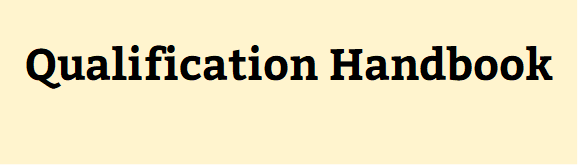


**Level 7 Certificate and Diploma for Executive and Senior Level Coaches and Mentors**

**8589**

April 2025 Version 2.2



Qualification at a glance

|  |  |
| --- | --- |
| Subject area | Coaching and Mentoring |
| ILM number | 8589 |
| Age group approved | 21+ |
| Entry requirements | None |
| Assessment types | Assignment, Portfolio, Reflective Journal |
| Approvals | Available from 1 November 2018 |
| Registration and certification | Consult the [Walled Garden/Online Catalogue](https://www.i-l-m.com/trainers-and-centres/WalledGarden-New) for last dates |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title and level | GLH | TQT | ILM number | Accreditation number |
| Level 7 Certificate for Executive and Senior Level Coaches and Mentors | 52 | 138 | 8589-21 | 603/3762/X |
| Level 7 Diploma for Executive and Senior Level Coaches and Mentors | 60 | 368 | 8589-31/32 | 603/3763/1 |

|  |  |  |
| --- | --- | --- |
| Version and date | Change detail | Section |
| 1.0 November 2018 | Document created | All |
| 1.1 February 2019 | 702 AC 2.3 amended to minimum of 8 hours; reflective log for 701/702 deleted additional row ie: ‘Overall how did the session go’ | Appendix 5 |
| 2.0 December 2021 | Correction to refer to coaching and mentoring  Updating to refer to City & Guilds/ILM Centre Quality Assurance Standards  Amended ‘Verifier’ to ‘Quality Assurer’  Updated formatting  Additional text to Assessment Guidance LO2 Unit 701  Removed reference to ILMA service  Updated forms:  Portfolio of Evidence matrix  Coaching/Mentoring Diary  Coaching/Mentoring Contract & Plan  Reflective Log  Feedback to learner’s coaching/mentoring  Feedback from observer  Updated:  Reflective Journal examples  Reflective Journal matrix  SWOT Analysis | Throughout  Throughout  Throughout  Throughout  Page 25  Appendix 3 & 4  Appendix 5  Appendix 8 |
| 2.1 May 2022 | Correction to AC2.1 in Results Sheet for Unit 700 | Appendix 2 |
| 2.2 April 2025 | Post Nominals added | Page 17 |

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](https://www.i-l-m.com/trainers-and-centres/customer-handbook).

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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 to coach or mentor others at an executive or senior level |
| Who are the qualifications for? | These qualifications are for senior managers or Human Resources (HR)/Organisation Development (OD) professionals who wish to develop their expertise and credibility in the fields of Executive and Senior level coaching and mentoring, or to establish coaching at an organisational level. They are also ideal for professional coaches and mentors seeking to enhance and accredit their experience with a nationally recognised qualification |
| Benefits for individuals | * Understand the strategic purposes of coaching and mentoring at an executive or senior level * Analyse the knowledge, skills, behaviours and practices necessary for effective coaching or mentoring at an executive or senior level * Plan, deliver and review own effective coaching or mentoring at an executive or senior level * Learn why reflective learning is important for own professional practice * Be able to plan own future professional development activities as a coach or mentor operating at an executive or senior level |
| Benefits for employers and educators | * Implement coaching in complex working environments or at an executive or senior level in your organisation * Ensure your organisation’s coaches and mentors are properly equipped with the skills, knowledge and understanding they need * Create a coaching and mentoring culture in which senior managers and leaders demonstrate their commitment to supporting their own and others’ development and performance improvement |
| What opportunities for progression are there? | These qualifications will provide progression opportunities to a range of qualifications such as:   * ILM Level 7 Certificate or Diploma for Coaching Supervisors * ILM Level 7 Award, Certificate or Diploma in Leadership and Management |

Structure

To achieve the Level 7 Certificate for Executive and Senior Level Coaches and Mentors the learner must achieve three mandatory units.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 7 Certificate for Executive and Senior Level Coaches and Mentors** | | | | | |
| **UAN** | **ILM unit number** | **Unit title** | **Level** | **Credit Value** | **GLH** |
| H/617/2910 | 8589-700 | Understanding the Principles and Practice of Effective Coaching and Mentoring at an Executive or Senior Level | 7 | 5 | 20 |
| K/617/2911 | 8589-701 | Undertaking Coaching or Mentoring at an Executive or Senior Level | 7 | 4 | 12 |
| T/617/2913 | 8589-703 | Reflecting on Your Ability to Perform Effectively as a Coach or Mentor at an Executive or Senior Level | 7 | 5 | 20 |

To achieve the Level 7 Diploma for Executive and Senior Level Coaches and Mentors the learner must achieve three mandatory units.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 7 Diploma for Executive and Senior Level Coaches and Mentors** | | | | | |
| **UAN** | **ILM unit number** | **Unit title** | **Level** | **Credit Value** | **GLH** |
| H/617/2910 | 8589-700 | Understanding the Principles and Practice of Effective Coaching and Mentoring at an Executive or Senior Level | 7 | 5 | 20 |
| M/617/2912 | 8589-702 | Undertaking an Extended Period of Coaching or Mentoring at an Executive or Senior Level | 7 | 27 | 20 |
| T/617/2913 | 8589-703 | Reflecting on Your Ability to Perform Effectively as a Coach or Mentor at an Executive or Senior Level | 7 | 5 | 20 |

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 organization 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.

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

|  |  |  |  |
| --- | --- | --- | --- |
| Title and level | GLH | TQT | Credit |
| Level 7 Certificate for Executive and Senior Level Coaches and Mentors | 52 | 138 | 14 |
| Level 7 Diploma for Executive and Senior Level Coaches and Mentors | 60 | 368 | 37 |

Centre requirements

Approval

Centres must ensure they are approved by ILM to offer the qualifications before commencing their 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 qualifications 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 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.

|  |  |
| --- | --- |
| Tutor occupational competence requirements | Evidence indicators |
| Relevant and sufficient occupational competence in coaching or mentoring at an executive or senior level. | * Be able to evidence significant experience of coaching or mentoring at an executive or senior level over an established period of time. |
| A thorough knowledge and understanding of the subject areas of the Level 7 qualification(s) for Executive and Senior Level Coaches and Mentors. | * Hold qualifications in the field of coaching or mentoring at an executive or senior level or experience in evidencing the subject area of the Level 7 qualification(s) for Executive and Senior Level Coaches and Mentors. |
| Continuing Professional Development in the area of coaching or mentoring at an executive or senior level. | * Show sufficient evidence of participation in Continuing Professional Development (CPD) in relation to coaching or mentoring at an executive or senior level over the past five 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), European Mentoring & Coaching Council (EMCC), International Coach Federation (ICF) or equivalent at an appropriate level for a Level 7 tutor. * Conferences attended (institution, topic and dates).   **or**   * Participation in research projects (institution, topic and dates). |
| Relevant and sufficient occupational experience in Leadership or Management to understand the job roles and organisational context within which learners are operating. | * Relevant and sufficient Leadership or Management experience at a strategic level to understand the job roles and organisational context within which Level 7 learners are operating. |
| Continuing Professional Development in Strategic Leadership or Management. | * Have a relevant and sufficient qualification in Strategic Leadership or Management at Level 7 or higher.   **or**   * Participation in CPD in relation to Leadership or Management relevant to Level 7 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 7 qualification(s) for Executive and Senior Level Coaches and Mentors. | * 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 7 qualification(s) for Executive and Senior Level Coaches and Mentors. |
| Knowledge of the Level 7 qualification(s) for Executive and Senior Level Coaches and Mentors - structure, learning and assessment processes. | * Previous experience of delivery of ILM VRQ qualification(s).   **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 7 qualification(s) for Executive and Senior Level Coaches and Mentors. |

|  |  |
| --- | --- |
| Internal Quality Assurer and/or Centre Assessor occupational competence requirements | Evidence indicators |
| Relevant and sufficient occupational competence in coaching or mentoring at an executive or senor level. | * Be able to evidence significant experience of coaching or mentoring at an executive or senor level over an established period of time. |
| A thorough knowledge and understanding of the subject areas of the Level 7 qualification(s) for Executive and Senior Level Coaches and Mentors. | * Hold qualifications in the field of coaching, supervision (or similar practice) or experience in evidencing the subject area of the Level 7 qualification(s) for Executive and Senior Level Coaches and Mentors. |
| Continuing Professional Development in the area of coaching or mentoring at an executive or senior level. | * Show sufficient evidence of participation in Continuing Professional Development (CPD) in relation to coaching or mentoring at an executive or senior level over the past five 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), European Mentoring & Coaching Council (EMCC), International Coach Federation (ICF) or equivalent at an appropriate level for a Level 7 tutor.   **or**   * Conferences attended (institution, topic and dates).   **or**   * Participation in research projects (institution, topic and dates). |
| Relevant and sufficient occupational experience in Leadership or Management to understand the job roles and organisational context within which learners are operating. | * Relevant and sufficient Leadership or Management experience at a strategic level to understand the job roles and organisational context within which Level 7 learners are operating. |
| Continuing Professional Development in Strategic Leadership or Management. | * Have a relevant and sufficient qualification in Strategic Leadership or Management at Level 7 or higher.   **or**   * Participation in CPD in relation to Leadership or Management relevant to Level 7 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 7 qualification(s) for Executive and Senior Level Coaches and Mentors. | * 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 7 qualification(s) for Executive and Senior Level Coaches and Mentors. |
| Knowledge of the Level 7 qualification(s) for Executive and Senior Level Coaches and Mentors - structure, learning and assessment processes. | * Previous experience of delivery of ILM VRQ qualification(s).   **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 7 qualification(s) for Executive and Senior Level Coaches and Mentors. |

Learner entry requirements

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

***Age restrictions***

ILM recommends that learners are at least 21 years old before registering on either of these qualifications.

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.

The use of the terms ‘executive’ and ‘senior’ level coaching

The Level 7 coaching and mentoring qualifications are designed for those learners who are coaching or mentoring clients working in a senior or complex role within their organisations and/or with responsibilities which may include (for example) significant management of resources, people, strategy or operations. The clients may also be unemployed but have worked at this level. ILM use the terms ‘executive’ and ‘senior’ to denote the level of role/s undertaken rather than the specific job title of ‘executive’ or ‘senior’ person.

The Level 7 coach or mentor should therefore have experience themselves of this higher level, complex work environment and detailed knowledge of leadership & management, business or other relevant subject areas.

Delivering the qualification

Initial assessment

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

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

Induction

Each programme must start with a short induction of at least one hour, and 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 7 Certificate or Diploma for Executive and Senior Level Coaches and Mentors.
* Expectations of, and benefits to, the individual and where relevant, their employer.
* Format of the programme – content, hours, attendance, delivery methods, etc.
* The assessment requirements, including assessment criteria.
* Roles and responsibilities of Centre staff, learners and ILM.
* Learning and study skills, including reference to use of library, internet and any open or online learning to be used.
* Information on tutorial support, advice and guidance, equal opportunities, appeals procedures, authenticity and plagiarism.
* Student Membership of the Institute of Leadership of Management and benefits.

The following is recommended for 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. |

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-7-certificate-for-executive-and-senior-level-coaches-and-mentors-8589-21](https://www.credly.com/org/ilm/badge/level-7-certificate-for-executive-and-senior-level-coaches-and-mentors-8589-21)  Level 7 Certificate for Executive and Senior Level Coaches and Mentors (8589-21)  [www.credly.com/org/ilm/badge/level-7-diploma-for-executive-and-senior-level-coaches-and-mentors-8589-31](https://www.credly.com/org/ilm/badge/level-7-diploma-for-executive-and-senior-level-coaches-and-mentors-8589-31)  Level 7 Diploma for Executive and Senior Level Coaches and Mentors (8589-31) |
| Student Membership of the Institute of Leadership & Management | [www.institutelm.com](https://www.institutelm.com/) |

**City & Guilds of London Institute**

On successful completion of these qualifications, learners will be awarded the prestigious designation of Membership of the City and Guilds of London Institute and will be able to use the post-nominals **MCGI** after their names. These post-nominals provide learners with professional recognition and provide additional validation for employers and clients of their capabilities and expertise. Learners will receive a digital certificate confirming their designation.

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** |
| 8589-700 | Understanding the Principles and Practice of Effective Coaching and Mentoring at an Executive or Senior Level | Assignment | Externally set by ILM |
| 8589-701 | Undertaking Coaching or Mentoring at an Executive or Senior Level | Portfolio | Externally set by ILM |
| 8589-702 | Undertaking an Extended Period of Coaching or Mentoring at an Executive or Senior Level | Portfolio | Externally set by ILM |
| 8589-703 | Reflecting on Your Ability to Perform Effectively as a Coach or Mentor at an Executive or Senior Level | 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 coaching 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:

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

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

Recognition of prior learning (RPL)

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

Unit 700 Understanding the Principles and Practice of Effective Coaching and Mentoring at an Executive or Senior Level

|  |  |
| --- | --- |
| UAN: | H/617/2910 |
| Unit Level: | 7 |
| Credit value: | 5 |
| GLH: | 20 |
| Unit aim: | This unit aims to provide the learner with an understanding of the principles and practice required for effective coaching and mentoring at an executive or senior level |

**Learning outcome (LO 1)**

The learner will:

1 Know how to effectively contextualise coaching or mentoring practice at an executive or senior level

**Assessment criteria**

**The learner can:**

* 1. Critically compare the strategic purposes of coaching and[[1]](#footnote-2) mentoring at an executive or senior level
  2. Critically review the organisational:
* context
* strategy
* culture
* conditions

required for effective coaching or[[2]](#footnote-3) mentoring at an executive or senior level

* 1. Critically evaluate alternative learning & development (L&D) methods to coaching and[[3]](#footnote-4) mentoring at an executive or senior level
  2. Determine the relevant factors which can impact on how coaching or mentoring are integrated effectively at an executive or senior level

Depth

1.1 Rationale for using coaching or mentoring at an executive or senior level.

Strategic purpose for using coaching or mentoring at an executive or senior level.

Comparison between the strategic purpose of coaching to the strategic purpose of mentoring at an executive or senior level.

1.2 Organisational context (e.g., public sector, SME, voluntary, etc.), strategy (e.g., financial objectives, learning and development objectives, etc.), culture (e.g., tangibles, organisational structure, etc.) and conditions (e.g., organisational climate for change, etc.).

1.3 Different methods to learning and development (L&D) for individuals at an executive or senior level (e.g., training programmes, on-line, on the job, job shadowing, conferences, workshops, etc.).

Alternative development methods and their value for executive or senior level staff.

1.4 Organisational policies, procedures which support coaching or mentoring.

Commitment to coaching or mentoring from senior management and strategies in place to overcome barriers to coaching and mentoring, choice of coaches (internal or external), change management strategy and champions for coaching and mentoring.

Potential barriers to effective coaching or mentoring and strategies to overcome them.

Assessment guidance

The learner must:

1.1 Include a critical comparison of the strategic purpose of coaching to the strategic purpose of mentoring and the rationale for using coaching or mentoring at an executive or senior level.

1.2 Provide a critical review of the organisational context, strategy, culture and conditions required for effective coaching or mentoring at an executive or senior level.

1.3 Critically evaluate at least three alternative learning and development (L&D) methods to coaching and mentoring (e.g., workshops, on-the-job, on-line learning, work shadowing, etc.) Reference key sources for each suggested alternative learning and development method.

1.4 Determine at least four relevant factors which can impact on the effective integration of coaching or mentoring at an executive or senior level. Factors may include organisational policies and procedures, change management strategies, selection of coaches, etc.

Learning outcome (LO 2)

The learner will:

2 Understand the principles and practices required for effective coaching or mentoring at an executive or senior level

**Assessment criteria**

**The learner can:**

2.1 Critically analyse the knowledge, skills, behaviours and practices necessary for effective coaching or mentoring at an executive or senior level

2.2 Critically review an effective coaching or mentoring model which can be followed at an executive or senior level

2.3 Justify the importance of reflective learning for own professional practice

2.4 Evaluate the theoretical and practical elements of ethical practice

2.5 Critically review the key elements of supervision and the rationale for its use in coaching or mentoring

Depth

2.1 Theoretical sources are introduced which refer to relevant knowledge, skills, behaviours and practices adopted in coaching or mentoring at an executive or senior level.

2.2 Relevant model suitable for effective coaching or mentoring at an executive or senior level (e.g., CLEAR, GROW, OSCAR, TGROW, etc.).

2.3 Reflection as a practice to support experiential learning and continuous improvement in coaching or mentoring practice.

Model of reflective learning (e.g., Kolb, Schön, etc.).

2.4 Relevant model (e.g., business ethics model) of ethical behaviour, including appropriate codes of practice (e.g., ethical framework of a membership body).

2.5 Theory or model associated with the key elements of supervision (e.g., Seven Eyed model).

Assessment guidance

The learner must:

2.1 Provide a critical analysis of each of the four areas of knowledge, skills, behaviours and practices necessary for effective coaching or mentoring with reference to theory and practice. At least one academic reference must be used for each of the four areas.

2.2 Critically review a model (e.g., CLEAR, GROW, OSCAR, TGROW, etc.) of coaching or mentoring that can be followed at an executive or senior level. The review must include the effectiveness of the model from at least three different perspectives.

2.3 Justify the importance of reflective practice to understand own coaching or mentoring performance to make improvements in own practice at an executive or senior level.

2.4 Evaluate the theoretical and practical elements (e.g., non-judgmental behaviour) of ethical practice, referencing a relevant model of ethical behaviour and an appropriate code of practice.

2.5 Critically review two or more of the key elements of coaching or mentoring supervision and the rationale for its use. This review must include a relevant theory or model (e.g., Full Spectrum Model, Seven Eyed Model, etc.).

Learning outcome (LO 3)

The learner will:

3 Understand methods for evaluating coaching or mentoring at an executive or senior level

**Assessment criteria**

**The learner can:**

3.1 Critically review methods for evaluating the impact of coaching or mentoring on the individual at an executive or senior level

3.2 Critically review methods for evaluating the impact of coaching or mentoring on the organisation and other stakeholders at an executive or senior level

Depth

3.1 Methods for evaluating the effect of coaching or mentoring on the individual (e.g., Kirkpatrick’s Model, 180° feedback, 360° feedback, self-assessment, etc.).

3.2 Methods for evaluating the impact (e.g., financial returns, Business Scorecard, employee satisfaction, engagement, achievement & retention levels, etc.) that coaching or mentoring may have on the organisation and different stakeholders (e.g., line manager, colleagues, sponsor, KPI’s etc.) and stakeholder needs (KPI’s, people management, engagement, retention, talent management, etc.).

Assessment guidance

The learner must:

3.1 Undertake a critical review of at least two different methods of evaluating the impact of coaching or mentoring on individuals. This must include an appropriate model such as Kirkpatrick’s Evaluation Model as well as self-assessment and feedback from individuals.

3.2 Undertake a critical review of at least one method for evaluating the impact of coaching or mentoring on the organisation (e.g., employee performance against organisational goals, etc.) and at least one different method for evaluating the impact of coaching and mentoring on other stakeholders (e.g., KPI’s, people management, engagement, retention, talent management, etc.).

Assessment requirements

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

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

Unit 701 Undertaking Coaching or Mentoring at an Executive or Senior Level

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| --- | --- |
| UAN: | K/617/2911 |
| Unit Level: | 7 |
| Credit value: | 4 |
| GLH: | 12 |
| Unit aim: | This unit aims for the learner to undertake a minimum of 20 hours of effective coaching or mentoring at an executive or senior level with a minimum of 2 and maximum of 3 individuals |

**Learning outcome (LO 1)**

The learner will:

1 Be able to agree and establish a contract to coach or mentor individuals at an executive or senior level

**Assessment criteria**

**The learner can:**

1.1 Agree and establish a coaching or mentoring contract that meets individual and stakeholder requirements at an executive or senior level

1.2 Establish and build effective coaching or mentoring relationships with individuals at an executive or senior level

Depth

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

Mutually agreeable contract that details commitment and expectations of all stakeholders (e.g., other individuals within the organisation) and intended outcomes.

Needs and goals of individuals set within their own organisational context.

Process and tools for goal identification and setting (e.g., learning styles, SWOT, 180° feedback, competency measures, etc.).

1.2 The nature of coaching or mentoring relationships at an executive or senior level.

Importance of coach’s credibility, trust, confidentiality, duty of care and boundaries.

Commitment and expectations of all stakeholders and intended outcomes.

Assessment guidance

The learner must:

1.1 Provide evidence of how a mutually agreeable coaching or mentoring contract has been agreed and established which meets individual and stakeholder requirements at an executive or senior level. Provide evidence about how this has been captured and how needs and goals of individuals have been agreed and set within their own organisational context by exploring where the client is now and where they want to be in relation to their goals. This can be supported through use of tools and processes (e.g., learning styles, SWOT, 180° feedback, competency measures, etc.).

1.2 Discuss and provide evidence of building relationships with a minimum of 2 or maximum of 3 clients at an executive or senior level. Ensure that the nature and purpose of the coaching or mentoring programmes are discussed along with how sessions have been initiated and planned. Consider the importance of the learner’s credibility as a coach, trust, confidentiality, duty of care and boundaries.

Learning outcome (LO 2)

The learner will:

2 Be able to plan, deliver and review 20 hours of coaching or mentoring at an executive or senior level with a minimum of 2 and a maximum of 3 individuals

**Assessment criteria**

**The learner can:**

2.1 Plan 20 hours of effective coaching or mentoring at an executive or senior level

2.2 Undertake 20 hours of effective, individual coaching or mentoring at an executive or senior level

2.3 Summarise the outcomes of on-going individual or group supervision for a minimum of 4 hours in total

2.4 Maintain appropriate auditable records of planning, coaching or mentoring, supervision and observation activities

2.5 Critically reflect on the effectiveness of the coaching or mentoring undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching or mentoring

Depth

2.1 Planning principles and practices for effective and challenging coaching or mentoring sessions (e.g., clear timescales and outcomes, liaison with stakeholders, consideration of organisational context, available resources, arrangement for monitoring and evaluation, etc.).

The types of relationships, reflecting on initiation, ongoing relationships and closure.

Dealing with contractual challenges and troubleshooting (e.g., client non-attendance, lack of client commitment.

Theories and models of coaching or mentoring (e.g., diagnostics tools, relevant models of leadership and management, etc.)

Prepare documentation for coaching or mentoring practice.

2.2 A minimum of 20 hours need to be held on sessions in total.

Effective sessions should include:

* Psychological dimensions when coaching or mentoring individuals.
* Characteristics of effective coaching or mentoring sessions.
* Use of appropriate levels of coaching or mentoring tools and techniques and diagnostics (e.g., MBTI, psychometrics, emotional intelligence, leadership and management models, etc.).
* Recording and monitoring coaching or mentoring activities.

2.3 Summary records completed by the coach or mentor, which may be supplemented by the supervisor’s records.

Supervision can be either with an individual or as part of a group.

Benefits of individual and group supervision.

The benefits of peer coaching or mentoring.

Rationale and process for setting up and managing peer coaching or mentoring arrangements.

2.4 Maintenance of records to show planning, coaching or mentoring, supervision and feedback. These should be documents or videos/audios that are completed for each client, showing the coaching or mentoring journey from the outset to the final outcomes.

Codes of practice guidelines, GDPR, etc.

2.5 Identification of strengths, areas for improvement and patterns of behaviour as a coach or mentor.

Application of coaching or mentoring processes.

Reflection on coaching or mentoring methods used.

Techniques for seeking, accepting and analysing feedback from others.

Competency assessment and competency frameworks (e.g., EMCC, AC, IIC, etc.).

Continuous professional development (CPD) and manage own continuous improvement and personal development.

Use of reflective logs, video diaries, audio diaries etc. and ongoing continuous development plans.

Models of reflective learning are introduced.

Different perspectives on coaching or mentoring.

Nature and value of feedback in developing the reflective practitioner (e.g., Schön, Argyris, etc.).

Assessment guidance

The learner must:

2.1 Provide evidence that demonstrates how planning for 20 hours of effective coaching or mentoring at an executive or senior level has taken place for a minimum of 2 and maximum of 3 clients. Show how the coaching or mentoring relationship with individuals and key stakeholders was initiated. Explain the steps carried out to contract and set goals with each client, as well as which evaluation tools would be used.

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 Provide evidence of undertaking and recording effective coaching or mentoring at an executive or senior level. This should include key characteristics of effective coaching or mentoring sessions such as date and duration, aim or topic of the session and how it links to goals in the contract. Also include appropriate coaching or mentoring tools and techniques and diagnostics used (e.g., MBTI, psychometrics, emotional intelligence, models of leadership and management, etc.) List key points agreed options and outcomes and maintenance of accurate records for 20 hours of coaching or mentoring.

2.3 Participate actively in supervision or group supervision and summarise the outcomes for a minimum of 4 hours in total. This is in order to seek feedback and advice on own performance as a coach or mentor.

2.4 Records should be maintained of planning, coaching or mentoring activity (e.g., a diary covering each session showing key points and each client’s progress), supervision record (e.g., a summary of outcomes of supervision), feedback from client and stakeholders and a reflective log.

2.5 Maintain a reflective log that is completed after each session based on own knowledge of coaching or mentoring and relevant competency frameworks, which takes into consideration the feedback from the client and any observation or feedback from own supervisor. The critical reflection should include own skills, knowledge and behaviours and each client’s progress against goals in order that own areas for improvement can be captured and actioned for the next session.

Assessment requirements

This unit will be internally assessed through a 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.
* Use of L&M models that assist the client’s understanding and knowledge.
* 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.

Unit 702 Undertaking an Extended Period of Coaching or Mentoring at an Executive or Senior level

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| --- | --- |
| UAN: | M/617/2912 |
| Unit Level: | 7 |
| Credit value: | 27 |
| GLH: | 20 |
| Unit aim: | This unit aims for the learner to undertake a minimum of 60 hours of effective coaching or mentoring at an executive or senior level with a minimum of 6 and a maximum of 9 individuals |

**Learning outcome (LO 1)**

The learner will:

1 Be able to agree and establish a contract to coach or mentor individuals at an executive or senior level

**Assessment criteria**

**The learner can:**

* 1. Agree and establish a coaching or mentoring contract that meets individual and stakeholder requirements at an executive or senior level
  2. Establish and build effective coaching or mentoring relationships with individuals at an executive or senior level

Depth

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

Mutually agreeable contract that details commitment and expectations of all stakeholders (e.g., other individuals within the organisation) and intended outcomes.

Needs and goals of individuals set within their own organisational context.

Process and tools for goal identification and setting (e.g., learning styles, SWOT, 180° feedback, competency measures, etc.).

* 1. The nature of coaching or mentoring relationships at an executive or senior level.

Importance of coach’s credibility, trust, confidentiality, duty of care and boundaries.

Commitment and expectations of all stakeholders and intended outcomes.

Assessment guidance

The learner must:

1.1 Provide evidence of how a mutually agreeable coaching or mentoring contract has been agreed and established which meets individual and stakeholder requirements at an executive or senior level. Provide evidence about how this has been captured and how needs and goals of individuals have been agreed and set within their own organisational context by exploring where the client is now and where they want to be in relation to their goals. This can be supported through use of tools and processes (e.g., learning styles, SWOT, 180° feedback, competency measures, etc.).

1.2 Discuss and provide evidence of building relationships with a minimum of 6 or maximum of 9 clients at an executive or senior level. Ensure that the nature and purpose of the coaching or mentoring programmes are discussed along with how sessions have been initiated and planned. Consider the importance of the learner’s credibility as a coach, trust, confidentiality, duty of care and boundaries.

Learning outcome (LO 2)

The learner will:

2 Be able to plan, deliver and review 60 hours of coaching or mentoring at an executive or senior level, including observation with a minimum of 6 and a maximum of 9 individuals

**Assessment criteria**

**The learner can:**

2.1 Plan 60 hours of effective coaching or mentoring at an executive or senior level

2.2 Undertake 60 hours of effective, individual coaching or mentoring at an executive or senior level

2.3 Summarise the outcomes of on-going individual or group supervision for a minimum of 8 hours in total

2.4 Maintain appropriate auditable records of planning, coaching or mentoring, supervision and observation activities

2.5 Critically reflect on the effectiveness of the coaching or mentoring undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching or mentoring

Depth

2.1 Planning principles and practices for effective and challenging coaching or mentoring sessions (e.g., clear timescales and outcomes, liaison with stakeholders, consideration of organisational context, available resources, arrangement for monitoring and evaluation, etc.).

The types of relationships, reflecting on initiation, ongoing relationships and closure.

Dealing with contractual challenges and troubleshooting (e.g., client non-attendance, lack of client commitment.

Theories and models of coaching or mentoring (e.g., diagnostics tools, relevant models of leadership and management, etc.)

Prepare documentation for coaching and mentoring practice.

2.2 A minimum of 60 hours need to be held on sessions in total.

Effective sessions should include:

* Psychological dimensions when coaching or mentoring individuals.
* Characteristics of effective coaching or mentoring sessions.
* Use of appropriate levels of coaching or mentoring tools and techniques and diagnostics (e.g., MBTI, psychometrics, emotional intelligence, leadership and management models, etc.).
* Recording and monitoring coaching or mentoring activities.

2.3 Summary records completed by the coach or mentor, which may be supplemented by the supervisor’s records.

Supervision can be either with an individual or as part of a group.

Benefits of individual and group supervision.

The benefits of peer coaching or mentoring.

Rationale and process for setting up and managing peer coaching or mentoring arrangements.

2.4 Maintenance of records to show planning, coaching or mentoring, supervision and feedback. These should be documents or videos/audios that are completed for each client, showing the coaching journey from the outset to the final outcomes.

Codes of practice guidelines, GDPR, etc.

2.5 Identification of strengths, areas for improvement and patterns of behaviour as a coach or mentor.

Application of coaching or mentoring processes.

Reflection on coaching or mentoring methods used.

Techniques for seeking, accepting and analysing feedback from others.

Competency assessment and competency frameworks (e.g., EMCC, AC, IIC, etc.).

Continuous professional development (CPD) and manage own continuous improvement and personal development.

Use of reflective logs, video diaries, audio diaries, etc. and ongoing continuous development plans.

Models of reflective learning are introduced.

Different perspectives on coaching or mentoring.

Nature and value of feedback in developing the reflective practitioner (e.g., Schön, Argyris, etc.)

Assessment guidance

The learner must:

2.1 Provide evidence that demonstrates how planning for 60 hours of effective coaching or mentoring at an executive or senior level has taken place for a maximum of 9 clients. Show how the coaching or mentoring relationship with individuals and key stakeholders was initiated. Explain the steps carried out to contract and set goals with each client as well as which evaluation tools would be used.

2.2 Provide evidence of undertaking and recording effective coaching or mentoring at executive or senior level. This should include key characteristics of effective coaching or mentoring sessions such as date and duration, aim or topic of the session and how it links to goals in the contract. Also include appropriate coaching or mentoring tools and techniques and diagnostics used (e.g., MBTI, psychometrics, emotional intelligence, models of leadership and management, etc.) List key points agreed options and outcomes and maintenance of accurate records of 60 hours of coaching or mentoring.

2.3 Participate actively in supervision or group supervision and summarise the outcomes for a minimum of 8 hours in total. This is in order to seek feedback and advice on own performance as a coach or mentor.

2.4 Records should be maintained of planning, coaching or mentoring activity (e.g., a diary covering each session showing key points and each client’s progress), supervision record (e.g., a summary of outcomes of supervision), feedback from client and stakeholders and a reflective log.

2.5 Maintain a reflective log that is completed after each session, based on own knowledge of coaching or mentoring and relevant competency frameworks which takes into consideration the feedback from the client and any observation or feedback from own supervisor. The critical reflection should include own skills, knowledge and behaviours and each client’s progress against goals in order that own areas for improvement can be captured and actioned for the next session.

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.
* Use of L&M models that assist the client’s understanding and knowledge.
* 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.

Unit 703 Reflecting on Your Ability to Perform Effectively as a Coach or Mentor at an Executive or Senior Level

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| UAN: | T/617/2913 |
| Unit Level: | 7 |
| Credit value: | 5 |
| GLH: | 20 |
| Unit aim: | This unit aims for the learner to critically review and reflect on own ability to perform effectively as a coach or mentor at an executive or senior level. |

**Learning outcome (LO 1)**

The learner will:

1 Be able to review own ability to perform effectively as a coach or mentor at an executive or senior level

**Assessment criteria**

**The learner can:**

* 1. Analyse own strengths and areas for development and how they affect performance as a coach or mentor
  2. Critically analyse how client's value systems, knowledge, skills and experience affects the coaching or mentoring relationship
  3. Critically review own ability to perform effectively as a coach or mentor
  4. Analyse how to adapt their approach to capitalise on own strengths and address areas for improvement

Depth

1.1 Techniques for undertaking a personal inventory of knowledge and skills, values and attitudes, and for analysing personal strengths and areas for development.

Basic understanding of personality theory, including personality types and traits.

Perceptions and reality in problem identification and decision making – cognitive and emotional factors shaping perception.

Application of personal biases (e.g., unconscious bias, cognitive biases, etc.)

Review of own Emotional Intelligence.

Nature and role of the self-contract and self-management.

Techniques for safely and appropriately challenging others’ assumptions and perceptions and for encouraging focus and avoiding distraction.

Areas for analysing strengths and areas for development should include:

* Review of appropriateness of level of support and level of challenge to individual.
* Model of reflective learning is introduced (e.g., Kolb, Schön, etc.).

1.2 Appreciation and awareness of client's different perspectives, value systems, level of knowledge and skills, in terms of the dynamics of interactions between the coach/mentor and the client.

1.3 Assessment of own ability using a range of tools (e.g., self-assessment, supervision, peer feedback, feedback and assessment of individual’s progress, stakeholder feedback, SWOT, etc.).

Review current performance against a current framework provided by a leading Coaching or Mentoring Body (e.g., AC, EMCC, ICF, etc.).

The effects of an individual’s knowledge, skills and experiences on the coach/mentor’s performance.

Learning theories and reflective practice.

Assessment should include:

* Different perspectives on coaching and mentoring – distinguishing between coaching and mentoring and between individuals.
* Nature and value of feedback in developing the reflective practitioner (e.g., Schön, Argyris, etc.).
* Skills of giving and receiving constructive criticism on self.

1.4 How strengths can be capitalised and areas for improvement addressed (e.g., options for developing coaching or mentoring skills, knowledge and behaviours that require improvement, etc.).

**Assessment guidance**

The learner must:

1.1 Analyse own strengths and areas for development and how they affect performance as a coach or mentor. Reference must be made to a model of reflective learning (e.g., Kolb) as well as undertaking a personal inventory of knowledge, skills, values and attitudes to being an effective coach or mentor. Consideration must be given to own emotional intelligence and how this may affect performance as a coach or mentor.

1.2 Critically analyse how client's value systems, knowledge, skills and experience could affect the coaching or mentoring relationship. Reference to theoretical sources must include the dynamics of interactions between the coach/mentor and the client.

1.3 Critically review own ability to perform effectively as a coach or mentor. The review must use a range of tools (self-assessment, supervision, peer feedback, feedback and assessment of individual’s progress, stakeholder feedback, SWOT, etc.).

1.4 Analyse how to adapt their approach to capitalise on own strengths and address areas for improvement. Consideration must be given to how coaching or mentoring skills, knowledge and behaviours can be strengthened and improved.

Learning outcome (LO 2)

The learner will:

2 Be able to plan own future professional development activities

**Assessment criteria**

**The learner can:**

2.1 Critically reflect on their own developmental needs

2.2 Provide a detailed professional development plan for the next 12 months

2.3 Evaluate ways to continue own professional development beyond the 12 month plan

Depth

2.1 Critical reflection of own developmental needs, based on evidence from a critical review of abilities as a coach or mentor.

Different options, methods, opportunities available in order to develop the skills, knowledge, behaviours to perform effectively as a coach or mentor.

2.2 Continuing Professional Development (CPD) plan to set demanding but realistic goals and manage own continuous improvement and personal development.

Techniques for detailed personal development planning and appropriate resourcing, monitoring and reviewing techniques.

Design and structural characteristics of personal development plans for developing and enhancing own knowledge and skills.

2.3 Continuation of own professional development (e.g., reflective practice, monitoring and evaluating own practice on a regular basis, reading up to date publications, networking, peer groups, on-going supervision, membership of professional bodies, ways of increasing knowledge and developing practice, etc.).

Future anticipated implications and impact of continuing own professional development beyond the 12 month professional development plan.

Assessment guidance

The learner must:

2.1 Provide a critical reflection of own developmental needs, based on evidence from a critical review of abilities as a coach or mentor. At least two own developmental needs must be included.

2.2 Provide a detailed professional development plan for the next 12 months which details how own on-going development in coaching or mentoring will be undertaken, resourced, monitored and reviewed.

2.3 Evaluate at least two ways to continue own professional development beyond the 12 month plan.

Learning outcome (LO 3)

The learner will:

3 Be able to construct a profile and position themselves as a coach or mentor at an executive or senior level

**Assessment criteria**

**The learner can:**

3.1 Develop a personal profile which accurately illustrates own coaching or mentoring approach, practice and the context they have operated in

Depth

3.1 Use of profile for promoting self as a coach or mentor at an executive or senior level.

Coaching or mentoring approach and methodology used, codes of practice.

Operational context.

Personal and professional credibility.

Relevance of own background, experience, recent coaching work, skills, accreditation and links to professional bodies.

Code of ethics and feedback from others of own coaching or mentoring practice.

Strategies and practices for building effective relationships.

Testimonials.

Assessment guidance

The learner must:

3.1 Create a personal profile which accurately illustrates own coaching or mentoring approach at an executive or senior level. This must relate to a code of practice and other key documentation that demonstrates own approach, practice and operational context. The personal profile must include the coach or mentor’s experience, coaching or mentoring style, skills accreditation and any links to professional bodies.

Assessment requirements

This unit will be internally assessed through a 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 701 or 702 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.

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 Quality Assurers and External Quality Assurers to trace exactly how the assessment decision was reached. It is important that the assessor is able to record how the learner’s evidence demonstrates their competence so that the assessor judgement and decision is clear.

**Setting for assessment**

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

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

**Judging sufficiency**

Judging the sufficiency of a learner’s piece of work is often a key aspect in assessment. The test of whether the evidence is of sufficient quantity and quality is very much informed by the qualification level and, in particular, by the verb used in the relevant assessment criterion. The higher levels expect a fuller learner response with greater breadth and depth. Definitions of key assessment verbs can be found in the [ILM Assessment terminology](https://www.i-l-m.com/assessment-and-resources/assessment-guidance) document.

Evidence presented by the learner can be claimed against more than one assessment criterion as long as it meets the criterion requirements. Documentation should be in place to allow Internal and External Quality Assurers to trace exactly how the assessment decision was reached.

**Grounds for referral**

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

**Authenticity**

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

**Communication of assessment decisions**

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

**Language of assessment**

Assessment of all units for 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.

**Special considerations**

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

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

Appendix 1 Unit 700 - 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, or a professional discussion, etc.), approval must be gained in advance from the centre’s Quality Team.

The suggested word count for this unit is 5,000 – 7,000 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 coaching or mentoring at an executive or senior level.

Assignment tasks

You have been asked to present a strategic report on the business rationale for introducing coaching or mentoring - within either your organisation or one that you are due to work in - to the Senior Management Team (SMT). This report will help the SMT to further develop their understanding of coaching or mentoring and its benefits to individuals, teams and the organisation as a whole. The SMT has asked you to focus on introducing coaching or mentoring at an executive and senior level.

Provide an answer for ALL of the following tasks:

**Strategic Report**

You have been asked you to include the following in your report:

1.1 A critical comparison of the strategic purpose of coaching at an executive or senior level to the strategic purpose of mentoring at an executive or senior level.

1.2 A critical review of the organisational context, strategy, culture and conditions required for effective coaching or mentoring at an executive or senior level.

1.3 Critically evaluate at least three alternative learning and development (L&D) methods to coaching and mentoring at an executive or senior level. Reference key sources for each suggested alternative L&D method.

1.4 Determine at least four relevant factors which can impact on how coaching or mentoring are integrated effectively within an organisation at an executive or senior level.

**Summary Handbook Information**

You have been asked to contribute to a coaching and mentoring handbook which will be act as a guide to ensure the professional practice of coaches and mentors working at an executive or senior level.

The handbook will also ensure that all coaches and mentors understand their personal and professional responsibilities so they can be effective in their role.

You have been asked to:

2.1 Critically analyse the knowledge and skills and behaviours and practices necessary for effective coaching or mentoring at an executive or senior level. At least one reference must be used for each of the four areas.

2.2 Critically review an effective coaching or mentoring model which can be followed at an executive or senior level. The review must include the effectiveness of the model from at least three different perspectives.

2.3 Provide a justification for the importance of reflective learning for making improvements in own professional practice.

2.4 Evaluate the theoretical and practical elements of ethical practice, including a relevant model of ethical behaviour and an appropriate code of practice.

2.5 Critically review two or more of the key elements of coaching and mentoring supervision and the rationale for its use at an executive or senior level, include a relevant supervision theory or model as part of the review.

**Evaluating Coaching or Mentoring at an Executive or Senior level**

The SMT has asked you to communicate the successful adoption of coaching or mentoring at an executive or senior level.

3.1 Critically review at least two methods for evaluating the impact of coaching or mentoring.

3.2 Critically review at least one method for evaluating the impact of coaching or mentoring on the organisation and at least one different method for evaluating other stakeholders at an executive or senior level.

Appendix 2 Unit 700 Result Sheet

**Understanding the Principles and Practice of Effective Coaching and Mentoring at an Executive or Senior Level**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Know how to effectively contextualise coaching or mentoring practice at an executive or senior level** | | | | |
| AC 1.1  Critically compare the strategic purposes of coaching and mentoring at an executive or senior level | * The rationale for using coaching and mentoring at an executive or senior level is not critically compared or is incorrect, insufficient or inappropriate or provided for coaching or mentoring but not both * The strategic purposes of both coaching and mentoring is not critically compared or is incorrect, insufficient or inappropriate or the strategic purpose for coaching or mentoring is critically compared but not both * The role of the individual being coached or mentored cannot be considered executive or senior | * A correct, sufficient and appropriate rationale for using coaching and mentoring at an executive or senior level is provided * A sufficient, correct and appropriate critical comparison is provided of the strategic purposes of both coaching and mentoring |  | Pass / Referral |
| AC 1.2  Critically review the organisational:   * context * strategy * culture * conditions   required for effective coaching or mentoring at an executive or senior level | * The organisational context, strategy, culture and conditions required for effective coaching or mentoring are not critically reviewed, or the critical review is insufficient, incorrect or inappropriate or a combination of organisational context or strategy or culture or conditions has been critically reviewed, but not all four * Organisational context, strategy, culture and conditions for effective coaching or mentoring have been merely described or explained with no critical review | * A sufficient, correct and appropriate critical review of the organisational context and strategy and culture and conditions for effective coaching or mentoring at an executive or senior level is provided * A correct, sufficient and appropriate critical review at an executive or senior level is provided |  | Pass / Referral |
| AC 1.3  Critically evaluate alternative learning and development (L&D) methods to coaching and mentoring at an executive or senior level | * Alternative learning and development (L&D) methods to coaching and mentoring at an executive or senior level are not critically evaluated, or the alternative learning and development (L&D) strategies are incorrect insufficient or inappropriate * Alternative organisational strategies are merely described or explained with no critical evaluation * Only two alternative learning and development (L&D) methods to coaching and mentoring at an executive or senior level are critically evaluated | * A critical evaluation of at least three alternative learning and development methods are provided at an executive level or senior level, other than coaching and mentoring * Key sources are included to support the critical evaluation for each of the alternative learning and development (L&D) approaches included |  | Pass / Referral |
| A.C 1.4  Determine the relevant factors which can impact on how coaching or mentoring are integrated effectively at an executive or senior level | * The relevant factors which can impact the integration of effective coaching or mentoring at an executive or senior level are not determined or less than four of the factors is included or are insufficient, incorrect or inappropriate | * At least four of the factors which can impact the integration of effective coaching or mentoring at an executive or senior level have been provided and are sufficient, correct and appropriate |  | Pass / Referral |
| Learning Outcome 1 comments (optional): |  | | | |
| QA comments (optional): |  | | | |

| 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 principles and practices required for effective coaching or mentoring at an executive or senior level** | | | | |
| AC 2.1  Critically analyse the knowledge, skills, behaviours and practices necessary for effective coaching or mentoring at an executive or senior level | * The knowledge, skills, behaviours and practices for effective coaching or mentoring at an executive or senior level are not critically analysed or this are insufficient, incorrect or inappropriate * Knowledge, skills and behaviours and practice are critically analysed but not all four * The knowledge, skills, behaviours and practice are merely listed or described with no critical analysis referencing relevant theory and practice | * A sufficient, correct and appropriate critical analysis is provided for each of the knowledge and skills and behaviours and practices for effective coaching or mentoring at executive or senior level * A sufficient, correct and appropriate number of key references is provided, including one for each of the 4 areas based on theory and practice |  | Pass / Referral |
| AC 2.2  Critically review an effective coaching or mentoring model which can be followed, at an executive or senior level | * A critical review of a model which can be followed at an executive or senior level is insufficient, incorrect or inappropriate * The review does not include the effectiveness of the model from at least three different perspectives incorrect or inappropriate | * A sufficient, correct and appropriate critical review of a model which can be followed at an executive or senior level is provided * The review includes the effectiveness of the model from at least three different perspectives |  | Pass / Referral |
| AC 2.3  Justify the importance of reflective learning for own professional practice | * A justification of own reflective learning on professional practice is not provided, or the justification is incorrect, insufficient or inappropriate, or merely presented with no rationale to explain why it is important | * A correct, sufficient and appropriate justification for the importance of own reflective learning on professional practice at an executive or senior level is provided |  | Pass / Referral |
| AC 2.4  Evaluate the theoretical and practical elements of ethical practice | * The theoretical and practical elements of ethical practice are not evaluated or is insufficient, incorrect or inappropriate or the theoretical elements or the practical elements are evaluated but not both | * A sufficient, correct and appropriate evaluation is provided of the theoretical and practical elements of ethical practice at executive or senior level is provided * Theoretical and practical elements are evaluated and presented in a clear and concise way which reference a relevant model of ethical behaviour and an appropriate code of practice |  | Pass / Referral |
| AC2.5  Critically review the key elements of supervision and the rationale for its use in coaching or mentoring | * At least two or more of the key elements of coaching or mentoring supervision have not been critically reviewed or the review is incorrect, insufficient or inappropriate * The rationale for the use of supervision is incorrect, insufficient or inaccurate * The critical review does not include a relevant theory or model | * At least two or more key elements of coaching or mentoring supervision, at an executive or senior level have been critically reviewed * The rationale for coaching or mentoring supervision is correct, sufficient, correct and appropriate * The critical review includes a relevant theory or model |  | Pass / Referral |
| Learning Outcome 2 comments (optional): |  | | | |
| QA comments (optional): |  | | | |

| 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 methods for evaluating coaching or mentoring at an executive or senior level** | | | | | | | |
| AC 3.1  Critically review methods for evaluating the impact of coaching or mentoring on the individual at an executive or senior level | * The methods for evaluating the impact of coaching or mentoring on the individual have not been critically reviewed or the critical review is incorrect, insufficient or inappropriate * Only one method for evaluating the impact of coaching or mentoring on the individual has been critically reviewed * An appropriate model is not provided in the critical review * The critical review is not based the individual at an executive or senior level | | * A correct, sufficient and appropriate, critical review is provided for at least two methods for evaluating the impact of coaching or mentoring on the individual * An appropriate model is provided in the critical review * The critical review is based on the individual at an executive or senior level | |  | | Pass / Referral |
| AC 3.2  Critically review methods for evaluating the impact of coaching or mentoring on the organisation and other stakeholders at an executive or senior level | * Only one method in total for evaluating the impact of coaching or mentoring on the organisation or other stakeholders has been critically reviewed * The method of evaluation is insufficient, incorrect or inaccurate * The methods for evaluating the impact of coaching or mentoring on the organisation and other stakeholders have not been critically reviewed or are insufficient, incorrect or inappropriate or the critical review includes the organisation or other stakeholders but not both | | * A critical review of at least one method for evaluating the impact of coaching or mentoring on the organisation and at least one different method for evaluating the impact of coaching or mentoring on other stakeholders has been provided * Methods selected are correct for the evaluation of coaching and mentoring at an executive or senior level on the organisation and other stakeholders | |  | | 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:** |  | |

Appendix 3 Unit 701/702 - 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.

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. Whichever method of presenting evidence is selected, the learner must complete a portfolio evidence document and present this at the beginning of their portfolio after the authentication sheet(s).

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

**Example documents to record portfolio of evidence of activities**

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

The diary of coaching or mentoring activity will provide evidence towards the achievement of these units, along with the exemplar documents for the reflective log, feedback to coach or mentor from individual being coached or mentored, outcomes of a supervision session and CPD plan. The documents are based on the learner’s coaching or mentoring sessions.

**Documents to complete:**

* Coaching/Mentoring Diary - for the learner to plan, structure and record the coaching/mentoring sessions. One diary must be used per client. This can also be used for evidence towards the reflective journal in unit 703 (Reflecting on Your Ability to Perform Effectively as a Coach or Mentor at an Executive or Senior Level).
* Outcomes of a supervision session - for the learner to receive feedback on coaching/mentoring sessions from the supervisor.
* 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.
* Observation form - for the observer to provide feedback on the learner’s coaching/ mentoring and provide feedback.
* 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 703 (Reflecting on Your Ability to Perform Effectively as a Coach or Mentor at an Executive or Senior Level).

Appendix 4 Units 701/702/703 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. The use of the templates is NOT mandatory. In both cases a summary-may be required for context and in order to bring the information together into a coherent document.

Evidence must be presented with a brief explanation of how it meets the assessment criteria.

| Unit 701  Undertaking Coaching or Mentoring at an Executive or Senior Level | Centre Devised Materials | ILM Templates provided |
| --- | --- | --- |
| **Section One** | | |
| AC 1.1  Agree and establish a coaching or mentoring contract that meets individual and stakeholder requirements at an executive or senior level | * 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 needs and goals of individuals set within their own organisational context including essential information such as confidentiality, appointment keeping, giving and receiving feedback. * A statement or record describing the process followed to agree initial topic, goals and or outcomes with the individual(s) | Coaching/Mentoring Diary |
| AC 1.2  Establish and build effective coaching or mentoring relationships with individuals at an executive or senior level | * A written summary of how an effective coaching or mentoring relationship has been established and maintained with individuals. | Coaching/Mentoring Diary |
| **Section Two** | | |
| AC 2.1  Plan 20 hours of coaching or mentoring at an executive or senior level | * Plan for a coaching or mentoring programme of 20 hours paying attention to planned duration (initiation and closure), focus, outcomes, contractual challenges and evaluation | Coaching/Mentoring Diary |
| AC 2.2  Undertake 20 hours of effective, individual coaching or mentoring | * Records of 20 hours of effective coaching or mentoring with clear goals, progress against goals, summary discussion and outcomes | Coaching/Mentoring Diary |
| AC 2.3  Summarise the outcomes of on-going individual or group supervision for a minimum of 4 hours in total | * Written summary of supervision feedback from individual or group supervision * Evidence of supervisor’s feedback of a minimum of 4 hours supervision to support coach/mentor summary. | Outcomes of a supervision session |
| AC 2.4  Maintain appropriate auditable records of planning, coaching or mentoring, supervision and observation activities | * Evidence of records to support planning, supervision and observation. Could include supervision records – own and supervisors, feedback from others, video diary, reflective log, etc. | Coaching/Mentoring Diary  Feedback to coach/mentor from individual being coached/mentored  Outcomes of a supervision session  Observation form |
| AC2.5  Critically reflect on the effectiveness of the coaching or mentoring undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching or mentoring | * Critical reflection and summary on the effectiveness of the coaching or mentoring undertaken with individuals. * Feedback from supervisor and client | Coaching/Mentoring Diary  Reflective Log  Feedback to coach/mentor from individual being coached/mentored  Outcomes of a supervision session  Observation form |

| Unit 702  Undertaking an Extended Period of Coaching or Mentoring at an Executive or Senior Level | Centre Devised Materials | ILM Templates provided |
| --- | --- | --- |
| **Section One** | | |
| AC 1.1  Agree and establish a coaching or mentoring contract that meets individual or stakeholder requirements at an executive or senior level | * 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 needs and goals of individuals set within their own organisational context * A statement or record describing the process followed to agree initial topic, goals and or outcomes with the individual(s) | Coaching/Mentoring Diary |
| AC 1.2  Establish and build effective coaching or mentoring relationships with individuals at an executive or senior level | * A written summary of how an effective coaching relationship has been established and maintained with individuals | Coaching/Mentoring Diary |
| **Section Two** | | |
| AC 2.1  Plan 60 hours of effective coaching or mentoring at an executive or senior level | * Plan for a coaching or mentoring programme of 60 hours paying attention to planned duration (initiation and closure), focus, outcomes, contractual challenges and evaluation | Coaching/Mentoring Diary |
| AC 2.2  Undertake 60 hours of effective, individual coaching or mentoring at an executive or senior level | * Records of coaching or mentoring of 60 hours with clear goals, progress against goals, summary discussion and outcomes | Coaching/Mentoring Diary |
| AC 2.3  Summarise the outcomes of on-going individual or group supervision for a minimum of 8 hours in total | * Written summary of supervision feedback from individual or group supervision. * Evidence of supervisor’s feedback of a minimum of 8 hours supervision to support coach/mentor summary | Outcomes of a supervision session |
| AC 2.4  Maintain appropriate auditable records of planning, coaching or mentoring, supervision and observation activities | * Evidence of records to support planning, supervision and observation. Could include supervision records – own and supervisors, feedback from others, video diary, reflective log, etc. | Coaching/Mentoring Diary  Feedback to coach/mentor from individual being coached/mentored  Outcomes of a supervision session  Observation form |
| AC 2.5  Critically reflect on the effectiveness of the coaching or mentoring undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching or mentoring | * Critical reflection and summary on the effectiveness of the coaching or mentoring undertaken with individuals * Feedback from supervisor and client | Coaching/Mentoring Diary  Reflective Log  Feedback to coach/mentor from individual being coached/mentored  Outcomes of a supervision session  Observation form |

Appendix 5 Unit 701/702/703 Example Documents to Record Portfolio of Evidence

Portfolio of evidence matrix

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

|  |  |
| --- | --- |
| Name of learner |  |
| Signature |  |
| Date completed |  |

| Unit 701  Undertaking Coaching or Mentoring at an Executive or Senior Level | Portfolio Evidence Title | Reference Number |
| --- | --- | --- |
| **Section One** | | |
| AC 1.1  Agree and establish a coaching or mentoring contract that meets individual and stakeholder requirements at an executive or senior level |  |  |
| AC 1.2  Establish and build effective coaching or mentoring relationships with individuals at an executive or senior level |  |  |
| **Section Two** | | |
| AC 2.1  Plan 20 hours of effective coaching or mentoring at an executive or senior level |  |  |
| AC 2.2  Undertake 20 hours of effective, individual coaching or mentoring at an executive or senior level |  |  |
| AC 2.3  Summarise the outcomes of on-going individual or group supervision for a minimum of 4 hours in total |  |  |
| AC 2.4  Maintain appropriate auditable records of planning, coaching or mentoring, supervision and observation activities |  |  |
| A.C 2.5  Critically reflect on the effectiveness of the coaching or mentoring undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching or mentoring |  |  |

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

|  |  |
| --- | --- |
| Name of learner |  |
| Signature |  |
| Date completed |  |

| Unit 702  Undertaking an Extended Period of Coaching or Mentoring at an Executive or Senior Level | Portfolio Evidence Title | Reference Number |
| --- | --- | --- |
| **Section One** | | |
| AC 1.1  Agree and establish a coaching or mentoring contract that meets individual and stakeholder requirements |  |  |
| AC 1.2  Establish and build effective coaching or mentoring relationships with individuals at an executive or senior level |  |  |
| **Section Two** | | |
| AC 2.1  Plan 60 hours of coaching or mentoring at an executive or senior level |  |  |
| AC 2.2  Undertake 60 hours of effective, individual coaching or mentoring at an executive or senior level |  |  |
| AC 2.3  Summarise the outcomes of on-going individual or group supervision for a minimum of 8 hours in total |  |  |
| AC 2.4  Maintain appropriate auditable records of planning, coaching or mentoring, supervision and observation activities |  |  |
| AC 2.5  Critically reflect on the effectiveness of the coaching or mentoring undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching or mentoring |  |  |

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

Coaching/Mentoring Diary – Units 701/702

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 supervision discussion. (Please make a copy of the template for each individual as required).

*Remember that the coaching or 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 coaching/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 701/702 AC 1.1 Agree and establish a coaching or mentoring contract that meets individual and stakeholder requirements at an executive or senior level - AC 1.3 Agree an appropriate and confidential contract with individual(s) and other 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~~.~~**

**stakeholders**

The Coaching/Mentoring Contract

**In signing this agreement, both 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(s)** |  | **Date** |  |

(client signature can be anonymised prior to submission)

|  |  |
| --- | --- |
| Client ref/ID |  |

**Unit 701/702 AC1.2 Establish and build effective coaching or mentoring relationships with individuals at an executive or senior level**

|  |  |
| --- | --- |
| Client ref/ID |  |

|  |
| --- |
| How will you build the relationship with the client at this level? |
|  |
| What diagnostics or tools do you wish to use with the client and how do you intend to use the results in your coaching or mentoring? |
|  |

**Unit 701 AC 2.1 Plan 20 hours of effective coaching or mentoring at an executive or senior level.**

**Unit 702 AC 2.1 Plan 60 hours of effective coaching or mentoring at an executive or senior level**

**Plan for the coaching or mentoring sessions**

|  |  |
| --- | --- |
| Client ref/ID |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Profile of the client and organisational context** | | | |
|  | | | |
| **What are the desired benefits of coaching or mentoring for this client?** | | | |
|  | | | |
| Where will you meet for the sessions? | | | |
|  | | | |
| What makes this venue suitable? | | | |
|  | | | |
| **Planned duration of the sessions** |  | **Number of Sessions** |  |

**Unit 701 AC2.1 Plan 20 hours of effective coaching or mentoring at an executive or senior level**

**Unit 702 AC2.1 Plan 60 hours of effective coaching or mentoring at an executive or senior level**

|  |  |
| --- | --- |
| Client ref/ID |  |

|  |
| --- |
| Client’s development needs and SMART goals: |
|  |
| SMART goals of the client’s stakeholders (if relevant): |
|  |

**Unit 701/702 AC 2.4 Maintain appropriate auditable records of planning, coaching or mentoring, supervision and observation activities**

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

**Coaching Record**

|  |  |  |  |
| --- | --- | --- | --- |
| **Client Ref/ID** |  | **Session No.** |  |
| **Date of Session** |  | **Duration** |  |

|  |  |
| --- | --- |
| **Contracting:**  **Focus for the session & desired outcomes for the client** |  |
| **Summary of the client’s situation** |  |
| **Further exploration**  Questions asked |  |
| **Options generated by the client** |  |
| **Chosen option and level of commitment of client to act** |  |
| **Feedback you gave to the client** |  |
| **Feedback from client on the session** |  |
| **Date and venue of next session** |  |

Reflective Log – Units 701/702

**Unit 701/702 AC 2.5 Critically reflect on the effectiveness of the coaching or mentoring undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in your coaching or mentoring**

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

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

This reflective log, your diary, feedback from the client and supervision record will support the achievement of this unit if fully completed, but please refer to the assessment criteria for the whole unit.

|  |  |  |  |
| --- | --- | --- | --- |
| **Client Ref/ID** |  | **Name of Coach/Mentor** |  |
| **Date of Session** |  | **Duration** |  |

| Area for reflection | Reflect on each session to review your coaching or mentoring. Use any feedback from the client and supervisor received. Give specific examples where possible. |
| --- | --- |
| Overall, how did the session go? |  |
| Contracting with the client & building the relationship |  |
| 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? |  |
| What do I need to improve for the next session or bring to supervision? |  |

Feedback to coach/mentor from individual being coached/mentored - Units 701/702

**Unit 701/702 AC 2.5 Critically reflect on the effectiveness of the coaching or mentoring undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching or mentoring**

To the coachee/mentee - please complete the following form at the end of your coaching/mentoring sessions to enable your coach/mentor to develop their skills and review the effectiveness of the coaching/mentoring programme. Please complete all fields. Once completed, please forward to your coach/mentor.

|  |  |  |  |
| --- | --- | --- | --- |
| **Client Ref/ID** |  | **Name of Coach/Mentor** |  |
| **Date** |  | **Duration** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Please state how you have benefitted from the coaching or mentoring you have undertaken? | | | | | |
|  | | | | | |
| **Please rate how well your coach/mentor has performed in the following areas:**  **(1 = very poorly 5 = very good)** | | | | | |
| Agreeing a coaching contract with you, including agreement on a code of practice  Comments | 1 | 2 | 3 | 4 | 5 |
| Establishing your overall goals for coaching and those of your stakeholders  Comments | 1 | 2 | 3 | 4 | 5 |
| Clarifying your goals at each session  Comments | 1 | 2 | 3 | 4 | 5 |
| Listening to you to gain understanding of your needs  Comments | 1 | 2 | 3 | 4 | 5 |
| Using questions to help you gain insight  Comments | 1 | 2 | 3 | 4 | 5 |
| Challenging you to think more or explore your issues from a different perspective  Comments | 1 | 2 | 3 | 4 | 5 |
| Giving feedback to you  Comments | 1 | 2 | 3 | 4 | 5 |
| Summarising the session and asking for session feedback  Comments | 1 | 2 | 3 | 4 | 5 |
| Requesting and accepting feedback from you and acting on it, if appropriate  Comments | 1 | 2 | 3 | 4 | 5 |
| Achieving a positive and appropriate coaching/mentoring relationship  Comments | 1 | 2 | 3 | 4 | 5 |

Feedback on coaching supervisor from observer - Units 701/702

**Unit 701/702 AC 2.4 Maintain appropriate auditable records of planning, coaching or mentoring, supervision and observation activities**

**Unit 701/702 AC 2.5 Critically reflect on the effectiveness of the coaching or mentoring undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching or mentoring**

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

|  |  |
| --- | --- |
| **Name of coach or mentor** |  |
| **Observation/Recording** |  |
| **Name of observer** |  |
| **Date** |  |

|  |  |
| --- | --- |
| **Skills and knowledge observed** | **Comment on the practice observed** |
| **Building effective relationship at a senior level** |  |
| **Agreeing the aims/goals for the session** |  |
| **Listening at all levels** |  |
| **Effective questioning and exploring** |  |
| **Challenging** |  |
| **Giving feedback** |  |
| **Reviewing the contract for the session** |  |
| **Asking for feedback** |  |
| **Other** |  |
| **Areas for development** |  |

Outcomes of a supervision session - Units 701/702

**Unit 701 AC2.3 Summarise the outcomes of on-going individual or group supervision for a minimum of 4 hours in total**

**Unit 702 AC 2.3 Summarise the outcomes of on-going individual or group supervision for a minimum of 8 hours in total at an executive or senior level**

**Unit 701/702 AC 2.4 Maintain appropriate auditable records of planning, coaching or mentoring, supervision and observation activities**

**Unit 701/702 AC 2.5 Critically reflect on the effectiveness of the coaching or mentoring undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching or mentoring**

|  |  |  |  |
| --- | --- | --- | --- |
| **Client Ref/ID** |  | **Session No.** |  |
| **Date of Session** |  | **Duration** |  |

|  |
| --- |
| What aspect of your coaching or mentoring did you bring to your supervision session? |
|  |
| Summarise below the main points of your discussion with your supervisor |
|  |
| What have you learned that you can implement in your coaching or mentoring? |
|  |

Appendix 6 Unit 701 Result Sheet

**Undertaking Coaching or Mentoring at an Executive or Senior Level**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 agree and establish a contract to coach or mentor individuals at an executive or senior level** | | | | |
| AC 1.1  Agree and establish a coaching or mentoring contract that meets individual and stakeholder requirements at an executive or senior level | * There is no evidence that a contract for coaching or mentoring is agreed for each individual and stakeholder or the contract is insufficient, incorrect or inappropriate or the contract is not in the context of the individuals and/or stakeholders concerned * Insufficient, incorrect or inappropriate evidence is provided that the needs and goals of individuals and stakeholders have been discussed and established or the needs and goals are merely stated or described | * A sufficient, correct and appropriate contract for coaching or mentoring that meets individual and stakeholder requirements has been established * The contract meets the minimum requirements at this level and is agreed for each individual and stakeholder * Appropriate evidence is provided that 2 or 3 individual’s needs and goals have been discussed and established |  | Pass / Referral |
| AC 1.2  Establish and build effective coaching or mentoring relationships with individuals at an executive or senior level | * Insufficient, incorrect or inappropriate evidence is provided that effective coaching or mentoring relationships have been established and built with 2 or 3 individuals at an executive or senior level * The evidence indicates that the coaching relationships are ineffective or inappropriate or the individuals are not working at an executive or senior level | * Sufficient, correct or appropriate evidence is provided that effective coaching or mentoring relationships have been established and built with 2 or 3 individuals at an executive or senior level |  | Pass / Referral |
| Learning Outcome 1 comments (optional): |  | | | |
| QA comments (optional): |  | | | |

| 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 plan, deliver and review 20 hours of coaching or mentoring at an executive or senior level with a minimum of 2 and a maximum of 3 individuals** | | | | | | |
| AC 2.1  Plan 20 hours of effective coaching or mentoring at an executive or senior level | * There is insufficient, incorrect or inappropriate evidence that 20 hours of coaching or mentoring with individuals at an executive or senior level is planned and prepared * The evidence presented is for less than 20 hours of planned coaching or mentoring | | * Evidence is provided that 20 hours of effective coaching or mentoring with individuals at an appropriate executive or senior level is planned * The detail in the plan is commensurate with executive or senior level activity |  | | Pass / Referral |
| AC 2.2  Undertake 20 hours of effective, individual coaching or mentoring at an executive or senior level | * There is no evidence that 20 hours of effective individual coaching or mentoring has been completed or the evidence is insufficient, incorrect or inappropriate. * Evidence presented is for less than 20 hours of undertaken coaching or mentoring | | * There is evidence that coaching or mentoring has been undertaken appropriately for at least 20 hours * The outcomes and options explored are in line with the prepared plan |  | | Pass / Referral |
| AC 2.3  Summarise the outcomes of on-going individual or group supervision for a minimum of 4 hours in total | * Insufficient, incorrect or inappropriate evidence is provided that the outcomes of supervision have been accurately summarised * The summary covers less than 4 hours of individual or group supervision | | * Evidence is provided that the outcomes of supervision are correctly summarised * The summary covers a minimum of 4 hours of individual or group supervision |  | | Pass / Referral |
| AC 2.4  Maintain appropriate auditable records of planning, coaching or mentoring, supervision and observation activities | * There is no evidence, or insufficient evidence, that records have been maintained for each client; or records are inaccurate, inappropriate or deficient, or the records do not evidence 20 hours of coaching or mentoring, or the records do not provide a satisfactory and sufficient audit trail * Evidence provided does not show the planning of supervision and observation activities | | * There is evidence that records have been maintained correctly and appropriately to provide a satisfactory audit trail for each client evidencing the planning of coaching or mentoring supervision and observation activities * The records relate to at least 20 hours of coaching or mentoring |  | | Pass / Referral |
| 2.5  Critically reflect on the effectiveness of the coaching or mentoring undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching or mentoring | * Insufficient, incorrect or inappropriate evidence is provided of critical reflection of own coaching or mentoring undertaken, or the critical reflection does not relate to each session of coaching or mentoring undertaken * Areas for improvement have not been identified or only one area for improvement is identified * Areas for improvement are identified but are not based on gathered feedback from supervisor and client | | * Evidence is provided of critical reflection of the effectiveness of own coaching or mentoring undertaken after each session, * The critical reflection is explicitly based on feedback from supervisor and client * Two or more areas for improvement are identified and are drawn from the critical reflection |  | | 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:** |  | |

Appendix 7 Unit 702 Result Sheet

**Undertaking an Extended Period of Coaching or Mentoring at an Executive or Senior Level**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 agree and establish a contract to coach or mentor individuals at an executive or senior level** | | | | |
| AC 1.1  Agree and establish a coaching or mentoring contract that meets individual and stakeholder requirements at an executive or senior level | * There is no evidence that a contract for coaching or mentoring is agreed for each individual and stakeholder or the contract is insufficient, incorrect or inappropriate or the contract is not in the context of the individual and/or stakeholders concerned * Insufficient, incorrect or inappropriate evidence is provided that the needs and goals of individuals and stakeholders have been discussed and established or the needs and goals are merely stated or described | * A sufficient, correct and appropriate contract for coaching or mentoring that meets individual and stakeholder requirements has been established * The contract meets the minimum requirements at this level and is agreed for each individual and stakeholder * Appropriate evidence is provided that a minimum of 6 and a maximum of 9 individual’s needs and goals have been discussed and established |  | Pass / Referral |
| AC 1.2  Establish and build effective coaching or mentoring relationships with individuals at an executive or senior level | * Insufficient, incorrect or inappropriate evidence is provided that effective coaching or mentoring relationships have been established and built with between 6 and 9 individuals at an executive or senior level * The evidence indicates that the coaching relationships are ineffective or inappropriate or the individuals are not working at an executive or senior level | * Sufficient, correct or appropriate evidence is provided that effective coaching or mentoring relationships have been established and built with a minimum of 6 and a maximum of 9 individuals at an executive or senior level |  | Pass / Referral |
| Learning Outcome 1 comments (optional): |  | | | |
| QA comments (optional): |  | | | |

| 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 plan, deliver and review 60 hours of coaching or mentoring at an executive or senior level, including observation with a minimum of 6 and a maximum of 9 individuals** | | | | | | | |
| AC 2.1  Plan 60 hours of effective coaching or mentoring at an executive or senior level | * There is no insufficient, incorrect or inappropriate evidence, that 60 hours of coaching or mentoring with individuals at an executive or senior level is planned and prepared * The evidence presented is for less than 60 hours of planned coaching or mentoring | | * Evidence is provided that 60 hours of effective coaching or mentoring with individuals at an appropriate executive or senior level is planned * The detail in the plan is commensurate with executive or senior level activity |  | | Pass / Referral | |
| AC 2.2  Undertake 60 hours of effective, individual coaching or mentoring at an executive or senior level | * There is no evidence that 60 hours of effective individual coaching or mentoring has been completed or the evidence is insufficient, incorrect or inappropriate. * Evidence presented is for less than 60 hours of undertaken coaching or mentoring | | * There is evidence provided that coaching or mentoring has been undertaken appropriately for at least 60 hours * The outcomes and options explored are in line with the prepared plan |  | | Pass / Referral | |
| AC 2.3  Summarise the outcomes of on-going individual or group supervision for a minimum of 8 hours in total | * Insufficient, incorrect or inappropriate evidence or insufficient evidence is provided that the outcomes of supervision have been accurately summarised * The summary covers less than 8 hours of individual or group supervision | | * Evidence is provided that the outcomes of supervision are correctly summarised * The summary covers a minimum of 8 hours of individual or group supervision |  | | Pass / Referral | |
| AC 2.4  Maintain appropriate auditable records of planning, coaching or mentoring, supervision and observation activities | * There is no evidence, or insufficient evidence, that records have been maintained for each client; or records are inaccurate, inappropriate or deficient, or the records do not evidence 60 hours of coaching or mentoring, or the records do not provide a satisfactory and sufficient audit trail * Evidence provided does not show the planning of supervision and observation activities | | * There is evidence provided that records have been maintained correctly and appropriately to provide a satisfactory audit trail for each client evidencing the planning of coaching or mentoring supervision and observation activities * The records relate to at least 60 hours of coaching or mentoring |  | | Pass / Referral | |
| AC 2.5  Critically reflect on the effectiveness of the coaching or mentoring undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching or mentoring | * Insufficient, incorrect or inappropriate evidence is provided of critical reflection of own coaching or mentoring undertaken or the critical reflection does not relate to each session of coaching or mentoring undertaken * Areas for improvement have not been identified or only one area for improvement is identified * Areas for improvement are identified but are not based on gathered feedback from supervisor and client | | * Evidence is provided of critical reflection of the effectiveness of own coaching or mentoring undertaken after each session, * The critical reflection is explicitly based on feedback from supervisor and client * Two or more areas for improvement are identified and are drawn from the critical reflection |  | | Pass / Referral | |
| Learning Outcome 2 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:** |  | |

Appendix 8 Unit 703 – 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 701/702, 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 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 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.

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 701 or 702 will provide only formative evidence towards the holistic reflective review in the Reflective Journal for this unit (703). The learner is now required to review their coaching or mentoring skills holistically and complete all 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. We would strongly advise all centres to use this or a similar document.

Learners may use their own evidence or complete the templates provided in subsequent Appendices in this handbook.

The following matrix shows examples of the types of evidence that centres can collate for unit 703.

| Unit 703  Reflecting on Your Ability to Perform Effectively as a Coach or Mentor at an Executive or Senior Level | Centre Devised Materials | ILM Templates provided |
| --- | --- | --- |
| **Section One** | | |
| AC 1.1  Analyse own strengths and areas for development and how they affect performance as a coach or mentor | Referencing the evidence collected for unit 701/702, the learner presents a summary examination of their strengths and areas for development and how they affect performance as a coach or mentor. | Referencing the evidence collected for unit 701/702, the learner presents a summary examinationof their strengths and areas for development and how they affect performance as a coach or mentor. |
| AC 1.2  Critically analyse how client's value systems, knowledge, skills and experience affects the coaching or mentoring relationship | A learner statement or record or written/oral ‘reflective journal’ assignment based on the critical analysis of how the client's value systems, knowledge, skills and experience affect the coaching or mentoring relationship. | Referencing the evidence collected in unit 701/702 and a new summary examination, this statement or record or written/oral ‘reflective journal’ assignment based on the critical analysis of how the client's value systems, knowledge, skills and experience affects the coaching or mentoring relationship. |
| AC 1.3  Critically review own ability to perform effectively as a coach or mentor | A learner statement or written / oral ‘reflective journal’ assignment critically reviews own ability to perform effectively as a coach or mentor. | Referencing the evidence collected in unit 701/702 and a new summary examination, this statement or written / oral ‘reflective journal’ assignment critically reviews own ability to perform effectively as a coach or mentor. |
| AC 1.4  Analyse how to adapt own approach to capitalise on own strengths and address areas for improvement | A learner statement or written / oral ‘reflective journal’ assignment analyses how to adapt own approach to capitalise on strengths and build on areas for improvement. | Referencing the evidence collected in unit 701/702 and a new summary examination, this statement or written / oral ‘reflective journal’ analyses how to adapt own approach to capitalise on their strengths and build on areas for improvement. |
| **Section Two** | | |
| AC 2.1  Critically reflect on their own developmental needs | Based on the evidence collected in 701/702, the learner presents a statement or written / oral ‘reflective journal’ assignment based on a critical reflection of their own developmental needs. | Based on the evidence collected in 701/702, the learner presents a statement or written / oral ‘reflective journal’ based on a critical reflection of their own developmental needs identified. |
| AC 2.2  Provide a detailed professional development plan for the next 12 months | Based on the evidence collected in 701/702, the learner presents a statement or written / oral ‘reflective journal’ assignment including a detailed professional development plan for the next 12 months. | Based on the evidence collected in 701/702, the learner presents a statement or written / oral ‘reflective journal’ assignment including a detailed professional development plan for the next 12 months. |
| AC 2.3  Evaluate ways to continue own professional development beyond the 12 month plan | Based on the evidence collected in 701/702, the learner presents a statement or written / oral ‘reflective journal’ assignment based on the description of ways and the anticipated impact of own personal development in the longer term | Based on the evidence collected in 701/702, the learner presents a statement or written / oral ‘reflective journal’ assignment based on the description of ways to continue their own personal development in the longer term. |
| **Section Three** | | |
| AC3.1  Develop a personal profile which accurately illustrates own coaching or mentoring approach, practice and the context they have operated in | Based on the evidence collected in 701/702, the learner presents a personal profile which accurately illustrates their coaching or mentoring approach, practice and the context they have operated in | Based on the evidence collected in 701/702, the learner presents a personal profile which accurately illustrates their coaching or mentoring approach, practice and the context they have operated in. |

Reflective Journal evidence matrix

This completed matrix must be included in your reflective journal.

|  |  |
| --- | --- |
| Name of learner |  |
| Signature |  |
| Date completed |  |

| Unit 703  Reflecting on Your Ability to Perform Effectively as a Coach or Mentor at an Executive or Senior Level | Reflective Journal Evidence Title | Reference Number |
| --- | --- | --- |
| **Section One** | | |
| AC 1.1  Analyse own strengths and areas for development and how they affect performance as a coach or mentor |  |  |
| AC 1.2  Critically analyse how client's value systems, knowledge, skills and experience affects the coaching or mentoring relationship |  |  |
| AC1.3  Critically review own ability to perform effectively as a coach or mentor |  |  |
| AC 1.4  Analyse how to adapt own approach to capitalise on own strengths and address areas for improvement |  |  |
| **Section Two** | | |
| AC 2.1  Critically reflect on their own developmental needs |  |  |
| AC 2.2  Provide a detailed professional development plan for the next 12 months |  |  |
| AC 2.3  Evaluate ways to continue own professional development beyond the 12 month plan |  |  |
| **Section Three** | | |
| AC3.1  Develop a personal profile which accurately illustrates own coaching or mentoring approach, practice and the context they have operated in. |  |  |

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

**Unit 703**

There are two new documents to support this unit, the SWOT analysis and the CPD plan. The documents are based on the learner’s coaching/mentoring sessions and all the evidence created during the programme forms the basis for the learner’s own personal profile or coaching/ mentoring ‘biography’ for AC3.1 Centres must create their own versions of these.

**AC 1.3 Critically review own ability to perform effectively as a coach or mentor**

**AC 1.4 Analyse how to adapt their approach to capitalise on own strengths and address areas for improvement**

SWOT Analysis

|  |  |
| --- | --- |
| Name |  |
| Date completed |  |

Base the SWOT analysis on the four areas below and add your own information using the prompts as a guide only.

**When completed, score each aspect from 1 to 5 where 1 is low and 5 is high. Based on the impact this will have on your ability to perform effectively as a coach or mentor, determine which aspects require immediate attention and those with a lower priority.**

|  |  |  |  |
| --- | --- | --- | --- |
| Strengths | | Weaknesses | |
| Criteria examples |  |  | Criteria examples |
| * Unique characteristics (USPs) * Leadership skills * Accreditation and qualifications * Interpersonal skills * Experience * Knowledge * Motivation * Achievements * Success stories * Quality and reputation * Levels of motivation * Flexibility * Contacts and networks, etc. |  |  | * Gaps in expertise * Knowledge gaps * Financial / budget knowledge * Resource matters * Lack of focus * Dealing with uncertainty, etc. |
| Opportunities | | Threats | |
| Criteria examples |  |  | Criteria examples |
| * New developments * Emerging trends * Marketing and promotion * Cost reduction * Further study * Technological innovation, etc |  |  | * Competitor advantage (add impact score below * Changes in technology * Change in working practices * Changes in priorities * Sickness absence * Challenging expectations * Other demands on time, etc. |

Continuous Professional Development (CPD) Plan

**AC2.2 Provide a detailed professional development plan for the next 12 months**

**AC2.3 Evaluate ways to continue own professional development beyond the 12 month plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective**  **(SMART)** | **Benefits to me**  **Benefits to client**  **Benefits for my current role** | **Current level of competency (between 1-5)** | **What support will I need, including resources** | **Actions and timescales** | **Target level**  **of competency after completion (between 1-5)** |
|  |  |  |  |  |  |
| **In the longer term, how will you continue your personal development as a coach?** | | | | | |
|  | | | | | |

Appendix 9 Unit 703 Result sheet

**Reflecting on Your Ability to Perform Effectively as a Coach or Mentor at an Executive or Senior Level**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 review own ability to perform effectively as a coach or mentor at an executive or senior level** | | | | |
| AC 1.1  Analyse own strengths and areas for development and how they affect performance as a coach or mentor | * Insufficient, incorrect or inappropriate evidence is provided of an analysis of own strengths * Insufficient, incorrect or inappropriate evidence is provided of an analysis of own areas for development * An analysis of own strengths or an analysis of areas for development are provided but not both * No evidence is provided of an analysis on how these factors affect performance as a coach or mentor or the analysis is incorrect, inappropriate or deficient. * A model of reflective learning is not provide or the model is insufficient, in correct or inappropriate | * A sufficient, correct and appropriate evidence is provided of detailed and in-depth analysis of own strengths and areas for development * The analysis provided is sufficient correct and accurate and includes details of how these factors affect performance as a coach or mentor * Reference to a model of reflective learning is provided |  | Pass / Referral |
| AC 1.2  Critically analyse how client's value systems, knowledge, skills and experience affects the coaching or mentoring relationship | * Insufficient, incorrect or inappropriate evidence is provided of a critical analysis of how client’s value systems and knowledge and skills and experience affect the coaching or mentoring relationship * Critical analysis of how client’s value systems or knowledge or skills or experience affects the coaching or mentoring relationship but not all four areas are included | * A sufficient, correct and appropriate evidence is provided of a detailed analysis of how client’s value systems and knowledge and skills and experience affect the coaching or mentoring relationship * Reference is made to relevant theoretical source which considers the impact of the dynamic interactions between the coach or mentor and client |  | Pass / Referral |
| AC1.3  Critically review own ability to perform effectively as a coach or mentor | * Insufficient, incorrect or inappropriate evidence is provided of a critical review of their ability to perform effectively as a coach or mentor * Less than three tools have been used for the review * The tools used for the review are insufficient, incorrect or inappropriate | * A sufficient, correct and appropriate evidence is provided of a detailed critical review of their ability to perform effectively as a coach * At least three tools used for the review are included which are sufficient, correct and appropriate |  | Pass / Referral |
| AC 1.4  Analyse how to adapt their approach to capitalise on own strengths and address areas for improvement | * Insufficient, incorrect or inappropriate evidence is provided of an analysis of how to adapt their approach to capitalise on own strengths and build on areas for improvement or the analysis is insufficient, incorrect or inappropriate * The strengths and areas for improvement have not been integrated into the analysis | * A sufficient, correct and appropriate evidence is provided of a detailed analysis of how to adapt their approach to capitalise on own strengths and build on areas for improvement |  | Pass / Referral |
| Learning Outcome 1 comments (optional): |  | | | |
| QA comments (optional): |  | | | |

| 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 plan own future professional development activities** | | | | |
| AC 2.1  Critically reflect on their own developmental needs | * Insufficient, incorrect or inappropriate evidence is provided that a critical reflection on own developmental needs has been undertaken * Only one own developmental need is included in the critical reflection | * A sufficient, correct and appropriate evidence provided of a detailed critical reflection on at least two own developmental needs |  | Pass / Referral |
| AC 2.2  Provide a detailed professional development plan for the next 12 months | * Insufficient, incorrect or inappropriate evidence of a development plan is provided * The timescale of the development plan is less than 12 months * The plan does not include details on how on-going development will be undertaken and resourced and monitored and reviewed | * A sufficient, correct and appropriate evidence is provided that a detailed development plan is provided for the next 12 months * The plan includes details on how on-going development will be undertaken and resourced and monitored and reviewed |  | Pass / Referral |
| AC 2.3  Evaluate ways to continue own professional development beyond the 12 month plan | * Insufficient, incorrect or inappropriate evaluations of at least two ways to continue their own professional development beyond the 12 month plan are not provided or only one way is provided. * The evaluation does not include ways of continuing own professional development beyond the 12 month plan | * A sufficient, correct and appropriate evaluation of at least two ways to continue own professional development beyond the 12 month plan is provided. * The evaluation includes ways of continuing their own professional development beyond the 12 month plan |  | Pass / Referral |
| Learning Outcome 2 comments (optional): |  | | | |
| QA comments (optional): |  | | | |

| 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 construct a profile and position themselves as a coach or mentor at an executive or senior level.** | | | | | | |
| AC 3.1  Develop a personal profile which accurately illustrates own coaching or mentoring approach, practice and the context they have operated in. | * The personal profile provided is insufficient, incorrect or inappropriate and does not accurately illustrate own coaching or mentoring approach or has not been fully developed * Practice and the context operated in is unclear or has not been included * The content of the personal profile includes background, experience, recent coaching or mentoring work, coaching or mentoring style, skills accreditation and existing or potential links with a professional body. | | * A sufficient, correct, appropriate personal profile which illustrates how own coaching or mentoring approach has been developed * The practice and context in which the learner operates is explicit * The personal profile includes background, experience, recent coaching or mentoring work, coaching or mentoring style, skills accreditation and existing or potential links with a professional body. |  | | 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:** |  | |

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 holistic approach to 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 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. It enables the assessor to make a judgement of competence against agreed standards.

**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 and the specific areas of activity to be explored. The methods by which the discussion will be conducted must be clearly identified and agreed in advance.

The assessor needs to be clear about the required outcomes and should agree with their learner a list of areas/points they wish them to cover. It is recommended that learners receive a written copy of these points in advance of the discussion. Assessors should ensure that learners have a good understanding of the relevant standards and the assessment process.

**Facilitating the discussion**

The assessor must be skilled in putting the learner at ease and should be experienced in the interviewing process in order to make their learners feel comfortable about the 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.

A professional discussion is a planned event which is recorded. The recording can use a variety of techniques including written notes, verbal recording, video, recording on Smart phones and online Instant Messaging. The discussion must be saved and included as part of the learner evidence with the assessment criteria annotated as to where they have been addressed.

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 annotated time counters will allow the Quality Assurance team to pinpoint material more easily during the quality assurance process.

**Common mistakes when conducting a professional discussion**

* Lack of preparation.
* No clear link between the discussion and relevant standards.
* 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.

Useful Information

|  |  |
| --- | --- |
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| Complaints and feedback  Complaints and feedback | E: customer@i-l-m.com |
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1. The learner must compare the strategic purposes of coaching and mentoring [↑](#footnote-ref-2)
2. The learner must follow their selected discipline and refer to either coaching or mentoring [↑](#footnote-ref-3)
3. The learner must consider coaching and mentoring as one entity [↑](#footnote-ref-4)