City & Guilds Level 5 Certificate and Diploma in Effective Coaching and Mentoring

8588

January 2025 Version 2.1

Qualification Handbook

Qualification at a glance

Subject area	15.3 Business Management
ILM number	8588
Age group approved	18+
Entry requirements	None
Assessment types	Assignment, Portfolio of evidence, Reflective Journal
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
City & Guilds Level 5 Certificate in Effective Coaching and Mentoring	42	160	8588-21/24	603/3758/8
City & Guilds Level 5 Diploma in Effective Coaching and Mentoring	50	380	8588-31/34	603/3759/X

Version and date	Change detail	Section
1.0 November 2018	Document created	All
2.0 December 2021	Correction to refer to coaching and mentoring	Throughout
	Updating to refer to City & Guilds/ILM Centre Quality Assurance Standards	Throughout
	Amended 'Verifier' to 'Quality Assurer'	Throughout
		Throughout
	Updated formatting	Throughout
	Updated reference to ILMA service	Page 25
	Additional text to Assessment Guidance Unit 501, LO2	

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		Appendices

	Updated forms:
	        Portfolio of evidence matrix
	        Coaching/Mentoring Diary
	        Coaching/Mentoring Contract
	        Reflective Log
	        Feedback from coachee/mentee
	        Feedback from supervisor
	        Reviewing own ability
	        CPD Plan
	        Updated Reflective Journal example	

2.1 January 2025	Handbook transferred to latest version of the template. The section on Quality Assurance has been updated and sections on Inclusion and diversity, and Sustainability have been added.	Throughout

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

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Qualification purpose and aim

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

Area	Description
Qualification Aim	To provide learners with the required knowledge, skills and understanding in order to effectively coach or mentor others within an organisational context
Who are these qualifications for?	These qualifications are for managers and those with significant responsibility for effective coaching and mentoring as part of their daily role within an organisational context. They are also ideal for individuals who wish to move into a development role or start a career as a freelance coach or mentor
Benefits for individuals	• Be able to assess your own skills, knowledge and behaviours as a coach and mentor • Know how to manage the coaching or mentoring process within an organisational context • Deepen your understanding of how the organisational context can affect coaching or mentoring • Plan, deliver and review your coaching and mentoring • Plan your future development in coaching or mentoring
Benefits for employers and educators	• Ensure the individuals you develop as effective coaches and mentors are equipped with the skills, knowledge and understanding required • Develop a coaching and mentoring culture so that individuals can improve their performance and organisational productivity
What opportunities for progression are there?	These qualifications will provide progression opportunities to a range of qualifications such as: • ILM Level 5 Award, Certificate or Diploma in Leadership and Management • ILM Level 7 Certificate or Diploma for Executive and Senior Level Coaches and Mentors • ILM Level 7 Certificate or Diploma for Coaching Supervisors • ILM Level 7 Award, Certificate or Diploma in Leadership and Management

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Structure

To achieve the Level 5 Certificate in Effective Coaching and Mentoring the learner must achieve three mandatory units.

ILM unit number	Unit title	Level	Credit Value	GLH
Level 5 Certificate in Effective Coaching and Mentoring				
8588-500	Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context	5	6	20
8588-501	Undertaking Effective Coaching or Mentoring within an Organisational Context	5	5	12
8588-503	Reviewing Own Ability as a Coach or Mentor within an Organisational Context	5	5	10

To achieve the Level 5 Diploma in Effective Coaching and Mentoring the learner must achieve three mandatory units.

ILM unit number	Unit title	Level	Credit Value	GLH
Level 5 Diploma in Effective Coaching and Mentoring				
8588-500	Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context	5	6	20
8588-502	Undertaking an Extended Period of Effective Coaching or Mentoring within an Organisational Context	5	27	20
8588-503	Reviewing Own Ability as a Coach or Mentor within an Organisational Context	5	5	10

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

Title and level	GLH	TQT	Credit
City & Guilds Level 5 Certificate in Effective Coaching and Mentoring	42	160	16
City & Guilds Level 5 Diploma in Effective Coaching and Mentoring	50	380	38

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Centre requirements

Approval

Centres must ensure they are approved by ILM to offer the qualification(s) 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 coaching and 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 coaching and 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 coaching and 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.

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Tutor occupational competence requirements	Evidence indicators
Relevant and sufficient occupational competence in Coaching and/or Mentoring.	• Be able to demonstrate relevant and sufficient Coaching and/or Mentoring experience within an organisational context over the last three years with the equivalent of middle managers or above.
A thorough knowledge and understanding of the subject areas of the Level 5 Coaching and/or Mentoring qualification(s).	• Have a relevant and sufficient qualification in the subject areas of Level 5 Coaching and/or Mentoring qualification(s) units that must be equal to Level 5 or at higher level.
Continuing Professional Development in Coaching and/or Mentoring.	• Show sufficient evidence of participation in Continuing Professional Development (CPD) in relation to Coaching and/or Mentoring over the past three years. • Desirable but not essential to have membership of a relevant professional Coaching and/or Mentoring institute or association for e.g., Association for Coaching (AC) or European Mentoring & Coaching Council (EMCC) or International Coach Federation (ICF) or equivalent.
Relevant and sufficient occupational experience in Leadership or Management to understand the job roles and organisational context within which learners are operating.	• Current (within the last three years) occupational experience in Leadership or Management.
Continuing Professional Development in Leadership or Management	• Have a relevant and sufficient qualification in Leadership or Management at Level 5 or higher. **or** • Show sufficient evidence of participation in CPD in relation to Leadership or Management over the past three year to Level 5 learners. **or** • Desirable but not essential to have membership of a relevant professional institute or association at an appropriate level.
Knowledge, understanding and application of a range of teaching and learning methodologies relevant to the Level 5 qualification(s) in Coaching and/or Mentoring.	• 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 5 qualification(s) in Coaching and/or Mentoring.
Knowledge of the Level 5 qualification(s) in Coaching	• Previous experience of delivery of ILM VRQ qualification(s).

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and/or Mentoring - structure, learning and assessment processes.	**or** • Knowledge of the RQF and level descriptors. **or** • Planned CPD by centre.
Continuing Professional Development in training and learning.	• Show sufficient evidence of participation in CPD in relation to training and learning over the past three years relevant to the Level 5 qualification(s) in Coaching and/or Mentoring.

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Internal Quality Assurer and/or Centre Assessor occupational competence requirements	Evidence indicators
Relevant and sufficient occupational competence in Coaching and/or Mentoring.	• Be able to demonstrate relevant and sufficient Coaching and/or Mentoring experience within an organisational context over the last three years with middle managers or above.
A thorough knowledge and understanding of the subject areas of Level 5 Coaching and/or Mentoring qualification(s).	• Have a relevant and sufficient qualification in the subject areas of Level 5 Coaching and/or Mentoring qualification(s) units that must be equal to Level 5 or at higher level.
Continuing Professional Development in Coaching and/or Mentoring	• Show sufficient evidence of participation in Continuing Professional Development (CPD) in relation to Coaching and/or Mentoring over the past three years. • Desirable but not essential to have membership of a relevant professional Coaching and/or Mentoring institute or association for e.g., Association for Coaching (AC) or European Mentoring & Coaching Council (EMCC) or International Coach Federation (ICF) or equivalent.
Relevant and sufficient occupational experience in Leadership or Management to understand the job roles and organisational context within which learners are operating.	• Current (within the last three years) occupational experience in Leadership or Management to understand the job roles and organisational context within which Level 5 learners are operating.
Continuing Professional Development in Leadership or Management.	• Have a relevant and sufficient qualification in Leadership or Management at Level 5. **or** • Show sufficient evidence of participation in CPD in relation to Leadership or Management over the past three years relevant to Level 5 learners. **or** • Desirable but not essential to have membership of a relevant professional institute or association at an appropriate level.
Knowledge, understanding and application of a range of assessment and/ or internal quality assurance methodologies relevant to the Level 5 Coaching and/or Mentoring qualification(s).	• Have a relevant qualification in assessment and/or internal quality assurance. **or** • Demonstrate clear and sufficient evidence of current (within the last three years) experience of assessment and/or internal quality assurance appropriate to the Level 5 Coaching and/or Mentoring qualification(s).
Knowledge of the Level 5 qualification(s) in Coaching	• Previous experience of delivery of ILM VRQ qualification(s).

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and/or Mentoring - structure, learning and assessment processes.	**or** • Knowledge of the RQF and level descriptors. **or** • Planned CPD by centre.
Continuing Professional Development in assessment and/or internal quality assurance.	• Show sufficient evidence of participation in CPD in relation to assessment and/or internal quality assurance over the past three years relevant to the Level 5 qualification(s) in Coaching and/or Mentoring.

Quality Assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the What is CASS? and Quality Assurance Standards documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:
- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must
- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:
- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

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Learner entry requirements

ILM has not set an entry requirement for these qualifications, 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 18 as these qualifications are not approved for under 18s.

Time constraints

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

Access arrangements and reasonable adjustments

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds for more information. Both are available on the City & Guilds website:
http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments

The *City & Guilds/ILM Centre Document Library* has guidance on making arrangements for learners requiring reasonable adjustments or special considerations in respect of assessment.

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Delivering the qualification

Initial assessment and Induction

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.

Each programme must start with a short induction of at least one hour and three 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 5 Certificate or Diploma in Effective Coaching and Mentoring.
- 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

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

Our Pathway to Net Zero | City & Guilds (cityandguilds.com)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)

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- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

The following is recommended for each of these qualifications:

Induction	Tutorial support
1 hour induction	At least 3 hours of tutorial support over and above the indicative guided learning hours.

Artificial Intelligence (AI)

City & Guilds has published a [Position Statement on AI](#) including guidance on its use. This is designed to help learners, tutors and assessors to complete Non-Exam Assessments (NEAs), coursework and other internal assessments successfully. Staff delivering this/these qualifications must ensure familiarity with the statement.

Supporting documentation and resources

The following information and resources to support induction are available for both of these qualifications:

Description	How to access
ILM Digital Credentials	www.credly.com/org/ilm/badge/level-5-certificate-in-effective-coaching-and-mentoring-8588-21 www.credly.com/org/ilm/badge/level-5-diploma-in-effective-coaching-and-mentoring-8588-31

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Student Membership of the Institute of Leadership & Management	www.institutelm.com

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Qualification Assessment

Summary of assessment methods

These qualifications contain both knowledge-based and skills-based units, which are assessed internally and subject to internal and external quality assurance:

Unit number	Unit title	Assessment method	Description
8588-500	Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context	Assignment	Externally set by ILM
8588-501	Undertaking Effective Coaching or Mentoring within an Organisational Context	Portfolio	Externally set by ILM
8588-502	Undertaking an Extended Period of Effective Coaching or Mentoring within an Organisational Context	Portfolio	Externally set by ILM
8588-503	Reviewing Own Ability as a Coach or Mentor within an Organisational Context	Reflective journal	Externally set by ILM

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

Assessment strategy

The purpose of the assessment for these qualifications 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.

Internal assessment

All units in these qualifications are internally assessed by the Centre and subject to internal and external quality assurance.

To pass all units the learner must:

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- 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.

Using the ILM Assessment (ILMA) Service

Please note that all centres **must** obtain prior approval to deliver the qualification. To start the Approval process centres should contact their EQA or Quality Team. Centres wishing to use the ILM Assessment Service **must use** the ILM templates in this handbook along with the portfolio evidence matrix for submission of evidence to the ILM Assessment Service.

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.

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Units

Structure of the units

These units each have the following:
- City & Guilds reference number
- title
- level
- guided learning hours (GLH)
- credit value
- unit aim
- assessment type
- learning outcomes, which are comprised of a number of assessment criteria

Guidance for delivery of the units

These qualifications comprise of a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

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Unit 500 Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context

Unit Level:	5
Credit value:	6
GLH:	20
Unit aim:	This unit aims to provide learners with an understanding of the skills, principles and practice required for effective coaching or mentoring within an organisational context

Learning outcome (LO 1)

The learner will:

1 Understand the purpose of coaching and mentoring within an organisational context

Assessment criteria

The learner can:

1.1 Define what coaching and mentoring is within an organisational context, explaining the similarities and differences between coaching and mentoring

1.2 Evaluate how the organisational context affects coaching or mentoring

1.3 Present the business rationale for using coaching or mentoring to benefit individuals and organisations

1.4 Assess how the impact of coaching or mentoring can be measured for individuals and organisations

1.5 Identify potential barriers to coaching or mentoring and develop appropriate strategies to minimise these barriers

Depth

1.1 Current definitions of coaching and mentoring (e.g., Rogers, Starr, etc.)

Differences and overlaps between coaching and mentoring,

Circumstances when coaching or mentoring are the best or most suitable intervention.

1.2 Organisational factors that may affect coaching or mentoring, such as:

- Structure, culture and performance and the role coaching or mentoring has in supporting effective performance.
- Values, ethics and principles within the organisations.
- Support for coaching or mentoring internally (e.g., policies, procedures, strategies and senior level support, etc.).

Review and evaluation of current evidence, research, etc. in coaching or mentoring.

1.3 The business rationale for coaching or mentoring (e.g., for professional development, strategic goals, personal development, problem solving, improving individual or organisational performance, etc.).

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1.4   Measurement against individual and organisational objectives relating to coaching or mentoring.
       Measures to assess the impact of coaching or mentoring (e.g., financial returns, Kirkpatrick, etc.).
1.5   Potential barriers to effective coaching or mentoring (e.g., time, resources, attitudes, beliefs, values, ownership, etc.).
       Potential barriers may be individual or organisational.
       Strategies to minimise or overcome these potential barriers.
       Organisational context and receptiveness for coaching or mentoring.

Assessment guidance
The learner must:
1.1   Provide clear definitions of both coaching and mentoring and describe the similarities and differences between them. Include a definition for coaching and an explanation of how this works within an organisational context. Include a definition of mentoring and an explanation of how this works within an organisational context. Provide at least two similarities and two differences between coaching and mentoring.
1.2   Evaluate at least three organisational factors that may affect coaching or mentoring, such as structure, culture performance and stakeholder expectations. Consideration must be given to the impact of values, ethics and principles within organisations as well as the importance of internal support.
1.3   Provide a business rationale for the decision to use coaching or mentoring (e.g., in order to improve individual or organisational performance, personal effectiveness, motivation and confidence, etc.).
       Justify the benefits of adopting coaching or mentoring. At least two benefits to organisations and at least two benefits to individuals must be included.
1.4   Based on the business rationale, assess how the impact can be measured for individuals and organisations (e.g., financial returns, personal goals, aspirations, etc.) Select a model of evaluation and assess the effectiveness in measuring the impact of coaching and mentoring for both individuals and the organisation. Include at least one example of a measure for individuals and one example of a measure for the organisation.
1.5   Identify at least two potential individual and at least two potential organisational barriers to effective coaching or mentoring (e.g., availability, lack of time, lack of understanding, organisational commitment, lack of trained coaches or mentors, lack of financial resources, etc.) Develop possible strategies to overcome each of the potential barriers identified (e.g., training interventions, support from senior teams, etc.).

Learning outcome (LO 2)
The learner will:
2   Understand the knowledge, skills and behaviours required to be an effective coach or mentor

Assessment criteria
The learner can:
2.1   Review the knowledge, skills and behaviours required to be an effective coach or mentor
2.2   Analyse the communication skills required by an effective coach or mentor

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2.3   Review the responsibilities of the coach or mentor to manage relationships effectively

2.4   Review an effective coaching or mentoring model which can be followed within an organisational context

2.5   Justify the importance of reflective practice and supervision for an effective coach or mentor

Depth

2.1   Knowledge, skills and behaviours may include attitudes, beliefs and values

Links to theories about the relevant knowledge, skills and behaviours required to be an effective coach or mentor.

Models of coaching competencies from the professional bodies or recognised texts and research (e.g., AC, ICF, EMCC, etc.).

Learning styles and preferences and how they can affect coaching or mentoring.

Diagnostic and other tools/techniques to support learning and performance (e.g., Myers-Briggs, 180° Feedback, 360° Feedback, Emotional Intelligence, Competency Measures, etc.).

Giving and receiving feedback.

Source and potential impact of personal beliefs and values on the coaching or mentoring process.

Importance of general self-awareness for coaches or mentors.

Transactional Analysis.

2.2   Communication skills (e.g., non-verbal, use of silence, types of questioning, listening, use of feedback), social/interpersonal skills, remaining ethical and non-judgemental.

Communication theories (e.g., Discourse Analysis, Socio Linguistics, etc.).

2.3   Importance of trust, remaining non-judgmental, empathy and support as part of building and maintaining an effective coaching or mentoring relationship.

Legal and ethical considerations for effective relationship management.

Confidentiality, in accordance with current legislation.

2.4   Model for effective coaching and mentoring (e.g., GROW, OSCAR, etc.)

2.5   Self-evaluation for the coach, acting on feedback from client, peers, tutors and supervisor.

Reflection in action and reflection on action.

Rationale for the need and benefit of reflective practice as a coach or mentor.

Rationale for individual, group and peer supervision of coaches or mentors in practice.

Assessment guidance

The learner must:

2.1   Review the key knowledge and skills and behaviours of an effective coach or mentor within an organisational context. Provide one referenced example for each of knowledge and skills and behaviours to support the review. Referenced examples can include key texts, recent publications, journal articles etc.

2.2   Analyse at least four communication skills (e.g., questioning, listening, use of silence, observation of non-verbal cues, paraphrasing, probing, etc.) required by an effective coach or mentor and provide reasons why each of the skills is important.

2.3   Review the responsibilities of the coach or mentor to ensure that they are managing the relationship effectively and remaining ethical and non-judgmental.

2.4   Review a model of coaching or mentoring and discuss its effectiveness within an organisational context. Models could include GROW, OSCAR, CLEAR, STEPPA, etc.

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The review must include the effectiveness of the model within an organisational context.

2.5 Justify why reflective practice and individual, peer and group supervision are important as a means of self-reflection and ongoing development for the effective coach or mentor to ensure competent practice.

Learning outcome (LO 3)

The learner will:

3 Understand the importance of effective contracting and management of the coaching or mentoring process

Assessment criteria

The learner can:

3.1 Analyse the reasons for and the characteristics of effective contracting in coaching or mentoring

3.2 Explain how to manage the coaching or mentoring process within an organisational context

Depth

3.1 Characteristics of effective contracting (e.g., physical environment, confidentiality and boundaries, stakeholder involvement (e.g., 2 way and 3 way contracting, contracts, timescales and frequency, etc.).

Links to membership body codes of practice.

Goal setting when contracting.

When not to contract and how to deal with situations where contracting is inappropriate (e.g., conflicts of interest, lack of commitment, etc.).

3.2 Managing the process on an ongoing basis (e.g., ongoing coaching or mentoring, mid-way review, evaluating and concluding, etc.).

Any model or process selected needs to be reviewed within an organisation.

Assessment guidance

The learner must:

3.1 Analyse the key reasons for effective contracting as part of a coaching or mentoring process. The key characteristics of a contracting process must be included (e.g., physical environment, confidentiality and boundaries, stakeholder involvement, 2 way and 3 way contracting, timescales and frequency, etc.). Reference must be made to a membership body's code of practice to inform the analysis.

3.2 Explain the practices involved with the ongoing management of the coaching or mentoring process within an organisational context (e.g., effective contracting, involvement of stakeholders, building rapport, keeping effective records, etc.) and include the main stages of the process, from initial contracting to final evaluation.

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.

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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.

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Unit 501　Undertaking Effective Coaching or Mentoring within an Organisational Context

Unit Level:	5
Credit value:	5
GLH:	12
Unit aim:	This unit aims for the learner to undertake a minimum of 18 hours of effective coaching or mentoring within an organisational context plus a minimum of a 1 hour meeting with their supervisor. The learner will be able to identify areas for improvement through feedback and ongoing review

Learning outcome (LO 1)

The learner will:

1　Be able to plan and prepare effective coaching or mentoring within an organisational context

Assessment criteria

The learner can:

1.1　Plan and prepare to deliver a coaching or mentoring programme to support a minimum of 2 and a maximum of 3 individuals over 18 hours

1.2　Identify individual developmental needs in the coaching or mentoring programme and agree overall goals prior to contracting

1.3　Agree and establish a coaching or mentoring contract which meets individual(s) and stakeholder requirements

Depth

1.1　The planning principles and practices for coaching or mentoring sessions (e.g., establishing the contracting process, structure of the coaching or mentoring programme, consideration for the environment, etc.).

Client goal identification and goal setting.

Coaching or mentoring tools and techniques.

Processes and models for effective coaching or mentoring (e.g., GROW, OSCAR, etc.).

1.2　Goal identification and agreement with stakeholders prior to contracting.

Use of diagnostic results to inform goal identification.

Assessment tools to support learning and performance (e.g., Myers-Briggs, SWOT, 180° Feedback, 360° Feedback, Emotional Intelligence, Competency Measures, etc.).

Strategies for monitoring and reviewing outcomes and progress towards goals.

1.3　Establishing and managing the contracting process.

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Practical application of the contracting process (e.g., individual, peer and group).

Mutually agreeable contract that evidences commitment and expectations of all stakeholders and intended outcomes.

Assessment guidance

The learner must:

1.1 Plan for the learner to complete a whole cycle of coaching or mentoring programme with a minimum of 2 and maximum of 3 individuals over at least 18 hours in total.

Evidence the planning principles and practices for coaching or mentoring sessions, such as the structure of the coaching or mentoring programme, consideration of the environment and all other associated principles and practices should be considered for the delivery of the plan.

1.2 Agree overall goals prior to contracting and individual developmental needs prior to contracting. These should include desired outcomes for the coaching or mentoring programme.

Indicate the use of tools for assessing clients' needs (e.g., SWOT, Learning Styles, 180^0 Feedback, Competency Measures, etc.) Include two or more individual development needs of each client.

1.3 Agree and establish a coaching or mentoring contract which meets individual and stakeholder requirements. This should include evidence of contracting with all individuals and stakeholders to agree mutual commitment, expectations and intended outcomes and be signed by all parties. Coaching or mentoring contracts should be agreed and established with all individuals and relevant stakeholders. This can be a generic contract which can be modified to meet individuals' requirements and should be signed by all relevant parties.

Learning outcome (LO 2)

The learner will:

2 Be able to undertake and record at least 18 hours of effective coaching or mentoring with a minimum of 2 and a maximum of 3 individuals

Assessment criteria

The learner can:

2.1 Complete a minimum of 18 hours of effective formal coaching or mentoring with a minimum of 2 and a maximum of 3 individuals

2.2 Maintain effective records of coaching or mentoring activity to include goals, progress against goals, summary discussion and outcomes

2.3 Maintain evidence of feedback from supervisor and ongoing feedback from clients

2.4 Maintain evidence of ongoing reflection on the coaching or mentoring sessions

Depth

2.1 Maintenance of appropriate records to evidence formal coaching or mentoring activity in line with professional practice requirements (e.g., ILM, EMCC, ICF, AC, etc.).

2.2 Use of a coaching or mentoring diary to record sessions including review of progress against goals, summary discussion, techniques and questions used and outcomes or actions. Benefits of maintaining a diary to coach or mentor for reflective practice.

2.3 Importance of, and methods of gathering feedback from client and tutor/supervisor of the coach or mentor to inform how practice can be improved.

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2.4   Reflective practice as a strategy for self-knowledge and improvement – concepts of the reflective practitioner. Reflection in action and on action.

Use of peer support, tutorials and supervision to aid reflection. Reflection should cover communication skills, knowledge and behaviour of the coach or mentor.

Assessment guidance

The learner must:

2.1   Provide evidence that they have undertaken and recorded effective coaching or mentoring within an organisational context for a minimum of 2 and maximum of 3 individuals of 18 hours in total in line with the professional practice requirements (e.g., ILM, EMCC, ICF, AC, etc.). This evidence should include session details such as date and duration. Records must be maintained of all coaching or mentoring activity undertaken.

In exceptional circumstances and where all other options have been exhausted, a coach or mentor may be permitted to work with a fourth individual in order to complete the required number of hours. The centre should keep a record of the reasons that the Learning Outcome of maximum 3 individuals has not been met and the options that have been considered before resorting to this solution.

Exceptional circumstances may include:

- Client wishes to end the relationship.
- Long term ill health of the client or someone they care for.
- The coach terminates the contract as the terms have been breached.
- Coaching is no longer appropriate (to prevent a breach of the Global Code).
- Client leaves the organisation.

Other options to consider might be:

- Using another existing client as the 3rd.
- Starting afresh with a new 3rd client.
- Hold a review with the other 2 clients and see if they would like further coaching.

These lists are not exhaustive. If you would like to discuss options prior to making a decision please contact your EQA.

2.2   Maintain comprehensive effective records of coaching or mentoring in the form of a coaching or mentoring diary to include goals, progress against goals, summary discussion, techniques and questions used, outcomes or actions and giving feedback to enable reflection on own coaching or mentoring performance in order to support ongoing professional development and practice. A comprehensive coaching or mentoring record will support the achievement of this unit. Records should enable the learner to reflect on their coaching or mentoring performance after each session.

2.3   Gather and evidence feedback from clients and tutor/supervisor to enable reflection on own coaching or mentoring performance in order to support own ongoing professional development and practice. The tutor/supervisor can be an experienced coach or mentor.

2.4   Maintain evidence of own ongoing reflection in the format of a reflective log showing detailed reflection after each coaching or mentoring session including outcomes from supervision and client feedback. This log should record own reflections on the session overall, details of models, techniques and tools used, assessment of own skills in relation to questioning and listening, relationship management (remaining ethical and non-judgmental) and improvements for next session. It should also draw upon the feedback from the client and the tutor/supervisor. A reflective log should be maintained showing ongoing reflection after each session and include outcomes of supervision/tutorial observation and client feedback.

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Learning outcome (LO 3)

The learner will:

3   Be able to demonstrate and evidence ongoing reflection and review of own coaching or mentoring practice

Assessment criteria

The learner can:

3.1   Reflect on each session and identify key learning to support continuous professional development

3.2   Justify the tools and techniques used during the coaching or mentoring

3.3   Use ongoing feedback on effectiveness of own coaching or mentoring for each session and show evidence of this, including a minimum of 1 hour of supervision feedback

3.4   Assess and evidence own ability to use effective communication techniques including questioning, listening and giving feedback in order to facilitate coaching or mentoring practice

Depth

3.1   Use of personal reflection log showing on-going personal reflection and actions for improvement.

Manage own continuous improvement and personal development.

Reviewing future own personal development with tutor/supervisor.

3.2   Assessment tools to support learning and performance of client (e.g., Myers-Briggs, SWOT, 180º Feedback, 360º Feedback, Emotional Intelligence, Competency Measures, learning style questionnaires, etc.).

Processes and models for effective coaching or mentoring (e.g., GROW, OSCAR, etc.) Justification should include why the tool or technique was used for the session.

3.3   The purpose of gathering feedback on coaching or mentoring; communication skills, relationship building, questioning techniques, ability to follow a recognised process, behaviours to encourage openness and trust and the effectiveness of these in helping the client to achieve their goals. It must lead to effectiveness, not just a list of attributes.

Gather feedback on methods and practices for building effective relationships.

Gather feedback on communication skills and behaviours to encourage openness, honesty and trust, and their significance in coaching or mentoring.

Sources of feedback, supervisor/tutor, individual being coached/mentored, stakeholders etc. and collection processes (e.g., oral, written, questionnaires, individual(s), stakeholder, etc.).

3.4   Reflective practice as a strategy for self-knowledge and improvement.

Benefits of reflecting during the session and after the session (reflection in action and on action) covering, skills, knowledge and behaviours of the coach or mentor.

Reflection should cover assessment of communication skills, knowledge and behaviour of the coach or mentor, concepts of the reflective practitioner, theory and behaviour.

Use of coaching or mentoring networks or peer support, tutorials and supervision to aid reflection.

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Assessment guidance

The learner must:

3.1 Complete a reflective log which evidences own personal reflection on each coaching or mentoring session and identification of actions and management of own continuous professional development across the full scope of the coaching or mentoring activity. This must be reviewed with own tutor/supervisor.

3.2 Justify the use of two or more tools and techniques used during the coaching or mentoring session, with the rationale for using them and how they supported the coaching or mentoring of the individual.

3.3 Gather evidence, which must include ongoing verbal or written feedback (e.g., notes from discussion, email or completed feedback template, etc.), to measure effectiveness (e.g., of building effective relationships, communication skills, etc.) Evidence of 1 hour of supervision feedback must be included.

3.4 Record own ongoing reflections after each session and assess own ability to use effective communication techniques including questioning, listening and giving feedback in order to facilitate coaching or mentoring practice.

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.
- Organisational context including own goals
- Contracting process, including stakeholders and the use of authentic evidence.
- Agreeing learning goals for a maximum of 3 clients and 18 hours of coaching or mentoring.
- Using a range of diagnostic tools in coaching or mentoring sessions.
- Using a range of coaching or mentoring tools and an analysis of their value.
- Using types of questioning and listening skills, non-verbal behaviours.
- Ethical framework and considerations for being non-judgemental.
- Record keeping for all activity and maintenance of confidentiality.

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- Feedback evidence from coaching or mentoring clients and evaluation of findings.
- Supervision evidence and records of sessions.
- Ongoing reflection and review of coaching or mentoring activity summarising the current status.
- New learning and areas for improvement.
- Planning with measurable outcomes.

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

Note: Please ensure confidentiality of the coaching / mentoring is maintained and care taken to remove anything which may identify an individual. They may be referred to as 'Client 1', for example, for assessment purposes.

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Unit 502   Undertaking an Extended Period of Effective Coaching or Mentoring within an Organisational Context

Unit Level:	5
Credit value:	27
GLH:	20
Unit aim:	This unit aims for the learner to undertake a minimum of 54 hours of effective coaching or mentoring within an organisational context plus a minimum of a 3 hour meeting with their supervisor. The learner will be able to identify areas for improvement through feedback and ongoing review.

Learning outcome (LO 1)

The learner will:

1   Be able to plan and prepare an extended period of effective coaching or mentoring within an organisational context

Assessment criteria

The learner can:

1.1   Plan and prepare to deliver a coaching or mentoring programme to support a minimum of 4 and a maximum of 9 individuals over 54 hours

1.2   Identify individual developmental needs in the coaching or mentoring programme and agree overall goals prior to contracting

1.3   Agree and establish a coaching or mentoring contract which meets individual(s) and stakeholder requirements

Depth

1.1   The planning principles and practices for coaching or mentoring sessions (e.g., establishing the contracting process, structure of the coaching or mentoring programme, consideration for the environment, etc.).

Client goal identification and goal setting.

Coaching or mentoring tools and techniques.

Processes and models for effective coaching or mentoring (e.g., GROW, OSCAR, etc.).

1.2   Goal identification and agreement with stakeholders prior to contracting.

Use of diagnostic results to inform goal identification.

Assessment tools to support learning and performance (e.g., Myers-Briggs, SWOT, 180° Feedback, 360° Feedback, Emotional Intelligence, Competency Measures, etc.).

Strategies for monitoring and reviewing outcomes and progress towards goals.

1.3   Establishing and managing the contracting process.

Practical application of the contracting process (e.g., individual, peer and group).

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Mutually agreeable contract that evidences commitment and expectations of all stakeholders and intended outcomes.

Assessment guidance

The learner must:

1.1   Plan for the learner to complete a whole cycle coaching or mentoring programme with a minimum of 4 and a maximum of 9 individuals over 54 hours.

Evidence of the planning principles and practices for coaching or mentoring sessions such as the structure of the coaching or mentoring programme, consideration of the environment and all other associated principles and practices should be considered for the delivery of the plan.

1.2   Agree overall goals prior to contracting and individual developmental needs identified as part of a coaching or mentoring programme. Include the individual development needs from two or more clients, prior to contracting. This should include evidence of desired outcomes for the coaching or mentoring programme.

Indicate the use of tools for assessing clients' needs (e.g., SWOT, Learning Styles, 180° Feedback, Competency Measures, etc.). Include two or more individual development needs of each client.

1.3   Agree and establish a coaching or mentoring contract which meets individual and stakeholders requirements. This should include evidence of contracting with all individuals and stakeholders to agree mutual commitment, expectations and intended outcomes and be signed by all parties. Coaching or mentoring contracts should be agreed and established with all individuals and relevant stakeholders. This can be a generic contract which can be modified to meet individuals' requirements and should be signed by all relevant parties.

Learning outcome (LO 2)

The learner will:

2   Be able to undertake and record at least 54 hours of effective coaching or mentoring with a minimum of 4 and a maximum of 9 individuals

Assessment criteria

The learner can:

2.1   Complete a minimum of 54 hours of effective formal coaching or mentoring with a minimum of 4 and a maximum of 9 individuals
2.2   Maintain effective records of coaching or mentoring activity to include goals, progress against goals, summary discussion and outcomes
2.3   Maintain evidence of feedback from supervisor and ongoing feedback from clients
2.4   Maintain evidence of ongoing reflection on the coaching or mentoring sessions

Depth

2.1   Maintenance of appropriate records to evidence formal coaching or mentoring activity in line with professional practice requirements (e.g., ILM, EMCC, ICF, AC, etc.).
2.2   Use of a coaching or mentoring diary to record sessions including review of progress against goals, summary discussion, techniques and questions used and outcomes or actions. Benefits of maintaining a diary to coach or mentor for reflective practice.
2.3   Importance of, and methods of gathering feedback from client and tutor/supervisor of the coach or mentor to inform how practice can be improved.

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2.4   Reflective practice as a strategy for self-knowledge and improvement – concepts of the reflective practitioner. Reflection in action and on action.

Use of peer support, tutorials and supervision to aid reflection. Reflection should cover communication skills, knowledge and behaviour of the coach or mentor.

Assessment guidance

The learner must:

2.1   Provide evidence that they have undertaken and recorded effective coaching or mentoring within an organisational context for a minimum of 4 and a maximum of 9 individuals over 54 hours in total in line with the professional practice requirements (e.g., ILM, EMCC, ICF, AC etc.). This should include session details such as date and duration. Records must be maintained of all coaching or mentoring activity undertaken.

2.2   Maintain comprehensive effective records of coaching or mentoring in the form of a coaching or mentoring diary to include goals, progress against goals, summary discussion, techniques and questions used, outcomes or actions and giving feedback to enable reflection on own coaching or mentoring performance in order to support ongoing professional development and practice. A comprehensive coaching or mentoring record will support the achievement of this unit. Records should enable the learner to reflect on their coaching or mentoring performance after each session.

2.3   Gather and evidence feedback from clients and tutor/supervisor to enable reflection on own coaching or mentoring performance in order to support own ongoing professional development and practice. The tutor/supervisor can be an experienced coach or mentor.

2.4   Maintain evidence of own ongoing reflection in the format of a reflective log showing detailed reflection after each coaching or mentoring session including outcomes from supervision and client feedback. This log should record own reflections on the session overall, details of models, techniques and tools used, assessment of own skills in relation to questioning and listening, relationship management (remaining ethical and non-judgmental) and improvements for next session. It should also draw upon the feedback from the client and the tutor/supervisor. A reflective log should be maintained showing ongoing reflection after each session and include outcomes of supervision/tutorial observation and client feedback.

Learning outcome (LO 3)

The learner will:

3   Be able to demonstrate and evidence ongoing reflection and review of own coaching or mentoring practice

Assessment criteria

The learner can:

3.1   Reflect on each session and identify key learning to support continuous professional development

3.2   Justify the tools and techniques used during the coaching or mentoring

3.3   Use ongoing feedback on effectiveness of own coaching or mentoring for each session and show evidence of this, including a minimum of 3 hours of supervision feedback

3.4   Assess and evidence own ability to use effective communication techniques including questioning, listening and giving feedback in order to facilitate coaching or mentoring practice

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Depth

3.1 Use of personal reflection log showing on-going personal reflection and actions for improvement.

Manage own continuous improvement and personal development.

Reviewing future own personal development with tutor/supervisor.

3.2 Assessment tools to support learning and performance of client (e.g., Myers-Briggs, SWOT, 180° Feedback, 360° Feedback, Emotional Intelligence, Competency Measures, learning style questionnaires etc.).

Processes and models for effective coaching or mentoring (e.g., GROW, OSCAR, etc.). Justification should include why the tool or technique was used for the session.

3.3 The purpose of gathering feedback on coaching or mentoring; communication skills, relationship   building, questioning techniques, ability to follow a recognised process, behaviours to encourage openness and trust and the effectiveness of these in helping the client to achieve their goals. It must lead to effectiveness, not just a list of attributes.

Gather feedback on methods and practices for building effective relationships.

Gather feedback on communication skills and behaviours to encourage openness, honesty and trust, and their significance in coaching or mentoring.

Sources of feedback, supervisor/tutor, individual being coached/mentored, stakeholders, etc. and collection processes (e.g., oral, written, questionnaires, individual(s), stakeholder, etc.).

3.4 Reflective practice as a strategy for self-knowledge and improvement.

Benefits of reflecting during the session and after the session (reflection in action and on action) covering, skills, knowledge and behaviours of the coach or mentor.

Reflection should cover assessment of communication skills, knowledge and behaviour of the coach or mentor, concepts of the reflective practitioner, theory and behaviour.

Use of coaching or mentoring networks or peer support, tutorials and supervision to aid reflection.

Assessment guidance

The learner must:

3.1 Complete a reflective log which evidences own personal reflection on each coaching or mentoring session and identification of actions and management of own continuous professional development across the full scope of the coaching or mentoring activity. This must be reviewed with own tutor/supervisor.

3.2 Justify the use of two or more tools and techniques used during the coaching or mentoring session, with the rationale for using them and how they supported the coaching or mentoring of the individual.

3.3 Gather evidence, which must include ongoing verbal or written feedback (e.g., notes from discussion, email or completed feedback template, etc.), to measure effectiveness (e.g., of building effective relationships, communication skills, etc.) Evidence of a minimum of 3 hours of supervision feedback must be included.

3.4 Record own ongoing reflections after each session and assess own ability to use effective communication techniques including questioning, listening and giving feedback in order to facilitate coaching or mentoring practice.

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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.
- Organisational context including own goals.
- Contracting process, including stakeholders and the use of authentic evidence.
- Agreeing learning goals for a maximum of 9 clients and 54 hours of coaching or mentoring.
- Using a range of diagnostic tools in coaching or mentoring sessions.
- Using a range of coaching or mentoring tools and an analysis of their value.
- Using types of questioning and listening skills, non-verbal behaviours.
- Ethical framework and considerations for being non-judgemental.
- Record keeping for all activity and maintenance of confidentiality.
- Feedback evidence from coaching or mentoring clients and evaluation of findings.
- Supervision evidence and records of sessions.
- Ongoing reflection and review of coaching or mentoring activity summarising the current status.
- New learning and areas for improvement.
- Planning with measurable outcomes.

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

Note: Please ensure confidentiality of the coaching / mentoring is maintained and care taken to remove anything which may identify an individual. They may be referred to as 'Client 1', for example, for assessment purposes.

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Unit 503   Reviewing Own Ability as a Coach or Mentor within an Organisational Context

Unit Level:	5
Credit value:	5
GLH:	10
Unit aim:	This unit aims for the learner to holistically review on their ability to perform effectively as a coach or mentor within an organisational context

Learning outcome (LO 1)

The learner will:

1   Be able to holistically review their ability to perform effectively as a coach or mentor within an organisational context

Assessment criteria

The learner can:

1.1   Evaluate the benefits that have been realised as a result of the coaching or mentoring undertaken

1.2   Reflect on their overall learning and development as a coach or mentor, including communication techniques of questioning, listening and giving feedback

1.3   Conduct a comprehensive evidenced based assessment of their own ability as an effective coach or mentor

Depth

1.1   Measurement against objectives relating to coaching or mentoring.

     Tools and techniques to evaluate the benefits of coaching or mentoring (e.g., KPIs, Kirkpatrick, etc.).

     Measurement against personal goals and aspirations.

1.2   Reflection should focus on self-awareness, communication skills and relationship management, communication techniques, including questioning, listening and giving feedback.

1.3   Knowledge, skills and behaviours of an effective coach or mentor, ethical behaviours and non-judgmental attitude.

     Self-assessment tools and techniques.

     Models of coaching or mentoring competencies from the professional bodies or regarded texts or research (e.g., EMCC, ICF, AC etc.).

Assessment guidance

The learner must:

1.1   Evaluate the benefits to the coachee/mentee of the coaching or mentoring undertaken. Consideration must be given to the outcomes reached against the initial objectives.

1.2   Provide a reflection of own learning and development as a coach or mentor with a particular focus on own self-awareness, communication techniques (e.g., questioning,

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listening and giving feedback, etc.), relationship management, ethical behaviours and non-judgmental attitude.

1.3 Undertake a wide-ranging evidenced-based assessment drawn from feedback and personal reflection, focusing on the knowledge, skills and behaviours, relationship management, ethical behaviours and non-judgmental attitude of an effective coach or mentor. Evidence collected from unit 501 or 502 must be used to assess own ability as a coach or mentor. The learner must indicate what has been learnt and what would be undertaken differently as a result of their learning.

Learning outcome (LO 2)

The learner will:

2 Be able to develop a plan for their future professional development in coaching or mentoring

Assessment criteria

The learner can:

2.1 Produce an in-depth SWOT analysis for their role as a coach or mentor

2.2 Produce a comprehensive personal development plan that covers a minimum duration of 12 months, detailing how this will support own development in coaching or mentoring

2.3 Explain how they will monitor and evaluate their own ongoing Continuing Professional Development (CPD) in relation to coaching or mentoring

Depth

2.1 In-depth SWOT analysis must be based on evidence produced.

2.2 Develop a personal development plan for 12 months that is linked to coaching or mentoring aspirations with SMART objectives.

2.3 Evidence of ongoing monitoring and evaluation of CPD to ensure ongoing personal development and understanding of coaching or mentoring.

Methods of monitoring and evaluation (e.g., Kirkpatrick, feedback from individuals, from coaching or mentoring practice networks, supervision, etc.).

Assessment guidance

The learner must:

2.1 Produce an in-depth SWOT analysis for own role as a coach or mentor primarily based on the review in Learning Outcome 1 and including references to self-awareness, communication techniques (including questioning, listening and giving feedback), relationship management, ethical behaviours and non-judgmental attitude. The learner must also include further knowledge, skills and behaviours that they would like to develop as a coach or mentor.

2.2 Develop a personal development plan that covers a minimum duration of 12 months which details how their ongoing development in coaching or mentoring will be supported. This plan must be linked to the learner's coaching or mentoring aspirations with SMART objectives.

2.3 Explain how own ongoing CPD will be monitored and evaluated.

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Assessment requirements

This unit will be internally assessed through an ILM set reflective journal which is marked by the centre and 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.

This unit requires learners to reflect on and evaluate their coaching or mentoring skills and allows evidence to be gathered from either units 501 or 502 as a basis for learner reflection and their future development as a coach.

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.
- Analysis of practice.
- Strengths and weaknesses analysis.
- Evaluation of knowledge, skills.
- Use of questioning and listening.
- Evaluation of feedback from clients.
- Feedback from tutorial/s supervision sessions actual evidence.
- Conclusions on self-analysis and others.
- Planning for personal development in the coaching or mentoring role.
- Continuous Professional Development (CPD) Plan.

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

Note: Please ensure confidentiality of the coaching / mentoring is maintained and care taken to remove anything which may identify an individual. They may be referred to as 'Client 1', for example, for assessment purposes.

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Assessment Guidance

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 informal, 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 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. Definitions of key assessment verbs can be found in the ILM Assessment terminology 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

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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 the qualifications 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.

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Appendix 1   Unit 500 - Assignment 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.

Tasks context

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

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. If an alternative assessment method is used (e.g., a presentation, professional discussion, etc.), approval must be gained in advance from the Centres Quality Team.

The suggested word count for this unit is 4,000 to 5,500 words, not including appendices.

You should complete all of the following tasks in the order listed below. Each of the descriptions and explanations given should be detailed, correct and appropriate to your context.

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Assignment tasks

You have been asked to present a report on the business rationale for Coaching and Mentoring, within either your organisation or one that you are proposing to work in, to the Senior Management Team (SMT). This report will help the SMT to further develop their understanding of the role of Coaching and Mentoring and its benefits to individuals, teams and the organisation as a whole.

There are some potential factors which would reduce the chance of success and the SMT has requested you to set out strategies for addressing how these potential factors can be addressed so that a successful programme can be achieved.

Provide an answer for ALL of the following tasks:

The opening section of your report demonstrates your ability to be able to apply knowledge and understanding of best practice to your current context.

As an introduction to the report, briefly outline the situation in which you either work or intend to work, as a Coach or Mentor.

1.1   Starting with definitions to base your evidence on for both coaching and mentoring, explain both their similarities and differences. You must provide a minimum of two similarities and two differences.

1.2   Provide an evaluation of how the organisational context affects coaching or mentoring, include at least three of these for either coaching or mentoring.

1.3   Present the business rationale for either coaching or mentoring, including at least two benefits to individuals and at least two benefits to organisations.

1.4   Make an assessment of how the impact of coaching or mentoring will be measured for both individuals and the organisation. Include at least one example of a measure for individuals and one example of a measure for the organisation.

1.5   Looking ahead, identify at least two potential individual barriers and at least two potential organisational barriers to coaching or mentoring and develop strategies to overcome or minimise each of these potential barriers.

In the second section of your report, create a 'fit for purpose' training proposal that will support individuals in their development as an effective coach or mentor. This proposal may be based on the theoretical aspects required for aspiring coaches or mentors.

2.1   Review the required knowledge and skills and behaviours for future course content, in order for each individual to become an effective coach or mentor. Provide one referenced example for each of knowledge and skills and behaviours to support the review.

2.2   Communication skills are an essential part of the coaching and mentoring role, in order for the coach or mentor to be effective, conduct an analysis of the required communication skills, including at least four skills.

2.3   The report should include a review of the responsibilities of the coach or mentor to manage effective relationships in order to inform the job and role description of the coach or mentor. The report should also include how the coach or mentor remains ethical and non-judgmental.

2.4   Select and review a coaching or mentoring model that can be followed within an organisational context.

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2.5 Provide a justification for reflective practice and individual and peer and group supervision as part of the ongoing professional development requirements of the coaches or mentors to ensure competent practice.

In order to provide a pool of established coaches and / or mentors within the organisation, prepare the necessary guidance and documentation that will be used as part of the contracting process and ensure a consistent approach across the organisation.

3.1 Analyse the reasons for and the characteristics of an effective contracting process. Reference must be made to a membership body's code of practice to inform the analysis.

3.2 Provide an explanation of how to manage the coaching or mentoring process and include the main stages of the process, from initial contracting to final evaluation.

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Appendix 2   Unit 500 Result Sheet

Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context

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 descriptors are provided as guidance. The descriptors 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 descriptors *(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 Understand the purpose of coaching and mentoring within an organisational context				
AC 1.1 Define what coaching and mentoring is within an organisational context, explaining the similarities and differences between coaching and mentoring	• Coaching and mentoring is not defined or the definitions are incorrect, deficient or inappropriate for an organisational context • Two similarities and two differences between coaching and mentoring are not provided or are incorrect, insufficient or inappropriate • The organisational context is not	• Correct and sufficiently detailed definitions of both coaching and mentoring within an organisational context are provided • Both the similarities and differences between coaching and mentoring are correctly provided		Pass / Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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		
	included in the definition of coaching and mentoring	• At least two similarities between coaching and mentoring and two differences are provided		
AC 1.2 Evaluate how the organisational context affects coaching or mentoring	• The effects of organisational factors on coaching or mentoring are not evaluated or are merely explained or described rather than evaluated • The evaluation includes fewer than three examples of how organisational factors affects coaching or mentoring	• A correct evaluation is provided of how organisational factors affects coaching or mentoring • The evaluation includes three or more factors of ways in which organisational context affects coaching or mentoring		Pass / Referral
AC 1.3 Present the business rationale for using coaching or mentoring to benefit individuals and organisations.	• A business rationale for using coaching or mentoring to benefit individuals is not presented, or the presentation is incorrect or inappropriate • A business rationale for using coaching or mentoring to benefit organisations is not presented or is incorrect or inappropriate • Less than two benefits for individuals and less than two benefits for organisations are provided • The business rationale for using coaching or mentoring is merely stated with no appropriate justification or rationale	• A correct and appropriate rationale for using coaching or mentoring is presented • At least two benefits to individuals and at least two benefits to organisations are presented		Pass / Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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 Assess how the impact of coaching or mentoring can be measured for individuals and organisations	• How the impact of coaching or mentoring for individuals can be measured is not assessed or the assessment is insufficient, incorrect or inappropriate, or the measurement of individuals is included • How the impact of coaching or mentoring for organisations can be measured is not assessed, or the assessment is insufficient, incorrect or inappropriate • At least one example of an effective measure for individuals is not provided, or is incorrect or insufficient • At least one example of an effective measure for organisations is not provided, or is insufficient, incorrect or inappropriate	• A sufficient, correct and appropriate assessment of how the impact of coaching or mentoring can be measured for both individuals and organisations is undertaken • At least one example of an effective measure for individuals and at least one example of an effective measure for the organisation is provided		Pass / Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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 1.5 Identify potential barriers to coaching or mentoring and develop appropriate strategies to minimise these barriers	• Potential barriers to using coaching or mentoring are not identified, or are insufficient, incorrect or inappropriate or do not reflect an organisational context • Only one sufficient, correct or appropriate potential barrier is identified for one of the two areas • The two examples of potential barriers do not cover both individuals and organisations • Appropriate strategies are not developed for minimising the identified potential barriers, or are insufficient, incorrect or inappropriate	• A sufficient, correct and appropriate identification of at least two potential barriers to individuals for using coaching or mentoring and at least two potential barriers to organisations for using coaching or mentoring are made • Appropriate strategies are developed for minimising all of the identified potential barriers for the individuals and organisations are identified		Pass / Referral
Learning Outcome 1 comments (optional):				
QA comments (optional):				

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Assessment Criteria (AC)	Sufficiency descriptors *(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 Understand the knowledge, skills and behaviours required to be an effective coach or mentor				
AC 2.1 Review the knowledge, skills and behaviours required to be an effective coach or mentor	• The knowledge, skills, and behaviour of an effective coach or mentor are not reviewed, or the description is insufficient, incorrect or inappropriate • Knowledge or skills or behaviours are reviewed but not all three. • The knowledge, skills, and behaviours of an effective coach or mentor are merely listed.	• A sufficient, correct and appropriate review is provided of the knowledge and skills and behaviours of an effective coach or mentor • A referenced example is provided from recognised sources for each of the three areas of knowledge and skills and behaviours to enhance the review		Pass / Referral
AC 2.2 Analyse the communication skills required by an effective coach or mentor	• An analysis of the communication skills required by an effective coach or mentor is not undertaken • The communication skills required by an effective coach or mentor are merely described or explained with no assessment or judgements formed • Less than four communication skills are analysed	• An appropriate analysis is provided of the communication skills required by an effective coach or mentor • At least four communication skills are considered in the analysis • Conclusions are drawn based on the analysis undertaken		Pass / Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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 Review the responsibilities of the coach or mentor to manage relationships effectively	• The responsibilities of the coach or mentor to manage relationships is not reviewed, or the review is incorrect, inappropriate or deficient • A review is undertaken but no judgements are formed • A description or explanation of the responsibilities of the coach or mentor to manage relationships effectively is merely provided rather than reviewed • Ethical and non-judgmental behaviours have not been included or the evidence is insufficient or incorrect	• An appropriate review of the responsibilities of the coach or mentor to manage relationships is undertaken • The review is based on an appropriate combination of suitable evidence from recognised sources • Appropriate judgements are formed based on the review • Ethical and non-judgmental behaviours are included as part of the review		Pass / Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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		
A.C 2.4 Review an effective coaching or mentoring model which can be followed within an organisational context	• A model or process which should be followed when formally coaching or mentoring is not reviewed, or the review is insufficient, incorrect or inappropriate • The model is merely described or explained rather than reviewed • Evidence from recognised sources has not been used, or incorrectly in the review, or is insufficient, or omitted	• A sufficient, correct and appropriate review of a model or process which should be followed when formally coaching or mentoring within an organisation is provided • The essential features of the model are apparent • The review is based on ~~an~~ appropriate recognised sources • Conclusions and/or recommendations are based on the review undertaken		Pass/Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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		
A.C 2.5 Justify the importance of reflective practice and supervision for an effective coach or mentor	• The importance of reflective practice is not justified, or the rationale is insufficient, incorrect or inappropriate • The importance of reflective practice and individual and peer and group supervision for an effective coach or mentor is merely explained or described with no rationale presented to build a rationale • Only reflective practice or individual, peer and group supervision are considered in the justification but not both.	• A sufficient, correct and appropriate justification is presented of the importance of reflective practice and individual and peer and group supervision for an effective coach or mentor • A correct rationale is presented that support the justification • Reflective practice and individual and peer and group supervision are considered in the justification.		Pass / Referral
Learning Outcome 2 comments (optional):				
QA comments (optional):				

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Assessment Criteria (AC)	Sufficiency descriptors *(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 the importance of effective contracting and management of the coaching or mentoring process				
AC 3.1 Analyse the reasons for and the characteristics of effective contracting in coaching or mentoring	• The reasons for effective contracting within coaching or mentoring are not analysed, or is insufficient, incorrect or inappropriate • The characteristics of effective contracting within coaching or mentoring are not analysed, or are insufficient, incorrect or inappropriate • Code of practice from a coaching or mentoring membership body has been omitted, or the information is insufficient or incorrect	• A sufficient, correct and appropriate analysis for effective contracting within coaching or mentoring is provided • A range of sufficient, correct and appropriate and correct characteristics of effective contracting within coaching or mentoring are analysed. • The essential features of the reasons and characteristics of effective contracting in coaching or mentoring are clear • Reference to a code of practice from a coaching or membership body has been included in the analysis		Pass / Referral
AC 3.2 Explain how to manage the coaching or mentoring process with an organisation	• The process of managing coaching and mentoring within an organisation is not explained, or is insufficient, incorrect or inappropriate	• A correct explanation is given of how to manage the coaching or mentoring process within an organisation • The main stages of the process are included		Pass / Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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 comments (optional):				
QA comments (optional):				
Assessor's Decision (delete as applicable):	**PASS / REFERRAL**	**Date:**	**Signature of Assessor**	
Unit Outcome (delete as applicable):	**PASS / REFERRAL**	**Date of QA check:**	**Signature of QA:**	

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Appendix 3   Unit 501/502 - Portfolio

Assessment instructions
Portfolio of evidence
These units are 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.

To pass each internally assessed unit, 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.

Types of evidence
Centres can choose the way evidence is gathered to be included in the portfolio for these units 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 internally assessed units is provided as part of the assessment guidance for each unit. ILM have provided templates to support the capturing of evidence for the practical units but for those centres wishing to use their own documentation, suggested types of evidence to cover each AC is also provided. **NB: For centres wishing to use the ILM Assessment Service however the Templates provided MUST be used.**

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.

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 (unless using the ILM Assessment Service see above and overleaf). 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.

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Example documents to record portfolio of evidence of activities

ILM have provided documentation for the learner to help them provide appropriate evidence for these units. These are not mandatory documents but we would strongly advise centres to use these or similar documents, except when using the ILM Assessment Service when their use is a mandatory requirement.

The diary of coaching or mentoring activity will provide evidence for the achievement of this unit, along with the reflective log sheet, feedback sheet, record of coaching or mentoring tutorial and summary review with plan.

Documents to complete:

- Coaching/Mentoring Diary - for the learner to plan, structure and record the coaching or mentoring sessions.
- Reflective Log – for the learner to log after each session to reflect on the session completed. This can also be used for evidence towards the Reflective Journal in unit 503 (Reviewing Own Ability as a Coach or Mentor within an Organisational Context).
- Feedback to coach/mentor from individual being coached/mentored – once the learner has completed the required hours of coaching/mentoring, they can ask the coachee/mentee to complete this feedback sheet.
- Outcomes of a supervision session – for the learner to receive feedback on coaching/mentoring sessions from the supervisor/tutor.
- Continuous Professional Development (CPD) plan - for evidence towards the Reflective Journal in unit 503 (Reviewing Own Ability as a Coach or Mentor within an Organisational Context).
- Feedback on the learner's coaching/mentoring – for the supervisor/tutor to observe the learner in practice and provide feedback.

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Appendix 4 Units 501/502/503 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 templates provided in subsequent appendices in this handbook. **NB: If the centre wishes to use the ILM Assessment Service the use of the templates is mandatory.** In both cases a summary may be required for context and in order to bring the information together into a coherent document.

Unit 501 Undertaking Effective Coaching or Mentoring within an Organisational Context	Centre Devised Materials	ILM Template provided
Section One		
AC 1.1 Plan and prepare to deliver a coaching or mentoring programme to support a minimum of 2 and a maximum of 3 individuals over 18 hours	• Plan for a coaching or mentoring programme with planned duration, focus, and environment with a minimum of 2 and a maximum of 3 individuals	Coaching or Mentoring Diary
AC 1.2 Identify individual developmental needs in the coaching or mentoring programme and agree overall goals prior to contracting	• Records of the individual developmental needs with agreed SMART goals for coaching or mentoring and diagnostic tools used	Coaching or Mentoring Diary
AC 1.3 Agree and establish a coaching or mentoring contract which meets individual(s) and stakeholder requirements	• An agreed and anonymised contract between the Coach, Mentor, Coachee, Mentee and stakeholders signed and dated by all parties (including stakeholders if relevant). The contract should include the full details • Cleary agree and establish a coaching or mentoring contract which meets individual and stakeholder requirements including essential information such as confidentiality, appointment keeping, giving and receiving feedback	Coaching or Mentoring Diary
Section Two		

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Unit 501 Undertaking Effective Coaching or Mentoring within an Organisational Context	Centre Devised Materials	ILM Template provided
AC 2.1 Complete a minimum of 18 hours of effective formal coaching or mentoring with a minimum of 2 and a maximum of 3 individuals	• Complete records of coaching or mentoring of 18 hours with a minimum of 2 and a maximum of 3 individuals	Coaching or Mentoring Diary
AC 2.2 Maintain effective records of coaching or mentoring activity to include goals, progress against goals, summary discussion and outcomes	• Records of coaching or mentoring of 18 hours with clear goals, progress against goals, summary discussion and outcomes	Coaching or Mentoring Diary
AC 2.3 Maintain evidence of feedback from supervisor and ongoing feedback from clients	• Written summary of supervision feedback with commentary on observed practice particularly skills and knowledge plus areas for development • Written evidence of feedback from clients	Feedback to Coach or Mentor from individual(s) being coached/mentored Feedback on Coaching or Mentoring from supervisor/tutor
AC 2.4 Maintain evidence of ongoing reflection on the coaching or mentoring sessions	• Written evidence of ongoing reflection from each of the sessions	Reflective Log
Section Three		
AC 3.1 Reflect on each session and identify key learning to support continuous professional development	• Written statement of conclusions drawn from each of the sessions	Reflective Log
AC 3.2 Justify the tools and techniques used during the coaching or mentoring	A written statement which included a justification for the tools and techniques used during the coaching or mentoring plus supporting evidence below: • Coaching records/log/diary which show diagnostic/assessment tools used with coachee or mentee • A written statement justifying the reasons why the tools and techniques were used in the coaching or mentoring sessions	Reflective Log Feedback to Coach or Mentor from individual(s) being coached/mentored Feedback on Coaching or Mentoring from supervisor/tutor

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Unit 501 Undertaking Effective Coaching or Mentoring within an Organisational Context	Centre Devised Materials	ILM Template provided
AC 3.3 Use ongoing feedback on effectiveness of own coaching or mentoring for each session and show evidence of this, including evidence of 1 hour of supervision feedback	• Written summary and reflection of supervision feedback with commentary on observed practice particularly skills and knowledge plus areas for development • Written evidence and reflection of feedback from clients.	Reflective Log Feedback to Coach or Mentor from individual(s) being coached/mentored Feedback on Coaching or Mentoring from supervisor/tutor
AC 3.4 Assess and evidence own ability to use effective communication techniques including questioning, listening and giving feedback in order to facilitate coaching or mentoring practice	A written statement which includes an assessment of own ability to use effective communication techniques including questioning, listening and giving feedback in order to facilitate coaching or mentoring practice plus supporting evidence below: • Written evidence of assessment providing a review of own communication techniques including questioning, listening and giving feedback and how this develops own coaching practice	Reflective Log Feedback to Coach or Mentor from individual(s) being coached/mentored Feedback on Coaching or Mentoring from supervisor/tutor

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Unit 502 Undertaking an Extended Period of Effective Coaching or Mentoring within an Organisational Context	Centre Devised Materials	ILM Templates provided
Section One		
AC 1.1 Plan and prepare to deliver a coaching or mentoring programme to support a minimum of 4 and a maximum of 9 individuals over 54 hours	• Plan for a coaching or mentoring programme with planned duration, focus, and environment with a minimum of 4 and a maximum of 9 individuals	Coaching or Mentoring Diary
AC 1.2 Identify individual developmental needs individuals in the coaching or mentoring programme and agree overall goals prior to contracting	• Records of the individual developmental needs with agreed SMART goals for coaching or mentoring and diagnostic tools used)	Coaching or Mentoring Diary
AC 1.3 Agree and establish a coaching or mentoring contract which meets individual(s) and stakeholder requirements	• An agreed and anonymised contract between the Coach, Mentor, Coachee, Mentee and stakeholders signed and dated by all parties (including stakeholders if relevant). The contract should include the full details • Cleary agree and establish a coaching or mentoring contract which meets individual and stakeholder requirements including essential information such as confidentiality, appointment keeping, giving and receiving feedback	Coaching or Mentoring Diary
Section Two		
AC 2.1 Complete a minimum of 54 hours of effective formal coaching or mentoring with a minimum of 4 and a maximum of 9 individuals	• Complete records of coaching or mentoring of 54 hours with a minimum of 4 and a maximum of 9 individuals	Coaching or Mentoring Diary
AC 2.2 Maintain effective records of coaching or mentoring activity to include goals, progress against goals, summary discussion and outcomes	• Records of coaching or mentoring of 54 hours with clear goals, progress against goals, summary discussion and outcomes	Coaching or Mentoring Diary

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Unit 502 Undertaking an Extended Period of Effective Coaching or Mentoring within an Organisational Context	Centre Devised Materials	ILM Templates provided
AC 2.3 Maintain evidence of feedback from supervisor and ongoing feedback from clients	• Written summary of supervision feedback with commentary on observed practice particularly skills and knowledge plus areas for development • Written evidence of feedback from clients	Feedback to Coach or Mentor from individual(s) being coached/mentored Feedback on Coaching or Mentoring from supervisor/tutor
AC 2.4 Maintain evidence of ongoing reflection on the coaching or mentoring sessions	• Written evidence of ongoing reflection from each of the sessions	Reflective Log

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Appendix 5   Unit 501/502/503 Example Documents to Record Portfolio of Evidence

Portfolio of evidence matrix

This completed matrix must be included in your portfolio of evidence for Unit 501/502

Name of learner	
Signature	
Date completed	

Unit 501 Undertaking Effective Coaching or Mentoring within an Organisational Context	Portfolio Evidence Title	Reference Number
Section One		
AC 1.1 Plan and prepare to deliver a coaching or mentoring programme to support a minimum of 2 and a maximum of 3 individuals over 18 hours		
AC 1.2 Identify individual developmental needs in the coaching or mentoring programme and agree overall goals prior to contracting		
AC 1.3 Agree and establish a coaching or mentoring contract which meets individual(s) and stakeholder requirements		
Section Two		
AC 2.1 Complete a minimum of 18 hours of effective formal coaching or mentoring with a minimum of 2 and a maximum of 3 individuals		
AC 2.2 Maintain effective records of coaching or mentoring activity to include goals, progress against goals, summary discussion and outcomes		

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Unit 501 Undertaking Effective Coaching or Mentoring within an Organisational Context	Portfolio Evidence Title	Reference Number
AC 2.3 Maintain evidence of feedback from supervisor and ongoing feedback from clients		
AC 2.4 Maintain evidence of ongoing reflection on the coaching or mentoring sessions		
Section Three		
AC 3.1 Reflect on each session and identify key learning to support continuous professional development		
AC 3.2 Justify the tools and techniques used during the coaching or mentoring		
AC 3.3 Use ongoing feedback on effectiveness of own coaching or mentoring for each session and show evidence of this, including evidence of 1 hour of supervision feedback		
AC 3.4 Assess and evidence own ability to use effective communication techniques including questioning, listening and giving feedback in order to facilitate coaching or mentoring practice		

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

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Name of learner	
Signature	
Date completed	

Unit 502 Undertaking an Extended Period of Effective Coaching or Mentoring within an Organisational context	Portfolio Evidence Title	Reference Number
Section One		
AC 1.1 Plan and prepare to deliver a coaching or mentoring programme to support a minimum of 4 and a maximum of 9 individuals over 54 hours		
AC 1.2 Identify individual developmental needs in the coaching or mentoring programme and agree overall goals prior to contracting		
AC 1.3 Agree and establish a coaching or mentoring contract which meets individual(s) and stakeholder requirements		
Section Two		
AC 2.1 Complete a minimum of 54 hours of effective formal coaching or mentoring with a minimum of 4 and a maximum of 9 individuals		
AC 2.2 Maintain effective records of coaching or mentoring activity to include goals, progress against goals, summary discussion and outcomes		

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Unit 502 Undertaking an Extended Period of Effective Coaching or Mentoring within an Organisational context	Portfolio Evidence Title	Reference Number
AC 2.3 Maintain evidence of feedback from supervisor and ongoing feedback from clients		
AC 2.4 Maintain evidence of ongoing reflection on the coaching or mentoring sessions		
Section Three		
AC 3.1 Reflect on each session and identify key learning to support continuous professional development		
AC 3.2 Justify the tools and techniques used during the coaching or mentoring		
AC 3.3 Use ongoing feedback on effectiveness of own coaching or mentoring for each session and show evidence of this, including evidence of 3 hours of supervision feedback		
AC 3.4 Assess and evidence own ability to use effective communication techniques including questioning, listening and giving feedback in order to facilitate coaching or mentoring practice		

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

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Coaching or Mentoring Diary – Units 501/502

This diary will help you to plan, structure, agree the diagnostics and contract as well as recording the coaching or mentoring sessions.

The diary will provide evidence for the achievement of this unit, along with the reflective log sheet, feedback sheet and record of tutorial/supervision discussion. (Please make a copy of the template for each individual as required)

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

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

Signature of Coach/Mentor		**Date**	
Signature of Client		**Date**	

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

Unit 501 AC 1.1 Plan and prepare to deliver a coaching or mentoring programme to support a minimum of 2 and a maximum of 3 individuals over 18 hours

Unit 502 AC1.1 Plan and prepare to deliver a coaching or mentoring programme to support a minimum of 4 and a maximum of 9 individuals over 54 hours

Brief profile of the client
What are the anticipated benefits of coaching/mentoring for this client?
Where will you meet for the sessions?

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What makes this venue suitable?	
Planned duration of the sessions		**Number of Sessions**	

AC 1.2 Identify individual developmental needs in the coaching or mentoring programme and agree overall goals prior to contracting

Client's development needs and SMART goals:
SMART goals of the client's stakeholders

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AC 1.2 Identify individual developmental needs in the coaching or mentoring programme and agree overall goals prior to contracting

Client ref/ID	
Name of diagnostic used	

Outcome of diagnostics used with the client:

Client's learning style	
Other diagnostic tools if used & results	

Client's SWOT

Strengths	Weaknesses / areas for development
Opportunities	**Threats / barriers**

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AC 1.3 Agree and establish a coaching or mentoring contract which meets individual(s) and stakeholder requirements

Some essential information is provided below. Please add to and adapt as appropriate to meet your own and your clients' needs and to make it relevant to your organisation

The Coaching/Mentoring Contract

In signing this agreement, all parties agree:

- To be honest and committed to the contracted activity
- To keep all appointments and ensure prompt rescheduling when cancellation is unavoidable
- To maintain confidentiality regarding discussions
- To review the contract after _____ sessions and have a 'no fault' ending if the relationship does not suit either party
- To be open to receiving and giving feedback

Signature of Coach/ Mentor		**Date**	
Signature of Client		**Date**	
Signature of Stakeholder		**Date**	

(client signature can be anonymised prior to submission)

Client Ref/ID	

Unit 501 AC 2.1 Complete a minimum of 18 hours of effective formal coaching or mentoring with a minimum of 2 and a maximum of 3 individuals

Unit 502 AC2.1 Complete a minimum of 54 hours of effective formal coaching or mentoring with a minimum of 4 and a maximum of 9 individuals

Log of Coaching/Mentoring Hours

For completion by the coach/mentor when carrying out their sessions with an individual.

Client ref/ID	

Session no	Date	Duration

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AC 2.2 Maintain effective records of coaching or mentoring activity to include goals, progress against goals, summary discussion and outcomes

This page will require photocopying and completion for each session with an individual

Coaching/ Mentoring Record

Client Ref/ID		Session No.	
Date of Session		Duration	

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

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Reflective Log – Units 501/502

AC2.4 Maintain evidence of ongoing reflection on the coaching or mentoring sessions

AC3.1 Reflect on each session and identify key learning to support continuous professional development

AC3.2 Justify the tools and techniques used during the coaching or mentoring

Unit 501 AC3.3 Use ongoing feedback on effectiveness of own coaching or mentoring for each session and show evidence of this, including evidence of 1 hour of supervision feedback

Unit 502 AC3.3 Use ongoing feedback on effectiveness of own coaching or mentoring for each session and show evidence of this, including evidence of a minimum of 3 hours of supervision feedback

This reflective log will help you to review your coaching or mentoring after each session with your client.

Use this reflective log alongside the diary, so that you can reflect on your skills, knowledge and behaviours, as you progress through the sessions.

The final step is to use these reflections and the feedback you have received to make a summative assessment of your overall ability in order to meet:

AC 3.4 Assess and evidence own ability to use effective communication techniques including questioning, listening and giving feedback in order to facilitate coaching or mentoring practice

This reflective log, your diary, feedback from the client and supervision record will also support your overall reflection for Unit 503 if fully completed, but please refer to the assessment criteria for the whole unit.

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Name of Coach/Mentor		Client ref/ID		Date	

Area for reflection	Reflect on each session to review your coaching or mentoring. Use any feedback from the client and supervisor/tutor received. Give specific examples where possible.
Overall, how did the session go?	
What coaching or mentoring model or tools did I use? Justify your use of these.	
How well did I listen?	
How was my questioning technique? (give examples of questions used and impact of those)	
Feedback received from client and/or supervisor	
Was I ethical, and non-judgemental?	
How well did I give feedback?	
Based on my reflection and feedback received, what do I need to improve for the next session and how do I assess my ability overall?	

Feedback to coach or mentor from individual being coached/mentored - Units 501/502

Unit 501 and 502 AC2.3 Maintain evidence of feedback from supervisor and ongoing feedback from clients

Unit 501 AC3.3 Use ongoing feedback on effectiveness of own coaching or mentoring for each session and show evidence of this, including evidence of 1 hour of supervision feedback

Unit 502 AC3.3 Use ongoing feedback on effectiveness of own coaching or mentoring for each session and show evidence of this, including evidence of a minimum of 3 hours of supervision feedback

To the coachee/mentee - please complete the following review of your coaching/mentoring sessions to enable your coach/mentor to develop their skills and evaluate the effectiveness of the coaching/mentoring programme.

Name of Coach/Mentor		Client ref/ID		Date	

Key coach/mentor attributes	Please rate your coach/mentor 1= doesn't do it at all 10 = does it very well									
Builds rapport	1	2	3	4	5	6	7	8	9	10
Is non-judgemental	1	2	3	4	5	6	7	8	9	10
Shows listening skills	1	2	3	4	5	6	7	8	9	10
Uses questioning skills to help me self-reflect	1	2	3	4	5	6	7	8	9	10
Has a structured approach to sessions	1	2	3	4	5	6	7	8	9	10
Is friendly	1	2	3	4	5	6	7	8	9	10
Helps me set my goals	1	2	3	4	5	6	7	8	9	10
Shows empathy	1	2	3	4	5	6	7	8	9	10
Shows respect	1	2	3	4	5	6	7	8	9	10
Is motivating	1	2	3	4	5	6	7	8	9	10
Is supportive	1	2	3	4	5	6	7	8	9	10
Maintains confidentiality	1	2	3	4	5	6	7	8	9	10
Has patience	1	2	3	4	5	6	7	8	9	10
Gives feedback when appropriate	1	2	3	4	5	6	7	8	9	10
Accepts feedback	1	2	3	4	5	6	7	8	9	10
Challenges appropriately	1	2	3	4	5	6	7	8	9	10
Helps me achieve my goals	1	2	3	4	5	6	7	8	9	10

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Please describe your overall experience of coaching or mentoring with your coach or mentor and to what extent were your goals achieved:	
If you have given any low scores, please suggest how could your coach/mentor improve?	

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Feedback on coaching or mentoring from supervisor/tutor - Units 501/502

Unit 501 and 502 AC 2.3 Maintain evidence of feedback from supervisor and ongoing feedback from clients

Unit 501 AC3.3 Use ongoing feedback on effectiveness of own coaching or mentoring for each session and show evidence of this, including evidence of 1 hour of supervision feedback

Unit 502 AC3.3 Use ongoing feedback on effectiveness of own coaching or mentoring for each session and show evidence of this, including evidence of a minimum of 3 hours of supervision feedback

The supervisor should observe the coach or mentor in practice and provide real-time feedback at least once. Where this is not possible, a recording can be used of the coaching or mentoring session. It is an opportunity for the coach or mentor to receive feedback from an experienced practitioner.

Name of coach/mentor	
Observation/Recording	
Length of session observed	
Name of supervisor/tutor	
Date	

Skills and knowledge observed	Comment on the mentoring practice observed
Building a rapport	
Contracting	

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Following a process	
Listening	
Questioning	
Challenging	
Giving feedback	
Asking for feedback	
Other	
Areas for development	

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Unit 503 Reviewing Own Ability as a Coach or Mentor within an Organisational Context.

The following pages will support learners to meet the requirements of Unit 503.

Unit 503 AC 2.1 Produce an in-depth SWOT analysis for their role as a coach or mentor

Name of Coach/Mentor		Date	

Your strengths as a coach or mentor	Areas for your development as a coach or mentor
Opportunities for you as a coach or mentor	**Threats or barriers to you as a coach or mentor**

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Unit 503: AC2.2 Produce a comprehensive personal development plan that covers a minimum duration of 12 months, detailing how this will support own development in coaching or mentoring

Name of Coach/Mentor		Date	

Area for Development	Benefits to me as a coach or mentor	What actions I will take to achieve my goal	What support will I need, including resources	When will I do it?	How success will be measured

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Unit 503 AC2.3 Explain how they will monitor and evaluate their own ongoing Continuing Professional Development (CPD) in relation to coaching or mentoring

How will you monitor and evaluate your own Continuing Professional Development in relation to Coaching or Mentoring?

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Appendix 6   Unit 501 Result Sheet

Undertaking Effective Coaching or Mentoring within an Organisational Context

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 descriptors are provided as guidance. The descriptors 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 descriptors *(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 plan and prepare effective coaching or mentoring within an organisational context				
AC 1.1 Plan and prepare to deliver a coaching or mentoring programme to support a minimum of 2 and a maximum of 3 individuals over 18 hours	• No evidence is provided that a programme of coaching or mentoring has been planned and prepared for a minimum of 2 and a maximum of 3 individuals over 18 hours or the plan and/or the preparation is insufficient, incorrect or inappropriate	• Sufficient, correct and appropriate evidence is provided that a correct and appropriate programme of coaching or mentoring has been planned and prepared for a minimum of 2 and a maximum of 3 individuals over 18 hours		Pass / Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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 Identify individual developmental needs in the coaching or mentoring programme and agree overall goals prior to contracting	• Individual development needs of each client have not been identified, or the identified development needs are insufficient, incorrect or inappropriate	• Two or more individual development needs have been identified and provided for each client which are sufficient, correct and appropriate • Evidence is provided that appropriate individual outcomes based on developmental needs for each client have been agreed prior to contracting which is sufficient, correct and appropriate		Pass / Referral
AC 1.3 Agree and establish a coaching or mentoring contract which meets individual(s) and stakeholder requirements	• No evidence of a contract being established and/or agreed which meets both individual and stakeholder requirements, or the contract is incorrect, insufficient or inappropriate • A contract has been agreed and established which meets individual or stakeholder requirements but not both	• A contract has been agreed and established which meets both individual and stakeholder requirements and is sufficient, correct and appropriate • Individual and stakeholder requirements are explicitly stated in the agreed contract		Pass / Referral
Learning Outcome 1 comments (optional):				
QA comments (optional):				

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Assessment Criteria (AC)	Sufficiency descriptors *(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 and record at least 18 hours of effective coaching or mentoring with a minimum of 2 and a maximum of 3 individuals				
AC 2.1 Complete a minimum of 18 hours of effective formal coaching or mentoring with a minimum of 2 and a maximum of 3 individuals	• There is no evidence that a minimum of 18 hours of effective coaching or mentoring activity with a minimum of 2 and a maximum of 3 individuals has been completed, or the evidence is insufficient, incorrect or inappropriate	• Evidence that a minimum of 18 hours of effective coaching or mentoring activity with a minimum of 2 and maximum of 3 individuals has been correctly and appropriately completed.		Pass / Referral
AC 2.2 Maintain effective records of coaching or mentoring activity to include goals, progress against goals, summary discussion and outcomes	• No evidence is provided that effective records of coaching or mentoring activity has been maintained. • Records include goals or progress against goals or summary discussion or outcomes but not all four elements • The detail within the records is insufficient or inappropriate	• Sufficient, correct and appropriate evidence is provided that effective records of coaching or mentoring activity are maintained which include goals and progress against goals and summary discussion and outcomes • The records cover the full scope of the coaching or mentoring activity		Pass / Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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 Maintain evidence of feedback from supervisor and ongoing feedback from clients	• No evidence is provided that feedback has been maintained from the supervisor or the evidence is insufficient, incorrect or inappropriate • No evidence is provided that feedback from clients has been maintained or the evidence is insufficient, incorrect or inappropriate	• Evidence that feedback from the supervisor has been maintained • Sufficient, correct and appropriate evidence is provided that feedback has been maintained from clients		Pass / Referral
AC 2.4 Maintain evidence of ongoing reflection on the coaching or mentoring sessions	• No evidence is provided that ongoing reflection has taken place over the full scope of the coaching or mentoring activity or the evidence provided is insufficient, incorrect or inappropriate	• Sufficient, correct and appropriate evidence is provided that ongoing reflection has taken place over the full scope of the coaching or mentoring activity		Pass / Referral
Learning Outcome 2 comments (optional):				
QA comments (optional):				

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Assessment Criteria (AC)	Sufficiency descriptors *(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 demonstrate and evidence ongoing reflection and review of own coaching or mentoring practice				
AC 3.1 Reflect on each session and identify key learning to support continuous professional development	• No evidence is provided that reflection to identify key learning to support continuous professional has taken place on each session over the full scope of the coaching or mentoring activity or the evidence is insufficient, incorrect or inappropriate	• Sufficient, correct and appropriate evidence is provided that reflection to identify key learning to support continuous professional development has taken place on each session over the full scope of the coaching or mentoring activity		Pass / Referral
AC 3.2 Justify the tools and techniques used during the coaching or mentoring	• The use of tools and techniques used during the coaching or mentoring is not justified, or the rationale is insufficient, incorrect or inappropriate • Only one tool or technique is justified • The use of tools and techniques used during the coaching or mentoring are merely described or explained rather than justified	• A justification of the use of two or more tools and/or techniques used during the coaching or mentoring is presented		Pass / Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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 Use ongoing feedback on effectiveness of own coaching or mentoring for each session and show evidence of this, including a minimum of 1 hour of supervision feedback	• No evidence is provided that ongoing feedback has been used from each session to determine the effectiveness of own coaching or mentoring • The feedback gathered is insufficient, incorrect or inappropriate • No evidence is provided that one hour of supervision feedback has been undertaken or the supervision evidence has not been used to determine effectiveness of own coaching or mentoring • The evidence provided is insufficient, incorrect or inappropriate	• Sufficient, correct and appropriate evidence is provided that ongoing feedback has been gathered from each session and has been used to determine effectiveness of own coaching or mentoring • Sufficient, correct and appropriate evidence is provided that one hour of supervision feedback has been gathered and used to determine effectiveness of own coaching or mentoring		Pass / Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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 3.4 Assess and evidence own ability to use effective communication techniques including questioning, listening and giving feedback in order to facilitate coaching or mentoring practice	• The use of effective communication including questioning, listening and giving feedback is not assessed to make judgements of own effectiveness or the evidence presented or is insufficient, incorrect or inappropriate • The assessment includes questioning or listening or giving feedback but not all three aspects • Own ability to use effective communication techniques including questioning, listening and giving feedback in order to facilitate coaching or mentoring practice is merely described or explained rather than assessed	• Sufficient, correct and appropriate evidence is provided that an assessment of the use of effective communication including questioning and listening and giving feedback has been undertaken and that the resulting judgements of own ability are explicitly stated		Pass / Referral
Learning Outcome 3 comments (optional):				
QA comments (optional):				
Assessor's Decision (delete as applicable):	**PASS / REFERRAL**	**Date:**		**Signature of Assessor:**
Unit Outcome (delete as applicable):	**PASS / REFERRAL**	**Date of QA check:**		**Signature of QA:**

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Appendix 7   Unit 502 Result Sheet

Undertaking an Extended Period of Effective Coaching or Mentoring within an Organisational Context

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 descriptors are provided as guidance. The descriptors 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 descriptors *(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 plan and prepare an extended period of effective coaching or mentoring within an organisational context				
AC 1.1 Plan and prepare to deliver a coaching or mentoring programme to support a minimum of 4 and a maximum of 9 individuals over 54 hours	• No evidence is provided that a programme of coaching or mentoring has been planned and prepared for a minimum of 4 and a maximum of 9 individuals over 54	• Sufficient, correct and appropriate evidence is provided that a correct and appropriate programme of coaching or mentoring has been planned and prepared for a		Pass / Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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		
	hours or the plan and/or the preparation is insufficient, incorrect or inappropriate	minimum of 4 and a maximum of 9 individuals over 54 hours		
AC 1.2 Identify individual developmental needs in the coaching or mentoring programme and agree overall goals prior to contracting	• Individual development needs of each client have not been identified, or the identified development needs are insufficient, incorrect or inappropriate • There is no evidence that individual goals for each client have been agreed, or individual goals are not based on developmental needs or the agreed goals are insufficient, incorrect or inappropriate	• Two or more individual development needs have been identified and provided for each client which are sufficient, correct and appropriate • Evidence is provided that appropriate individual goals based on developmental needs for each client have been agreed prior to contracting which is sufficient, correct and appropriate		Pass / Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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 1.3 Agree and establish a coaching or mentoring contract which meets individual(s) and stakeholders requirements	• No evidence of a contract being established and/or agreed which meets both individual and stakeholder requirements, or the contract is incorrect, insufficient or inappropriate • A contract has been agreed and established which meets individual or stakeholder requirements but not both	• A contract has been agreed and established which meets both individual and stakeholder requirements and is sufficient, correct and appropriate • Individual and stakeholder requirements are explicitly stated in the agreed contract		Pass / Referral
Learning Outcome 1 comments (optional):				
QA comments (optional):				

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Assessment Criteria (AC)	Sufficiency descriptors *(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 and record at least 54 hours of effective coaching or mentoring with a minimum of 4 and a maximum of 9 individuals				
AC 2.1 Complete a minimum of 54 hours of effective formal coaching or mentoring with a minimum of 4 and a maximum of 9 individuals	• There is no evidence that a minimum of 54 hours of effective coaching or mentoring activity with a minimum of 4 and a maximum of 9 individuals has been completed • The evidence does not meet the minimum requirement of 54 hours • The evidence collected is insufficient, incorrect or inappropriate	• Evidence that a minimum of 54 hours of effective coaching or mentoring activity with a minimum of 4 and a maximum of 9 individuals has been correctly and appropriately completed		Pass / Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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 2.2 Maintain effective records of coaching or mentoring activity to include goals, progress against goals, summary discussion and outcomes	• No evidence is provided that effective records of coaching or mentoring activity has been maintained • Records include goals or progress against goals or summary discussion or outcomes but not all four elements • The detail within the records is insufficient or inappropriate	• Sufficient, correct and appropriate evidence is provided that effective records of coaching or mentoring activity are maintained which include goals and progress against goals and summary discussion and outcomes • The records cover the full scope of the coaching or mentoring activity		Pass / Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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 Maintain evidence of feedback from supervisor and ongoing feedback from clients	• No evidence is provided that feedback has been maintained from the supervisor or the evidence is insufficient, incorrect or inappropriate • No evidence is provided that feedback from clients has been maintained or the evidence is insufficient, incorrect or inappropriate	• Sufficient, correct and appropriate evidence that feedback from the supervisor has been maintained • Sufficient, correct and appropriate evidence is provided that feedback has been maintained from clients		Pass / Referral
AC2.4 Maintain evidence of ongoing reflection on the coaching or mentoring sessions	• No evidence is provided that ongoing reflection has taken place over the full scope of the coaching or mentoring activity or the evidence provided is insufficient, incorrect or inappropriate	• Sufficient, correct and appropriate evidence is provided that ongoing reflection has taken place over the full scope of the coaching or mentoring activity		Pass / Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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 comments (optional):				
QA comments (optional):				

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Assessment Criteria (AC)	Sufficiency descriptors *(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 demonstrate and evidence ongoing reflection and review of own coaching or mentoring practice				
AC 3.1 Reflect on each session and identify key learning to support continuous professional development	• No evidence is provided that reflection to identify key learning to support continuous professional has taken place on each session over the full scope of the coaching or mentoring activity or the evidence is insufficient, incorrect or inappropriate	• Sufficient, correct and appropriate evidence is provided that reflection to identify key learning to support continuous professional development has taken place on each session over the full scope of the coaching or mentoring activity		Pass / Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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 Justify the tools and techniques used during the coaching or mentoring	• The use of tools and techniques used during the coaching or mentoring is not justified, or the rationale is insufficient, incorrect or inappropriate • Only one tool or technique is justified • The use of tools and techniques used during the coaching or mentoring are merely described or explained rather than justified	• A justification of the use of two or more tools and/or techniques used during the coaching or mentoring is presented		Pass / Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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 Use ongoing feedback on effectiveness of own coaching or mentoring for each session and show evidence of this, including a minimum of 3 hours of supervision feedback	• No evidence is provided that ongoing feedback has been used from each session to determine the effectiveness of own coaching or mentoring • The feedback gathered is insufficient, incorrect or inappropriate • No evidence is provided that a minimum of 3 hours of supervision feedback has been undertaken or the supervision evidence has not been used to determine effectiveness of own coaching or mentoring • The evidence provided is insufficient, incorrect or inappropriate	• Sufficient, correct and appropriate evidence is provided that ongoing feedback has been gathered from each session and has been used to determine effectiveness of own coaching or mentoring • Sufficient, correct and appropriate evidence is provided that a minimum of 3 hours of supervision feedback has been gathered and used to determine effectiveness of own coaching or mentoring		Pass / Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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 3.4 Assess and evidence own ability to use effective communication techniques including questioning, listening and giving feedback in order to facilitate coaching or mentoring practice	• The use of effective communication including questioning, listening and giving feedback is not assessed to make judgements of own effectiveness or the evidence presented or is insufficient, incorrect or inappropriate • The assessment includes questioning or listening or giving feedback but not all three aspects • Own ability to use effective communication techniques including questioning, listening and giving feedback in order to facilitate coaching or mentoring practice is merely described or explained rather than assessed	• Sufficient, correct and appropriate evidence is provided that an assessment of the use of effective communication including questioning and listening and giving feedback has been undertaken and that the resulting judgements of own ability are explicitly stated		Pass / Referral
Learning Outcome 3 comments (optional):				
QA comments (optional):				
Unit Outcome (delete as applicable):	**PASS / REFERRAL**	Date:		Signature of Assessor:

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Assessment Criteria (AC)	Sufficiency descriptors *(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			
Unit Outcome (delete as applicable):	**PASS / REFERRAL**	Date of QA check:		Signature of QA:	

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Appendix 8   Unit 503 – Reflective Journal

Assessment instructions

Reflective Journal

This unit is internally assessed via a reflective journal, which provides a holistic and reflective review that links with the supplementary evidence of practice collected in unit 501/502, which is assessed by the Centre and subject to internal and external quality assurance.

The reflective journal must be valid, fit for purpose and based on the unit assessment criteria.

To pass each internally assessed unit, the learner must:
  • Satisfy all assessment criteria by providing sufficient and valid evidence.
  • Demonstrate that the evidence is their own.

Assessment decisions can only be 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.

Types of evidence

Centres can choose the way evidence is gathered for inclusion in the reflective journal for this unit if 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 to demonstrate learners' understanding and competence.

Suggested types of evidence to supplement each assessment criterion of the unit is provided below.

Only reflective journals 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.

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.

Unless using the ILM Assessment Service Centres may opt to use their own methods of evidence collection or use the template examples provided in the handbook as appendices. Whichever method of presenting evidence is selected, the learner **must complete a reflective journal evidence template** and present this at the beginning of their reflective journal after the authentication sheet(s).

Reflective Journal examples

The evidence the learner has presented for unit 501 or 502 will provide formative evidence towards the holistic reflective review in the Reflective Journal for this unit (503). The learner is now required to review their coaching or mentoring skills holistically and complete all

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Learning Outcomes of this unit by producing summary statements for each assessment criteria.

ILM have provided a CPD plan for the learner to help them provide appropriate evidence for this unit. **This is a mandatory document when using the ILM Assessment Service,** but we would strongly advise all centres to use this or a similar document.

Unless using the ILM Assessment Service learners may use their own evidence or complete the templates provided in subsequent sections in this handbook.

The following matrix shows examples of the types of evidence that centres can collate for unit 503.

Unit 503 Reviewing Own Ability as a Coach or Mentor within an Organisational Context	Centre Devised Materials	ILM Templates provided
Section One		
AC 1.1 Evaluate the benefits that have been realised as a result of the coaching or mentoring undertaken	Referencing the evidence collected for unit 501/502, the learner presents a summary examination of the benefits of their coaching or mentoring practice.	Referencing the evidence collected for unit 501/502, the learner presents a summary examination of the benefits of their coaching or mentoring practice. **Learners using the ILM Assessment service must re-present the evidence for unit 501/502:** • Feedback to Coach or Mentor from individual(s) being coached/mentored • Feedback on Coaching or Mentoring from supervisor/tutor • Reflective Logs

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Unit 503 Reviewing Own Ability as a Coach or Mentor within an Organisational Context	Centre Devised Materials	ILM Templates provided
AC 1.2 Reflect on their overall learning and development as a coach or mentor including communication techniques of questioning, listening and giving feedback	Written review reflecting on overall learning and development as a coach or mentor including communication techniques, including questioning, listening and giving feedback**.	Referencing the evidence collected in unit 501/502, this is a written review reflecting on overall learning and development as a coach or mentor including communication techniques of questioning, listening and giving feedback. **Learners using the ILM Assessment service must re-present the evidence for unit 501/502:** • Reflective Logs • Feedback to Coach or Mentor from individual(s) being coached/mentored • Feedback on Coaching or Mentoring from supervisor/tutor
AC 1.3 Conduct a comprehensive evidenced based assessment of their own ability as an effective coach or mentor	Written and detailed assessment of own ability as an effective coach or mentor looking at knowledge, skills, behaviour and reflective practice against a competency framework	Referencing the evidence collected in unit 501/502, this is an assessment of own ability as an effective coach or mentor. **Learners using the ILM Assessment service must re-present the evidence for unit 501/502:** • Reflective Logs • Feedback to Coach or Mentor from individual(s) being coached/mentored • Feedback on Coaching or Mentoring from supervisor/tutor

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Section Two		
AC 2.1 Produce an in-depth SWOT analysis for their role as a coach or mentor	• A detailed SWOT analysis based on their role as a coach or mentor.	**Learners using the ILM Assessment service must re-present the evidence for unit 501/502:** • In depth SWOT
AC 2.2 Produce a comprehensive personal development plan that covers a minimum duration of 12 months, detailing how this will support own development in coaching or mentoring	Written details about how own development in coaching or mentoring will be supported - plus CPD Plan	**Learners using the ILM Assessment service must re-present the evidence for unit 501/502:** • Written details about how own development in coaching or mentoring will be supported • Continuous Professional Development (CPD) Plan
AC2.3 Explain how they will monitor and evaluate their own ongoing Continuing Professional Development (CPD) in relation to coaching or mentoring	Written statement providing an explanation on how they will monitor and evaluate their ongoing CPD in relation to coaching or mentoring	Written explanation of how ongoing Continuing Professional Development (CPD) will be monitored and evaluated in relation to coaching and mentoring. **Learners using the ILM Assessment service must re-present the evidence for unit 501/502:** • Continuous Development Plan (CPD) • Monitoring and Evaluation template

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Reflective Journal evidence matrix

This completed matrix must be included in your reflective journal.

Name of learner	
Signature	
Date completed	

Unit 503 Reviewing Own Ability as a Coach or Mentor within an Organisational Context	Reflective Journal Evidence Title	Reference Number
Section One		
AC 1.1 Evaluate the benefits that have been realised as a result of the coaching or mentoring undertaken		
AC 1.2 Reflect on their overall learning and development as a coach or mentor including communication techniques of questioning, listening and giving feedback		
AC1.3 Conduct a comprehensive evidenced based assessment of their own ability as an effective coach or mentor		

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Section Two		
AC 2.1 Produce an in-depth SWOT analysis for their role as a coach or mentor		
AC 2.2 Produce a comprehensive personal development plan that covers a minimum duration of 12 months, detailing how this will support own development in coaching or mentoring		
AC2.3 Explain how they will monitor and evaluate own ongoing Continuing Professional Development (CPD) in relation to coaching or mentoring		

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

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Appendix 9   Unit 503 Result sheet

Reviewing Own Ability as a Coach or Mentor within an Organisational Context

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 descriptors are provided as guidance. The descriptors 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 descriptors *(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 holistically review their ability to perform effectively as a coach or mentor within an organisational context				
AC 1.1 Evaluate the benefits that have been realised as a result of the coaching or mentoring undertaken	• The benefits to the coachee/mentee that have been realised as a result of the coaching or mentoring undertaken have not been evaluated or the evaluation is incorrect, inappropriate or deficient	• A sufficient, correct and appropriate evaluation of the benefits of coaching or mentoring has been provided • Conclusions are drawn from the evaluation which are valid in terms of the benefits of the coaching or mentoring undertaken		Pass / Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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 Reflect on their overall learning and development as a coach or mentor, including communication techniques of questioning, listening and giving feedback	• No evidence is provided that reflection on overall learning as a coach or mentor has taken place • Evidence of reflection does not include communication techniques, questioning, listening and giving feedback or the reflection undertaken is insufficient, incorrect or inappropriate • Reflections on communication techniques are presented for questioning and/or listening and/or giving feedback but not all	• Sufficient, correct and appropriate evidence provided that reflection on overall learning and development as a coach or mentor has taken place • The reflection includes communication techniques, including questioning and listening and giving feedback		Pass / Referral
AC1.3 Conduct a comprehensive evidence based assessment of their own ability as an effective coach or mentor	• Insufficient, incorrect or inappropriate evidence is provided of an evidenced based self-assessment of own ability as an effective coach or mentor • The self -assessment is inappropriate or deficient	• There is sufficient, correct and appropriate evidence provided of an evidenced based assessment of own ability as an effective coach or mentor • The evidence provided is wide-ranging in nature		Pass / Referral
Learning Outcome 1 comments (optional):				
QA comments (optional):				

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Assessment Criteria (AC)	Sufficiency descriptors *(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 develop a plan for their future professional development in coaching or mentoring				
AC 2.1 Produce an in-depth SWOT analysis for their role as a coach or mentor	• Insufficient, incorrect or inappropriate evidence of an in-depth SWOT analysis is provided • A partial SWOT analysis is produced which does not address each quadrant	• Sufficient, correct or appropriate evidence of an in-depth SWOT analysis for the role as a coach or mentor • Each quadrant contains detailed self-analysis of own role as coach or mentor.		Pass / Referral
AC 2.2 Produce a comprehensive personal development plan that covers a minimum duration of 12 months, detailing how this will support own development in coaching or mentoring	• Insufficient, incorrect or inappropriate evidence or only partial evidence is provided of a personal development plan • The plan covers less than 12 months duration • How the plan will support own development in coaching or mentoring is unclear or incomplete	• Sufficient, correct or appropriate evidence that a comprehensive personal development plan is provided • The plan covers a minimum duration of 12 months • How this will support own development in coaching or mentoring is made explicitly clear		Pass / Referral

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Assessment Criteria (AC)	Sufficiency descriptors *(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 they will monitor and evaluate own ongoing Continuing Professional Development (CPD) in relation to coaching or mentoring	• No explanation is provided on how they will monitor and evaluate own ongoing Continuous Professional Development (CPD) in relation to coaching or mentoring or the explanation is incorrect, inappropriate or deficient	• An explanation is provided of how they will monitor and evaluate own ongoing Continuous Professional Development (CPD) in relation to coaching or mentoring		Pass / Referral
Learning Outcome 2 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:**

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Appendix 10   Conducting Professional Discussions

Purpose

A professional discussion is a planned, in-depth, two-way conversation between an assessor and a learner and provides a method of assessing performance, knowledge and understanding. It can be used to probe the level of competence of the learner so the assessor is certain that their actions are based on a firm understanding of principles which support practice. It can also be used to test the validity and reliability of a learner's evidence and confirm authenticity where this is questionable. It can help a learner who finds written evidence difficult to produce or used to address any gaps in the learner's product evidence. However, the process should be as robust in the use of the process and documentation as the undertaking of a written assessment. It enables the assessor to make a judgement of competence against the agreed ILM assessment criteria and is beneficial for some learners as an alternative method of assessment.

A professional discussion is a planned event which is recorded. The recording can use a variety of techniques including auditable written notes, verbal recording, video, etc. to supplement the portfolio or reflective journal. The discussion must be saved and included as part of the overall learner evidence. The evidence of professional discussion should be cross referenced to the assessment criteria showing when it has been used.

Planning the discussion

Learners and assessors should plan for a professional discussion. It should be a structured process where a time and date are agreed in advance. Appropriate time must be allowed for the discussion to take place.

The assessor needs to be clear about the required learning outcomes and assessment criteria and should agree with their learner a list of the questions that will be covered. It is recommended that learners receive a written copy of the questions that the learner will be asked during the discussion and a copy of the result sheet. Assessors should ensure that learners have a good understanding of the relevant standards and the assessment process.

Facilitating the discussion

The assessor should be skilled in putting the learner at ease and must be experienced in the interviewing process. Therefore, the assessor's interpersonal skills are key in achieving positive results. The assessor's role is to manage the process in order to allow their candidate to prove their knowledge and understanding in a supported environment but without the assessor constantly directing and leading the conversation.

As the beginning of the discussion, the assessor is likely to be doing most of the talking (i.e., recapping the reason for the discussion and agreeing how the main points of the discussion will be assessed and recorded). However, as the discussion progresses, the learner should be doing most of the talking with the assessor ensuring the discussion remains focused and effective. The assessor can ask questions to drill down into the learner's knowledge with questions such as 'can you give me an example in the workplace of that?' or 'can you give me the name of the model or the author you are referring to?' or 'what is the impact of poor emotional intelligence on staff's performance?' Every learner should be given equal opportunity to answer all questions. However, questions should not be leading as this would

be inappropriate and would not be a fair assessment of the learner's learning. The discussion needs to be time managed by the assessor.

Recording the discussion

When using this assessment method, the discussion becomes the evidence and it is how the discussion is managed, recorded and referenced that will make it valid, relevant and reliable. The discussion may take place face-to-face or remotely and arrangements for this should be agreed in advance which include live IQA for a sample.

A record of the discussion should be produced to show how the points relate to the standards/evidence requirements. Whatever recording method is selected, the assessor needs to ensure that the evidence resulting from the discussion is clearly referenced to the appropriate standards/evidence requirements. This is important to enable effective quality assurance and is a way of formalising the process.

If handwritten notes are taken by the assessor it is good practice for the learner to authenticate them and confirm them as a true record of the conversation. If audio is used, it is important that the learning outcomes/assessment criteria are mapped to the recording – ideally with the time when the criteria was addressed via the discussion. For example, 1m 55 secs AC 2.1, 2m 43 secs AC 3.1 and 3.2.

The learner's evidence and the assessor's decision about the evidence must be available to all those involved with quality assurance. There is not a need to transcribe recordings but mandatory annotated time counters on the result sheet will allow the Quality Assurance team to pinpoint material more easily during listening to the whole recording the assessment and quality assurance process.

Common mistakes when conducting a professional discussion

- Lack of preparation.
- No clear link between the discussion and relevant ILM assessment criteria.
- Lack of prior agreement between assessor and learner about the format/content.
- No specified time or dedicated space for the discussion.
- Not referencing the discussion correctly.
- Use of group discussion instead of required individual discussion.
- Ineffective questioning and discussion techniques, such as:
  - Asking too many questions at once.
  - Asking a question and then the assessor answering it themselves.
  - Always asking the same kind of question.
  - Not giving the learner time to think and answer.
  - Asking difficult questions too early in the conversation.
  - Leading the learner.

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Useful Contacts

ILM Customer Services
General enquiries
Events enquiries
International enquiries
Complaints and feedback

customer@i-l-m.com

ILM Regulation and Compliance
Reporting malpractice/maladministration
Reporting incidents of plagiarism
Lodging appeals

investigationandcompliance@cityandguilds.com

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About ILM

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 body.

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.

ILM is a City & Guilds Group Business. Together, we set the standard for professional and technical education and corporate learning and development around the world, helping people and organisations to develop their skills for personal and economic growth.

City & Guilds Group

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.
We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society.
We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.
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