading a CV for any new staff members. Centres are responsible for updating the Centre Staffing Matrix.

Tutors, Assessors, and Internal Quality Assurers must demonstrate that they:

- Have current, credible expertise in mentoring relevant to the level(s)/units they are assessing or quality assuring.
- Maintain their knowledge and keep themselves up-to-date with developments in mentoring.

Evidence of occupational competence

ILM qualifications are derived from the Regulated Qualifications Framework (RQF) Level Descriptors and are designed to develop learner's knowledge, understanding and skills which are then assessed through a range of work related assessments and onscreen tests.

Centre Tutors, Assessors and Internal Quality Assurers are therefore required as a team to have a combination of appropriate competences in learning, assessment, and internal quality assurance methodologies. This must be underpinned by knowledge and experience of mentoring. This should be relevant to the qualifications being delivered and the learners undertaking them.

Occupational requirements checklists cannot therefore be prescriptive, and the evidence indicators are offered as guidance. Centre staff will only be expected to meet a range of the evidence indicators. The table below shows the generic occupational competence requirements of Tutors, Internal Quality Assurers and/or Assessors.

Tutor occupational competence requirements	Evidence indicators
Relevant and sufficient occupational experience appropriate to the level and breadth of subject areas of the qualification units for which the Centre is approved	• Current (within the last three years) experience appropriate to the level and breadth of subject areas of the qualification units for which the Centre has been approved.
A thorough knowledge and understanding of the subject areas appropriate to the level, breadth, and content of the qualification units for which the Centre is approved	• A relevant and sufficient qualification appropriate to the subject areas of the qualification units for which the Centre is approved, that must be equal to or higher than the approved qualification or • Substantial experience, knowledge and understanding of the subject areas of the qualification units at the level for which the Centre is approved.
Continuing Professional Development	• Evidence of participation over the past three years in Continuing Professional Development (CPD) appropriate to the level and subject area of the qualification units. • Desirable but not essential to have membership of a professional institute or association appropriate to the level and subject area of the qualification.
Knowledge, understanding and application of a range of teaching and learning methodologies relevant to the level and subject area of the qualification units for which the Centre is approved	• Hold a valid and recognised teaching/training qualification or • Show evidence of current (within the last three years) experience of delivering training appropriate and relevant to the level and subject area of the qualification units. • If assessing only with no delivery or training responsibilities, hold a valid and recognised assessor qualification or • Show evidence of current (within the last three years) experience of assessing appropriate and relevant to the level and subject area of the qualification units.
Knowledge of ILM learning and assessment processes	• Previous experience of delivery of ILM qualification(s) appropriate to the level and subject area of the qualification or • Knowledge of the RQF (or Qualifications and Credit Framework (QCF)) and level descriptors appropriate to the level of the qualification.
Continuing Professional Development in training and learning	• Show evidence of participation in CPD in relation to training and learning over the past three years relevant to the level and subject area of the qualification.

Internal Quality Assurer and/or Centre Assessor occupational competence requirements	Evidence indicators
Relevant and sufficient occupational experience appropriate to the level and breadth of subject areas of the qualification units for which the Centre is approved	• Current (within the last three years) occupational experience appropriate to the level and breadth of subject areas of the qualification units for which the Centre has been approved.
A thorough knowledge and understanding of the subject areas appropriate to the level, breadth, and content of the qualification units for which the Centre is approved	• A relevant and sufficient qualification appropriate to the subject areas of the qualification units for which the Centre is approved that must be equal to or higher than the approved qualification or • Substantial knowledge and understanding of the subject areas of the qualification units at the level for which the Centre is approved.
Continuing Professional Development	• Evidence of participation over the past three years in Continuing Professional Development (CPD) appropriate to the level and subject area of the qualification units. • Desirable but not essential to have membership of a professional institute or association appropriate to the level and subject area of the qualification.
Knowledge, understanding and application of a range of assessment and/or internal quality assurance methodologies relevant to the level and subject area of the qualification units for which the Centre is approved	• Demonstrate clear and sufficient evidence of current (within the last three years) experience of assessment and/internal quality assurance appropriate and relevant to the level and subject area of the qualification. • Have a relevant qualification in assessment and/or internal quality assurance (e.g., TAQA or equivalent) or • Show evidence of current (within the last three years) experience of assessing and internal quality assurance appropriate and relevant to the level and subject area of the qualification units.
Knowledge of ILM Vocationally Related Qualifications (VRQ) learning and assessment processes	• Previous experience of delivery of ILM qualification(s) appropriate to the level and subject area of the qualification or • Knowledge of the RQF (or QCF) and level descriptors appropriate to the level of the qualification.
Continuing Professional Development in assessment and/or internal quality assurance	• Show sufficient evidence over the past three years of participation in CPD in relation to assessment and/or internal quality assurance relevant to the level and subject area of the qualification.

Learner entry requirements

ILM has not set an entry requirement for this qualification, however Centres must ensure that learners are in a position to meet the assessment demands of the qualification.

Age restrictions

ILM cannot accept any registrations for learners under 16 as this qualification is not approved for under 16s.

Time constraints

Qualification registration is valid for three years. After which, learners who have not completed should be re-registered in order to complete their qualification.

Delivering the qualification

Initial assessment

An initial assessment of each learner should be made before the start of their programme to identify:

- If the learner has any specific training needs.
- Support and guidance they may need when working towards their qualification.
- Any previous, relevant qualifications or learning where Recognition of Prior Learning can be applied.
- The appropriate type and level of qualification.

Induction

Each programme must start with a short induction of at least one hour and two hours of tutorial support and should include written information for learners covering:

- An outline of the qualification and the related learner support available.
- The aim of the ILM Level 2 Award in Effective Mentoring Skills.
- Expectations of, and benefits to, the individual and where relevant, their employer.
- Format of the programme – content, hours, attendance, delivery methods, etc.
- The assessment requirements, including assessment criteria.
- Roles and responsibilities of Centre staff, learners and ILM.
- Learning and study skills, including reference to use of library, internet and any open or online learning to be used.
- Information on tutorial support, advice and guidance, equal opportunities, appeals procedures, authenticity and plagiarism.
- Student Membership of the Institute of Leadership of Management and benefits.

The following is recommended for this qualification:

Induction	Tutorial support
1 hour induction	At least 2 hours of tutorial support over and above the indicative guided learning hours.

Supporting documentation and resources

The following information and resources to support induction are available for this qualification:

Description	How to access
ILM Digital Credentials	www.credly.com/org/ilm/badge/level-2-award-in-effective-mentoring-skills-8584-11 
Student Membership of The Institute of Leadership of Management	www.institutelm.com

Qualification assessment

Summary of assessment methods

The qualification consists of two units: one knowledge-based and one skills-based, which are both assessed internally and subject to internal and external quality assurance:

Unit number	Unit title	Assessment method	Description
8584-200	Understanding Mentoring	Assignment brief	Externally set by ILM
8584-201	Developing Mentoring Skills	Portfolio of evidence	Externally set by ILM

To achieve a pass for the qualification, the learner must pass both units. Unit specific assessment guidance is included within each unit.

Assessment strategy

The purpose of the assessment for this qualification is to:

1. Provide a robust, valid, and reliable assessment, and to ensure that the learner is able to meet all outcomes as defined in this handbook.
2. Prepare learners for undertaking practical mentoring to the appropriate standard for the level of qualification.

This handbook provides information on additional assessment guidance and further details on quality assurance, judging sufficiency, grounds for referral, authenticity, communication and assessment decisions, language of assessment, access to assessment and special considerations.

The assessment instructions and Assignment Brief for unit 200 are presented in Appendix 1.

Internal assessment

Both units in this qualification are internally assessed by the Centre and subject to internal and external quality assurance.

To pass both units the learner must:

- Satisfy all assessment criteria by providing sufficient and valid evidence.
- Demonstrate that the evidence is their own.

Assessment decisions are determined as competent (pass) or not yet competent (referral) and the only acceptable reason for a referral is a failure to meet one or more assessment criteria.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. Further guidance can be obtained from the centre document library.

Unit 200 Understanding Mentoring

UAN:	T/617/2670
Unit Level:	2
Credit value:	2
GLH:	7
Unit aim:	This unit aims to provide the learner with an introduction to the purpose, skills and process of effective mentoring

Learning outcome (LO 1)

The learner will:

1 Understand the role of the mentor and the benefits of mentoring

Assessment criteria

The learner can:

1.1 Describe the role of an effective mentor

1.2 Describe how mentoring can benefit those being mentored in a range of situations

1.3 Identify potential barriers to effective mentoring

1.4 Explain how to overcome the potential barriers to effective mentoring

1.5

Depth

1.1 Definition of mentoring, the role of the mentor as distinct from other roles (e.g., trainer, coach, counsellor, therapist, supervisor, etc.), the focus of mentor in supporting individual development.

1.2 Mentoring outcomes, how mentoring supports the individual (e.g., support post training, performance, goal setting, aligning to work/school/university objectives or plans, helping individuals to integrate or to be independent, career development, etc.). A range of situations identified (e.g., organisation, small business (SME), voluntary sector, community groups, educational academies involved in post 16 work etc.).

1.3 Potential barriers to mentoring (e.g., time, environment, individual needs, consideration of vulnerable learners or young adults or individuals with special needs, trust issues or willingness of individual to be mentored, etc.).

1.4 Methods to overcome potential barriers (e.g., finding alternative mentor and/or location, consideration of individual needs, safety for both and adapting, negotiating, and setting out benefits to individuals, developing a contract to set boundaries between mentor and mentee, etc.).

Assessment guidance

The learner must:

1.1 Provide a clear description of the main activities and responsibilities of an effective mentor.

1.2 State the benefits to individuals who receive mentoring. To meet this criterion, the learner must describe how mentoring benefits individuals in at least three different situations.

1.3 State two or more potential barriers to effective mentoring.

1.4 Using the two or more potential barriers identified, provide an explanation of how to overcome each of those potential barriers.

Learning outcome (LO 2)

The learner will:

2 Understand what makes a mentor effective in their role

Assessment criteria

The learner can:

2.1 List the key skills required to be an effective mentor

2.2 Describe a mentoring model or process that can be followed when mentoring

2.3 Explain how to use questioning and listening techniques to support individuals being mentored

2.4 Describe how to give feedback within a mentoring role

2.5 Describe how the mentor can develop trust with individuals they are mentoring

Depth

2.1 Verbal and non-verbal communication, listening skills, ability to show empathy, questioning skills, non-judgmental approach, goal, or target setting, giving feedback, summarising, advising, and guiding, demonstrating positive behaviours, role modelling etc.

2.2 Mentoring processes or models (e.g., CLEAR, GROW, etc.).

2.3 Use of open questions and role of closed and checking questions, developing active listening.

2.4 Approaches for giving feedback to individuals being mentored (e.g., feedback sandwich, CEDAR model, feedback matrix, etc.).

2.5 Role modelling, creating relationship based on mutual respect, demonstrating own experience or credentials, setting expectations, and empowering others, setting boundaries in the mentor/mentee relationship, sources of support and referral, the importance of confidentiality and situations when information may need to be shared.

Assessment guidance

The learner must:

2.1 Clearly set out a list of key skills required to be an effective mentor, including a minimum of two or more skills. Consideration should be given to what it is that the mentor can do or has to demonstrate in their role. Note: this is different to

having knowledge of mentoring and the learner might consider what they would observe an effective mentor doing.

2.2 Describe a model or process that can be followed for effective mentoring and how it works when mentoring an individual. It may help to choose a model or process that is most relevant to the learner's organisation or situation.

2.3 Explain how to use questioning and listening in the mentoring process and specifically how this can help individuals. Consider the types of questions and how they can be used to ensure the person being mentored is listened to effectively.

2.4 Describe how feedback can be provided to individuals being mentored. It may be useful to base this on the learner's own organisation/context or situation and the types of individuals who will receive the feedback.

2.5 Describe how the mentor can build trust with individuals. It may also be useful to highlight barriers to developing trust and the methods the mentor could use to address these. It may help to write about this in the learner's own organisation or situation.

Learning outcome (LO 3)

The learner will:

3 Understand how to organise mentoring

Assessment criteria

The learner can:

3.1 Explain how to plan for effective mentoring sessions

3.2 State examples of goals that would be agreed in an effective mentoring session

3.3 Explain what records are required when mentoring an individual

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Depth

3.1 Assessing needs and use of questionnaires or forms, identifying gaps in skills, attitudes, or behaviours, planning for mentoring discussions, mentoring agreement.

3.2 SMART goals, setting outcomes around tangible or observable skills, knowledge, behaviours, and attitudes, assessing commitment to goals, providing challenge and support.

3.3 Importance of record keeping and what should be included, data protection, confidentiality, assessment, using a mentoring diary to consider progress of individual and own performance as a mentor.

Assessment guidance

The learner must:

3.1 Explain how to plan for mentoring sessions. Describe methods that would be used, including questionnaires or forms to assess the needs of individuals being mentored and any agreements required between mentor and the individual (mentee). Consider where and when mentoring takes place so that mentoring is appropriate to the individual and their situation.

3.2 Give examples of at least two goals that would provide the focus of mentoring. Consider providing goals that are appropriate to the different situations or needs of the individual being mentored.

3.3 Explain what records are required to be kept by the mentor.

Assessment requirements

This unit will be internally assessed through an assignment brief which is marked and subject to internal and external quality assurance. The assignment brief is provided separately in the appendices.

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria. The unit will be assessed as pass/referral.

Unit 201 Developing Mentoring Skills

UAN:	A/617/2671
Unit Level:	2
Credit value:	3
GLH:	7
Unit aim:	This unit aims to provide learners with the ability to identify areas for improvement through review and feedback as well as undertake 3 hours of effective mentoring plus a 1 hour meeting with their tutor.

Learning outcome (LO 1)

The learner will:

1 Be able to commence mentoring sessions to develop an individual

Assessment criteria

The learner can:

1.1 Prepare a plan for effective mentoring of an individual

1.2 State the agreed goals of the mentoring sessions

Depth

1.1 Defining effective mentoring plans (who, what, when, where and frequency).

1.2 Use of learning goals or outcomes, SMART, measurable, or observable goals.

Assessment guidance

The learner must:

1.1 Provide evidence that they have planned the mentoring for an individual. This should show that they have considered the needs of that individual, the planning undertaken, where and how they have carried out the mentoring, as well as timings and duration of the mentoring sessions.

1.2 Clearly state two or more mentoring goals, for at least two sessions, paying close attention to how measurable the goals are.

Note: Please ensure confidentiality of the mentoring is maintained and care taken to remove anything which may identify an individual. Mentees may be referred to as 'Mentee A' or 'Client 1' for example.

Learning outcome (LO 2)

The learner will:

2 Be able to undertake 3 hours of effective mentoring

Assessment criteria

The learner can:

2.1 Provide evidence of mentoring with an individual over a period of at least 3 hours

2.2 Use questioning and listening techniques to support the individual being mentored

2.3 Provide feedback to support individual development

2.4 Describe how trust has been developed with the individual being mentored

2.5 Maintain appropriate records of all mentoring sessions

Depth

2.1 Recording of mentoring activity (e.g., with a diary, etc.) to review progress of the individual being mentored and the progress of the learning and development of the mentor.

Clear and legible records.

2.2 Identification and use of types of questions used in mentoring sessions, adapting questions to elicit responses to support development.

2.3 Examples of feedback (e.g., mentee feedback form, etc.) used to develop the individual being mentored.

2.4 Methods used to build rapport and establish trust between mentor and individual.

2.5 Use of records, how to monitor and record progress towards individual mentee objectives including mentor progress about what went well and how to become a more effective mentor.

Assessment guidance

The learner must:

2.1 Keep a record of all the mentoring sessions. This can be a written diary or a video or voice recording. A template example is in the Appendix to guide you as to the content of the diary The evidence should clearly indicate the time involved i.e., that the 3 hour requirement has been met and a summary provided of what happened on each mentoring session.

When other forms of evidence are used (e.g video or audio recording, etc.) a brief written section is required to introduce the evidence and link it to the assessment criteria.

2.2 Demonstrate how their own skills in questioning and listening helped to progress the mentee. It may help to review the techniques used and the impact these had on the mentoring. Examples of using questioning and listening skills should be included in the mentoring records.

2.3 Provide examples of where feedback was used in order to help the client. These should be specific and explain how the feedback was important in developing the individual.

2.4 Describe how trust was built or how barriers to trust were overcome between the mentor and the individual. Highlight how trust was developed during or between sessions, stating specifically what was done to create this using at least two examples.

2.5 Evidence how mentoring was recorded, this may include session details, times, and duration as well as outcomes or action points from the mentoring.

Note: Consideration must be given as to how to maintain confidentiality in all of the above and care taken to remove anything that might identify individuals within the mentor's records. In the case of oral or video evidence, consent is required from the individual being mentored.

Learning outcome (LO 3)

The learner will:

3 Be able to review their own performance as a mentor

Assessment criteria

The learner can:

3.1 Review own mentoring performance

3.2 Provide evidence of a 1-hour meeting with their tutor to support own development as a mentor

3.3 Identify and plan areas for future development as a mentor

Depth

3.1 Identification of good practice, models for objectively self-assessing and reviewing performance, identifying strengths and areas for development.

3.2 Role of the supervisor/tutor in developing the learner's mentoring skills.

3.3 Plans for future development as a mentor, based on own identified areas for improvement.

Assessment guidance

The learner must:

3.1 Review own performance as mentor. This should be based on recognised criteria for mentoring e.g., the skills and knowledge required of an effective mentor. Models or tools may be used to identify the mentor's strengths and development areas. This can also be based on any feedback received from the mentoring process.

3.2 Summarise the 1-hour meeting with their tutor/supervisor to review the mentoring and learning from the experience. The purpose of the meeting and the agreed outcomes should be included. Other forms of evidence may be used e.g., video, or electronic recording, however, it is suggested a written introduction should be provided to link the evidence to the assessment criterion.

3.3 Produce a measurable plan to develop their mentoring skills or career. This should build on the strengths identified as well as addressing areas that require development.

Assessment requirements

This unit will be internally assessed through an ILM set portfolio of evidence which is marked by the centre and is subject to internal and external quality assurance.

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria. The unit will be assessed as pass/referral.

Learners will agree with their assessor appropriate evidence which reflects their role and responsibility. Learners can use one piece of evidence to prove their skills across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed with a separate piece of evidence.

Evidence for this unit is likely to come from naturally occurring activities within an organisational setting and may include (but is not restricted to):

- Products from the learner's work.
- Direct observation of the learner's performance by their assessor.
- Outcomes from oral or written questioning.
- Personal statements and/or reflective accounts.
- Professional discussion record.
- Authentic statements/witness testimony.

Learners must carry the tasks out individually. Learners may carry out research and collect the information they want to use under unsupervised conditions.

Assessment Guidance

Additional guidance on how to assess both units within the qualification is as follows:

Unit 200 Understanding Mentoring

Assignment Brief

For the knowledge-based unit (200) an assignment brief is provided. This includes:

- A list of tasks that the learner must complete. Each task directly corresponds with the relevant assessment criteria for this unit. The main output for these tasks is a written report and to achieve a pass for this unit the learner must answer all of the tasks and meet the requirements.
- Guidance on the conditions of assessment and authenticity.
- A results sheet – to aid Centre assessors with their decisions about how learners have achieved each assessment criterion and to record the overall assessment outcome for each learner.

Appendix 1 includes the Assignment Brief and Assessment Instructions for the learner.

Unit 201 Developing Mentoring Skills

Portfolio–based assessment

Centres can choose the way evidence is gathered for the skills-based unit (201) within the parameters of the assessment criteria and the assessment guidance for the unit.

Types of evidence

Centres can choose the way evidence is gathered to be included in the portfolio for each unit, as long as the methods chosen allow learners to produce valid, sufficient, and reliable evidence of meeting all of the assessment criteria. A balance of evidence types needs to be produced demonstrating learners' competence.

Evidence for these units is likely to come from naturally occurring activities from the workplace and may include (but is not restricted to):

- Products from the mentoring activity e.g., contract/s, planning documents.
- Direct observation of the learner's performance by their tutor.
- Outcomes from oral or written questioning and listening.
- Personal statements and/or reflective accounts.
- Authentic statements/witness testimony.
- Records of tutorials.

Learners must provide tangible evidence to their internal assessor and this evidence should come from different sources. Only portfolios captured electronically will be accepted for external quality assurance purposes. Should a paper-based format be required due to accessibility requirements this must be agreed in advance with ILM.

Portfolio Evidence Matrix

The mandatory Portfolio Evidence Matrix is to be presented at the front of the portfolio and is completed by the learner indicating the type of evidence provided to meet each of the assessment criteria. Please refer to Appendix 3. Centres opting to use the ILM templates will indicate the titles of the ones completed in the matrix.

Quality assurance

Centres should be aware that any assessment decision made within the centre is subject to quality assurance by ILM. It is important that Centres have a procedure for explaining this clearly to learners - possibly during the induction process, or in learner handbooks, etc. Learners should be told that assessment decisions are provisional, until confirmed by both internal and external quality assurance processes. This should form part of the routine feedback to learners on assessment decisions.

Documentation should be in place to allow Internal Quality Assurers and External Quality Assurers to trace exactly how the assessment decision was reached. It is important that the assessor is able to record how the learner's evidence demonstrates their competence so that the assessor judgement and decision is clear.

Setting for assessment

Learners are expected to demonstrate competence to the standards required over a period of time. Therefore, to ensure validity, evidence should be naturally occurring and collected through performance in the workplace.

It is acknowledged that not all settings for assessment are the same and therefore assessment conditions may not be identical. However, to safeguard the integrity of the qualification and ensure a robust and consistent approach to assessment, the Assessor must ensure the assessment conditions reflect, as far as possible, those in which the learner is expected to operate. It could be the case the learner may feel more pressure simply because he or she is being assessed and Centres must be aware of this.

Judging sufficiency

Judging the sufficiency of a learner's piece of work is often a key aspect in assessment. The test of whether the evidence is of sufficient quantity and quality is very much informed by the qualification level and, in particular, by the verb used in the relevant assessment criterion. The higher levels expect a fuller learner response with greater breadth and depth.

The sufficiency indicators are provided in the result sheets for both units. In addition to these, assessors, tutors, and learners must examine the verb used in the assessment criterion. At Level 2, assessment verbs such as 'identify', 'describe' and 'explain' are commonly used in criteria. Definitions of key assessment verbs can be found in the Assessment Guidance document.

Evidence presented by the learner can be claimed against more than one assessment criterion as long as it meets the criterion requirements. Documentation

should be in place to allow Internal and External Quality Assurers to trace exactly how the assessment decision was reached.

Grounds for referral

Although there can be grounds for being unable to review a portfolio of evidence, learners cannot be referred purely because of poor literacy, presentation or missing a deadline. The reason must relate to the requirements of the assessment as articulated by the assessment criteria.

Authenticity

It is a regulatory requirement that every learner must formally declare the authenticity of their work for each submission for assessment. Declarations must be in an auditable form. ILM External Quality Assurers cannot ratify any assessments where the learner has not specifically confirmed it is their own work.

Communication of assessment decisions

Centres should be aware that any assessment decision made within the Centre is subject to ratification by ILM. It is important that Centres have a procedure for explaining this clearly to learners - possibly during the induction process, or in learner handbooks. Learners should be told that assessment decisions are informal, until confirmed by internal and external quality assurance and the awarding organisation. This should form part of the routine feedback to learners on assessment decisions.

Language of assessment

Assessment of all units for this qualification will be available in English. All learner work must be in English.

Access to assessment

Both external and internal assessments need to be administered fairly to all learners.

Access arrangements allow learners to show what they know and can do without changing the demands of the assessment. For example, through the use of readers, scribes, and Braille question papers. Access arrangements are agreed before an assessment. They allow learners with special educational needs, disabilities, or temporary injuries to access the assessment.

Special considerations

A Special Consideration is a post-assessment adjustment reflecting an unforeseen circumstance which could affect a learner's performance during or near the time of an assessment.

Further information on how to apply for access arrangements, reasonable adjustments or special considerations can be found in the centre document library.

Appendix 1 Unit 200 Understanding Mentoring - Assessment Brief

Assessment instructions

General guidance

This is a formal assessment for which the quality and accuracy of your work will be assessed. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills to complete the tasks below.

Task context

You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete the tasks in relation to an organisation with which you are familiar. This could include experience of working in a voluntary capacity.

Conditions of assessment

You must carry out the tasks by yourself. You may research and collect the information you want to use under unsupervised conditions.

Authenticity of work

The work submitted should be your own work. You must acknowledge any work that is not your own using a recognised referencing notation and present direct quotes from other sources in quotation marks.

You must make a formal declaration of authenticity (i.e., that the work is your own). This is a prerequisite for an assessment to take place because no investigation for plagiarism can be carried out without this confirmation.

Types of evidence and word count

A written report is the main way to complete the task. Alternative evidence could include a variety of forms (e.g., presentations, professional discussion, etc.). If alternative evidence is used, approval must be gained in advance from your Quality Team.

The suggested word count for this unit is 1,000 - 2,000 words, not including appendices.

You should complete all of the following tasks in the order listed below. All task numbers directly correspond to the relevant assessment criteria (e.g., task number 1.1 refers to AC 1.1). Each of the descriptions and explanations given should be detailed, correct and appropriate to your context.

Assignment tasks

You are about to become a mentor and want to ensure that you are thoroughly prepared for the task. In order to do this, you will need to find out more about best practice for the mentoring role.

Provide an answer for ALL of the following tasks:

Task 1

In this task, before you begin your new work, you are finding out more about what the mentor does, the benefits and any potential barriers.

1.1 Considering your new mentoring role in supporting individuals, describe the essential parts of the work and the main activities.

1.2 Outline the main benefits of the mentoring you are about to undertake by describing at least three situations where the mentoring will add value.

1.3 There are likely to be potential barriers which will affect the success of your mentoring. Outline two or more and explain why they are each a potential barrier.

1.4 Provide an explanation of how to overcome each of the potential barriers to effective mentoring that you have identified.

Task 2

In this task, you are now considering how best to prepare yourself for the practical mentoring.

2.1 Consider the key skills you need to be effective in your role as a mentor. Present a minimum of two of these skills in a table which gives essential information about those skills.

2.2 Select a model or process that you are planning to follow with an individual in your mentoring sessions and describe how it will work in your organisation or situation.

2.3 Explain how you are going to use your knowledge of questioning and listening techniques effectively in mentoring individuals.

2.4 Part of your role will be to give feedback to individuals. Describe how you will do this in an effective way.

2.5 It will take time to develop trust with individuals in mentoring situations, describe what can be done to achieve this.

Task 3

In this task, you are making sure that you are fully prepared for the mentoring and you are selecting relevant documents to complete.

3.1 Explain your method for planning effective mentoring sessions and how you will plan to use any forms or templates as evidence.

3.2 Select at least two goals that would be agreed between you and the individual you are mentoring and describe what you would consider for the goals to become effective.

3.3 Give reasons for the selection of records that the mentor is required to keep, identifying examples, and explaining the main considerations in keeping those records.

Appendix 2 Unit 200 Result Sheet

Understanding Mentoring

Centre Number		**Centre Name**	
Learner Registration No.		**Learner Name**	

INSTRUCTIONS FOR ASSESSMENT AND USE OF RESULT SHEET

Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.

Assessors will indicate with a 'Pass' or 'Referral' in the box (below right). In order to pass the unit every AC must receive a 'Pass.'

Any AC awarded less than a pass produces an automatic referral for the submission.

Sufficiency indicators are provided as guidance. The indicators are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements.

Assessment Criteria (AC)	**Sufficiency Indicators** *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)*		**Assessor feedback on AC**	**Pass / Referral (delete as applicable)**
	Referral	Pass		
Learning Outcome 1 Be able to review the effectiveness of their mentoring practice				
AC 1.1 Describe the role of an effective mentor	• The role of the effective mentor has not been described or is incomplete, incorrect, or inappropriate	• A sufficient, appropriate, and correct description is provided of the main activities of the role of an effective mentor		Pass / Referral

Assessment Criteria (AC)	Sufficiency Indicators *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)*		Assessor feedback on AC	Pass / Referral (delete as applicable)
	Referral	Pass		
AC 1.2 Describe how mentoring can benefit those being mentored in a range of situations	• Benefits of mentoring are not described, or the descriptions are incorrect or inappropriate • Benefits are merely listed with no descriptions or main activities of the role • Fewer than three situations have been used in the descriptions	• Sufficient, appropriate, and correct descriptions are provided of the benefits of mentoring in at least three situations where mentoring takes place		Pass / Referral
AC 1.3 Identify potential barriers to effective mentoring	• The potential barriers to effective mentoring are not identified, or the descriptions are incorrect or inappropriate, or only one potential barrier is identified • Potential barriers to effective mentoring are merely listed	• Identifies specifically and accurately two or more potential barriers to effective mentoring		Pass / Referral

Assessment Criteria (AC)	Sufficiency Indicators *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)*		Assessor feedback on AC	Pass / Referral (delete as applicable)
	Referral	Pass		
AC 1.4 Explain how to overcome the potential barriers to effective mentoring	• How potential barriers to effective mentoring can be overcome is not explained or the explanations are incorrect or inappropriate • Fewer than two ways to overcome barriers identified in AC 1.3 are explained • How potential barriers to effective mentoring can be overcome is merely stated with no explanations of overcoming the barriers	• Appropriate and correct explanations of how to overcome each of the potential barriers identified in AC 1.3 are provided		Pass / Referral
Learning Outcome 1 comments (optional):				
QA comments (optional):				

Assessment Criteria (AC)	Sufficiency Indicators *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)*		Assessor feedback on AC	Pass / Referral (delete as applicable)
	Referral	Pass		
Learning Outcome 2 Be able to plan for their own development in mentoring				
AC 2.1 List the key skills required to be an effective mentor	• Key skills required by a mentor are not listed, or the list is insufficient, incorrect, or inappropriate or does not relate to effective monitoring • Only one appropriate key skill is listed	• A sufficient, accurate and correct list is provided for a minimum of two key skills for effective mentoring		Pass / Referral
AC 2.2 Describe a mentoring model or process that can be followed when mentoring	• A recognised model or process has not been described or some of the main activities have been omitted • The model or process has been described but is not accurate or not a recognised model or process	• A recognised model or process has been accurately described that includes the steps to be followed when mentoring		Pass / Referral

Assessment Criteria (AC)	Sufficiency Indicators *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)*		Assessor feedback on AC	Pass / Referral (delete as applicable)
	Referral	Pass		
AC 2.3 Explain how to use questioning and listening techniques to support individuals being mentored	• How to use questioning and listening techniques to support the mentoring role is not explained, or the explanation is insufficient, incorrect, or inappropriate • Questioning and listening techniques are merely described with no account of the practices involved to explain how they are used to support the mentoring role • Examples of questioning and listening techniques are explained but not linked or appropriate to supporting individuals being mentored	• A sufficient and appropriate explanation is given of how the use of questioning and listening techniques supports individuals being mentored • Examples of questioning and listening techniques are explained, linked and appropriate to supporting individuals being mentored		Pass / Referral
AC2.4 Describe how to give feedback within a mentoring role	• How to give feedback is not described or the description is insufficient, incorrect, or inappropriate within a mentoring role	• A sufficient, appropriate, and correct description is provided of how to give feedback within a mentoring role		Pass / Referral

Assessment Criteria (AC)	Sufficiency Indicators *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)*		Assessor feedback on AC	Pass / Referral (delete as applicable)
	Referral	Pass		
AC 2.5 Describe how the mentor can develop trust with individuals they are mentoring	• How to develop trust in the mentoring relationship is merely stated with no description • The description is inappropriate or inaccurate	• A sufficient, appropriate, and correct description is provided of how to develop trust with individuals being mentored		Pass / Referral
Learning Outcome 2 comments (optional):				
QA comments (optional):				

Assessment Criteria (AC)	Sufficiency Indicators *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)*		Assessor feedback on AC	Pass / Referral (delete as applicable)
	Referral	Pass		
Learning Outcome 3 Understand how to organise mentoring				
AC 3.1 Explain how to plan for effective mentoring sessions	• How to plan for effective mentoring sessions or the explanation is insufficient, incorrect, or inappropriate • How to plan for effective mentoring sessions is merely stated or only describes its key features	• A sufficient, appropriate, and correct explanation is provided of how to plan for effective mentoring sessions		Pass / Referral
AC 3.2 State examples of goals that would be agreed in an effective mentoring session	• The examples of goals for mentoring have not been identified or the examples are incorrect or inappropriate • No examples of goals for mentoring are provided or only one example is provided	• Two or more correct and appropriate goals to the different situations or needs of the individual being mentored are provided • The goals are recognisable as being achievable in an effective mentoring session		Pass / Referral

Assessment Criteria (AC)	Sufficiency Indicators *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)*		Assessor feedback on AC	Pass / Referral (delete as applicable)
	Referral	Pass		
AC 3.3 Explain what records are required when mentoring an individual	• Has not explained what records are required to be retained or the explanation is insufficient, incorrect, or inappropriate • The importance of keeping records is merely stated or described rather than explained	• A sufficient, appropriate, and correct explanation is provided of what records are required when mentoring an individual • Provides a sufficient and correct explanation of records to be kept and considerations in maintaining records		Pass / Referral
Learning Outcome 3 comments (optional):				
QA comments (optional):				

Unit Outcome (delete as applicable):	**PASS / REFERRAL**	**Date:**		**Signature of Assessor:**	
Unit Outcome (delete as applicable):	**PASS / REFERRAL**	**Date of QA check:**		**Signature of QA:**	

Appendix 3 Unit 201 Developing Mentoring Skills – Portfolio

Assessment instructions

Portfolio of evidence

This unit is internally assessed via a portfolio of evidence which is assessed by the Centre and subject to internal and external quality assurance.

The portfolio of evidence must be valid, fit for purpose and based on the unit assessment criteria.

Types of evidence

Centres can choose the way evidence is gathered to be included in the portfolio for this unit as long as the methods chosen allow learners to produce valid, sufficient, and reliable evidence of meeting the assessment criteria. A balance of evidence types can be produced in order to demonstrate learners' understanding and competence.

Suggested types of evidence to cover each assessment criteria of the unit are provided in Appendix 4. ILM have provided templates to support the capturing of evidence for the practical units in Appendix 4, but for those centres wishing to use their own documentation, suggested types of evidence to cover each AC is also provided.

Only portfolios captured electronically will be accepted for external quality assurance purposes. Should a paper-based format be required due to accessibility requirements this must be agreed in advance with ILM.

It is recommended that the learner spends time researching (e.g., reading books, online research, and discussions with colleagues, etc.) to ensure they fully understand the practicalities involved in mentoring others. The recommended time for research and study is 30 hours though this may vary depending on the learner's experience and prior knowledge.

The learner should pay close attention to the assessment verbs in order to meet the assessment requirements for a Pass grade, this will include introductions and summaries of information to bring the individual evidence examples together into a coherent document.

Centres may opt to use their own methods of evidence collection or use the examples provided in the handbook as appendices. Whichever method of presenting evidence is selected, the learner must complete a portfolio evidence document and present this at the beginning of their portfolio after the authentication sheet(s).

The portfolio of evidence should be set out in a structured manner and presented in the order set out below.

Example documents to record portfolio of evidence of activities

ILM have provided documentation for the learner to help them provide appropriate evidence for this unit. These are not mandatory documents, but we would strongly advise all centres to use these or similar documents.

The diary of mentoring activity will provide evidence for the achievement of this unit, along with the exemplar documents for the reflective log, feedback to mentor from individual being mentored, outcomes of a supervision session and CPD plan. The documents are based on three one-hour mentoring sessions; if the learner completes more sessions, simply copy the relevant pages to suit.

Documents to complete:

- Mentoring Diary - for the learner to plan, structure and record the mentoring sessions.
- Reflective Log – for the learner to log after each session to reflect on the session completed.
- Feedback to mentor from individual being mentored – once the learner has completed the 3 hours of mentoring, they can ask the mentee to complete this feedback sheet.
- Outcomes of a supervision session – for the learner to receive feedback on mentoring sessions from the supervisor/tutor.
- Continuous Professional Development (CPD) plan.

Appendix 4 Unit 201 Portfolio of Evidence Examples

Learners should pay close attention to the assessment verbs in order to meet the assessment requirements for a Pass grade.

Learners may use their own evidence examples or complete the exemplar documents provided in subsequent appendices of this handbook.

Unit 201 Developing Mentoring Skills	Centre Devised Materials	ILM Templates provided
Section One		
AC 1.1 Prepare a plan for effective mentoring of an individual	• Plan for a mentoring session with purpose, required outcomes, duration times and venue	Mentoring Diary
AC 1.2 State the agreed goals of the mentoring sessions	• Clearly stated specific goals for mentoring	Mentoring Diary
Section Two		
AC 2.1 Provide evidence of mentoring with an individual over a period of at least 3 hours	• Records of 3 hours mentoring • Optional blank forms have been included in the appendices, though other forms of evidence may be acceptable e.g., electronic recording	Mentoring Diary
AC 2.2 Use questioning and listening techniques to support the individual being mentored	• Summary of questioning and listening, techniques or types of questions used and techniques for listening	Reflective Log
AC 2.3 Provide feedback to support individual development	• Examples of feedback used and purpose of giving feedback	Mentoring Diary
AC 2.4 Describe how trust was developed with the individual being mentored	• Summary of how trust was built during, between or over the course of mentoring	Reflective Log
AC 2.5 Maintain appropriate records of all mentoring sessions	• Table or plan showing that mentoring has taken place over 3 hours; timings, duration and agreed outcomes or actions	Mentoring Diary

Unit 201 Developing Mentoring Skills	Centre Devised Materials	ILM Templates provided
Section Three		
AC 3.1 Review own mentoring performance	• Document with main skills identified in a table with own performance reviewed alongside • SWOT analysis • Feedback questionnaire/s from individuals being mentored and supervisor/tutor feedback form • Personal log	Continuous Professional Development (CPD) Plan Feedback to mentor from individual being mentored Feedback from supervisor
AC 3.2 Provide evidence of a 1-hour meeting with their tutor to support own development as a mentor	• Meeting notes with date, place, time and duration, main discussion, and outcomes	Outcomes of a supervision session Continuous Professional Development (CPD) Plan
AC 3.3 Identify and plan areas for future development as a mentor	• Plan for future development	Continuous Professional Development (CPD) Plan

Appendix 5 Unit 201 Example Documents to Record Portfolio of Evidence

Portfolio evidence matrix

This completed matrix must be included in your portfolio of evidence.

Name of learner	
Signature	
Date completed	

Unit 201 Developing Mentoring Skills	Portfolio Evidence Titles	Reference Number
Section One		
AC 1.1 Prepare a plan for effective mentoring of an individual		
AC 1.2 State the agreed goals of the mentoring sessions		
Section Two		
AC 2.1 Provide evidence of mentoring with an individual over a period of at least 3 hours		
AC 2.2 Use questioning and listening techniques to support the individual being mentored		
AC 2.3 Provide feedback to support individual development		
AC 2.4 Describe how trust was developed with the individual being mentored		

Unit 201 Developing Mentoring Skills	Portfolio Evidence Titles	Reference Number
AC 2.5 Maintain appropriate records of all mentoring sessions		
Section Three		
AC 3.1 Review own mentoring performance		
AC 3.2 Provide evidence of a 1-hour meeting with their tutor to support own development as a mentor		
AC 3.3 Identify and plan areas for future development as a mentor		

Please reference all books and journals and provide links to websites [and date accessed] used in this unit, if applicable

Mentoring Diary

This diary will help you to plan, structure and record the mentoring sessions. The diary will provide evidence for the achievement of this unit, along with the reflective log, feedback to mentor from individual being mentored, outcomes of a supervision session and CPD plan. It is based on three one-hour mentoring sessions; if you complete more sessions, simply copy the pages to suit.

Remember that the mentoring is totally confidential and you shouldn't refer to the mentee by name for the purposes of assessment.

Name of Mentor			
Client Ref/ID			
Start Date of Activity			
Total number of hours completed			
Upon completion of the mentoring activity:			
Signature of Mentor		**Date**	
Signature of Mentee		**Date**	

(for confirmation that the activity took place – client signature can be anonymised prior to submission)

AC 1.1 Prepare a plan for effective mentoring of an individual

Write a brief profile of the person you are mentoring			
Has confidentiality been agreed? Yes/No			
Where will you meet for the sessions?			
What makes this venue suitable?			
Planned duration of the sessions		**Number of sessions**	

AC 1.2 State the agreed goals of the mentoring session

Record here the SMART Goals of the person you are mentoring

AC 2.1 Provide evidence of mentoring with an individual over a period of at least 3 hours
AC 2.3 Provide feedback to support individual development
AC 2.5 Maintain appropriate records of all mentoring sessions

(For completion by the mentor when carrying out their mentoring sessions. This page will require photocopying and completion for each mentoring session with an individual)

Session no.		Date		Duration	

Review of client's progress from last session (if applicable)	
Goal/focus/topic for today's meeting	
Reality/current situation	
Options generated to achieve goal	
Chosen option & target date	
Willingness of mentee	
Feedback you gave to the mentee	
Feedback from mentee on the mentoring session	
Date and venue of next session	

Reflective log

AC 2.2 Use questioning and listening techniques to support the individual being mentored
AC 2.4 Describe how trust was developed with the individual being mentored

Client ref/ID	

	Session date _____	Session date _____	Session date _____
How did you develop trust with mentee?			
Examples of questions you asked			
Listening techniques you used			
What went well?			
What could you do better?			

Feedback to mentor from individual being mentored

To the mentee - please complete the following at the end of your mentoring sessions to enable your mentor to develop their skills and review the effectiveness of the mentoring programme.

AC 3.1 Review own mentoring performance
AC 3.3 Identify and plan areas for future development as a mentor

Name of mentor	
Client ref/ID	
Date	

Key mentor attributes	**Please rate your mentor**											
Builds rapport	poor	1	2	3	4	5	6	7	8	9	10	excellent
Shows listening skills	poor	1	2	3	4	5	6	7	8	9	10	excellent
Uses questioning skills to help me self-reflect	poor	1	2	3	4	5	6	7	8	9	10	excellent
Has a structured approach to sessions	poor	1	2	3	4	5	6	7	8	9	10	excellent
Is friendly	poor	1	2	3	4	5	6	7	8	9	10	excellent
Helps me set my goals	poor	1	2	3	4	5	6	7	8	9	10	excellent
Shows respect	poor	1	2	3	4	5	6	7	8	9	10	excellent
Is supportive	poor	1	2	3	4	5	6	7	8	9	10	excellent
Maintains confidentiality	poor	1	2	3	4	5	6	7	8	9	10	excellent
Has patience	poor	1	2	3	4	5	6	7	8	9	10	excellent
Gives feedback when appropriate	poor	1	2	3	4	5	6	7	8	9	10	excellent
Helps me achieve my goals	poor	1	2	3	4	5	6	7	8	9	10	excellent
Please describe your overall experience of mentoring with your mentor												
How could your mentor improve?												

Outcomes of a supervision session

AC 3.2 Provide evidence of a 1-hour meeting with their tutor to support own development as a mentor

The mentoring supervisor/tutor ideally should observe the mentor in practice and provide real-time feedback. Where this is not possible a recording could be used, or the mentor and tutor can meet to discuss the mentor's progress using their diary and reflective log. It is an opportunity for the mentor to discuss any areas of concern or practice that may have arisen during the sessions.

Name of Mentor	
Observation/Recording/Discussion	
Name of supervisor/tutor	
Date	

Skills and knowledge	Good practice discussed with the mentor	Areas for development for the mentor
Ability to build trust		
Listening skills		
Questioning skills		
Other		

Continuous Professional Development (CPD) plan

AC 3.1 Review own mentoring performance
AC 3.3 Identify and plan areas for future development as a mentor

Using your mentoring diary and reflective log, along with the feedback from your mentee and outcomes of the supervision/tutorial session, review your own mentoring performance overall:

- How did the mentee progress in achieving their goals?
- What did you do well as a mentor?
- What areas of your mentoring need to be improved?

Areas for improvement	How I will do this	When will I start

Appendix 6 Unit 201 Result Sheet

Developing Mentoring Skills

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

INSTRUCTIONS FOR ASSESSMENT AND USE OF RESULT SHEET

Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met. Assessors will indicate with a 'Pass' or 'Referral' in the box (below right). In order to pass the unit every AC must receive a 'Pass.'

Any AC awarded less than a pass produces an automatic referral for the submission.

Sufficiency indicators are provided as guidance. The indicators are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements.

Assessment Criteria (AC)	**Sufficiency Indicators** *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)*		**Assessor feedback on AC**	**Pass / Referral (delete as applicable)**
	Referral	Pass		
Learning Outcome 1 Be able to commence mentoring sessions to develop an individual				
AC 1.1 Prepare a plan for effective mentoring of an individual	• No evidence is provided that a plan for mentoring an individual has been prepared or the plan is insufficient, incorrect, or inappropriate	• Sufficient evidence is provided that a correct and appropriate plan for a mentoring session has been prepared • There is sufficient detail to enable the plan to be implemented		Pass / Referral

Assessment Criteria (AC)	Sufficiency Indicators *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)*		Assessor feedback on AC	Pass / Referral (delete as applicable)
	Referral	Pass		
AC 1.2 State the agreed goals of the mentoring sessions	• No evidence is provided that goals for two or more mentoring sessions with an individual have been identified • No evidence is given that the goals have been agreed, or the goals agreed are insufficient or inappropriate	• Sufficient evidence is provided that correct and appropriate goals for two or more mentoring sessions with an individual have been identified and agreed		Pass / Referral
Learning Outcome 1 comments (optional):				
QA comments (optional):				

Assessment Criteria (AC)	Sufficiency Indicators *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)*		Assessor feedback on AC	Pass / Referral (delete as applicable)
	Referral	Pass		
Learning Outcome 2 Be able to undertake 3 hours of effective mentoring				
AC 2.1 Provide evidence of mentoring with an individual over a period of at least 3 hours	• No evidence is provided that an individual has been mentored for at least 3 hours • The evidence provided is insufficient, or inappropriate	• Sufficient evidence is provided that the individual has been correctly and appropriately mentored for at least three hours, or the mentoring is incorrect or inappropriate		Pass / Referral
AC 2.2 Use questioning and listening techniques to support the individual being mentored	• No evidence is provided that questioning and listening techniques have been used to support the individual, or the evidence is insufficient, or inappropriate • The questioning and listening techniques used are incorrect or inappropriate	• Sufficient evidence is provided that questioning and listening techniques have been used correctly and appropriately to support the individual being mentored e.g., records of questioning and listening techniques being used in the mentoring records		Pass / Referral

Assessment Criteria (AC)	Sufficiency Indicators *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)*		Assessor feedback on AC	Pass / Referral (delete as applicable)
	Referral	Pass		
AC 2.3 Provide feedback to support individual development	• No evidence is provided that feedback has been given to support the individual development, or the evidence is insufficient, or inappropriate	• Sufficient evidence is provided that feedback has been given correctly and appropriately to the individual to support their development		Pass / Referral
AC2.4 Describe how trust was developed with the individual being mentored	• A description of how trust was developed with the individual being mentored has not been provided or the description is incorrect or insufficient	• A sufficient description of how trust was developed with the individual being mentored has been provided • At least two examples of how trust was developed are included		Pass / Referral

Assessment Criteria (AC)	Sufficiency Indicators *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)*		Assessor feedback on AC	Pass / Referral (delete as applicable)
	Referral	Pass		
AC 2.5 Maintain appropriate records of all mentoring sessions	• No evidence is provided that appropriate records of own mentoring activity are maintained, or the evidence is insufficient or incorrect • Maintenance of records of own mentoring activity is inappropriate, inaccurate, or incomplete	• Sufficient evidence is provided that appropriate records of own mentoring activity are maintained accurately and are complete		Pass / Referral
Learning Outcome 2 comments (optional):				
QA comments (optional):				

Assessment Criteria (AC)	Sufficiency Indicators *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)*		Assessor feedback on AC	Pass / Referral (delete as applicable)
	Referral	Pass		
Learning Outcome 3 Be able to review their own performance as a mentor				
AC 3.1 Review own mentoring performance	• Own mentoring performance is not reviewed, or the review is insufficient, incorrect, or inappropriate • Own mentoring performance after mentoring is merely stated or described • Any judgements formed are not based on a combination of appropriate evidence and relevant theory or practice	• A sufficient and appropriate review of own mentoring performance after mentoring is correctly undertaken • Judgements of own performance are based on appropriate evidence and relevant theory or practice		Pass / Referral

Assessment Criteria (AC)	Sufficiency Indicators *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)*		Assessor feedback on AC	Pass / Referral (delete as applicable)
	Referral	Pass		
AC 3.2 Provide evidence of a 1-hour meeting with their tutor to support own development as a mentor	• No evidence, or insufficient evidence, is provided to demonstrate a one hour mentoring supervision meeting with your tutor • The link between the one hour meeting with the tutor and own development as a mentor is unclear	• Sufficient and appropriate evidence is provided to demonstrate a one hour mentoring supervision meeting with your tutor • There is a clear link between the one hour meeting with the tutor and own development as a mentor		Pass / Referral

Assessment Criteria (AC)	Sufficiency Indicators *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)*		Assessor feedback on AC	Pass / Referral (delete as applicable)
	Referral	Pass		
AC 3.3 Identify and plan areas for future development as a mentor	• Areas for future developments as a mentor are not identified, or are inappropriate • Only one area for future development as a mentor is identified • There is no evidence or insufficient evidence of a plan • The plan produced does not relate to identified areas for future development as a mentor	• Two or more appropriate areas for future development as a mentor are identified. • Strengths and areas for improvement are both considered • A plan is provided for own future development as a mentor		Pass / Referral

Learning Outcome 3 comments (optional):					
QA comments (optional):					
Unit Outcome (delete as applicable):	**PASS / REFERRAL**	**Date:**		**Signature of Assessor:**	
Unit Outcome (delete as applicable):	**PASS / REFERRAL**	**Date of QA check:**		**Signature of QA:**	

Useful Information

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ILM is the UK's leading specialist in leadership and management, coaching and mentoring qualifications and apprenticeships. 70,000 people register for an ILM qualification every year. More employers choose our programmes than any other specialist awarding organisation.

We believe that great leaders can come from anywhere. With the right support, anyone can grow and develop to make a real difference to their team and organisation. Which is why we help individuals from all levels to realise and apply their potential, so that the organisations they work for can reap the benefits.

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