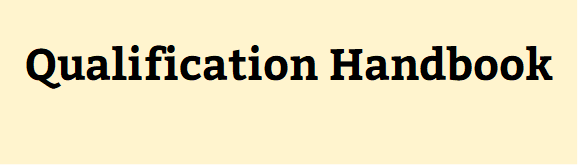


**Level 7 Certificate and Diploma for Coaching Supervisors**

**8590**

April 2025 Version 2.1



Qualification at a glance

|  |  |
| --- | --- |
| Subject area | Coaching and Mentoring |
| ILM number | 8590 |
| 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 Coaching Supervisors | 50 | 200 | 8590-21 | 603/3766/7 |
| Level 7 Diploma for Coaching Supervisors | 54 | 400 | 8590-31/32 | 603/3767/9 |

|  |  |  |
| --- | --- | --- |
| Version and date | Change detail | Section |
| 1.0 October 2018 | Document created | All |
| 2.0 December 2021 | Correction to refer to coaching supervision  Updating to refer to City & Guilds/ILM Centre Quality Assurance Standards  Amended ‘Verifier’ to ‘Quality Assurer’  Updated formatting  Removed reference to ILMA Service  Updated forms:  Portfolio of Evidence matrix  Coaching Supervision Diary  Coaching Supervision Contract  Reflective Log  [Feedback to the learner coaching supervisor from the coach being supervised for unit](#_Toc92186358)  [Feedback to learner coaching supervisor from observer](#_Toc92186359)  [Summary of outcomes of learner’s own supervision sessions](#_Toc92186360)  Reflective Journal example  Reflective Journal matrix  SWOT Analysis  Results Sheet Unit 700 AC1.2 | Throughout  Throughout  Throughout  Throughout  Throughout  Appendices |
| 2.1 April 2025 | Post Nominals added | Page 16 |

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 for the effective coaching supervision of coaches |
| Who are the qualifications for? | These qualifications are for professional coaches to equip them with the supervisory knowledge and skills needed to practice as confident and competent coaching supervisors. They are also ideal for those seeking to enhance and accredit their expertise in internal or external supervision with a nationally recognised qualification. |
| Benefits for individuals | * Understand the purpose and ethical principles of effective coaching supervision of coaches * Be able to critically compare different approaches for the effective coaching supervision of coaches * Develop an understanding of the anticipated outcomes of effective coaching supervision for different stakeholders * Plan, deliver and review own effective coaching supervision of coaches * Be able to plan own future professional development activities as a coaching supervisor of coaches |
| Benefits for employers and educators | * Coaching supervision is a key process for organisations providing in-house coaching * Develop coaches who are able to use the feedback from supervisory sessions to plan their own and others’ professional development * Ensures coaches are properly equipped with the skills, knowledge and understanding they require * Meet clients’ supervision needs through effective assessment and relationship building |
| 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 Executive and Senior Level Coaches and Mentors * ILM Level 7 Award, Certificate or Diploma in Leadership and Management |

Structure

To achieve the Level 7 Certificate for Coaching Supervisors the learner must achieve three mandatory units.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 7 Certificate for Coaching Supervisors** | | | | | |
| **UAN** | **ILM unit number** | **Unit title** | **Level** | **Credit Value** | **GLH** |
| A/617/2914 | 8590-700 | Understanding the Principles and Practice of Effective Coaching Supervision of Coaches | 7 | 6 | 14 |
| F/617/2915 | 8590-701 | Undertaking Effective Coaching Supervision of Coaches | 7 | 7 | 14 |
| L/617/2917 | 8590-703 | Reflecting on Your Ability to Perform Effectively as a Coaching Supervisor of Coaches | 7 | 7 | 22 |

To achieve the Level 7 Diploma for Coaching Supervisors the learner must achieve three mandatory units.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 7 Diploma for Coaching Supervisors** | | | | | |
| **UAN** | **ILM unit number** | **Unit title** | **Level** | **Credit Value** | **GLH** |
| A/617/2914 | 8590-700 | Understanding the Principles and Practice of Effective Coaching Supervision of Coaches | 7 | 6 | 14 |
| J/617/2916 | 8590-702 | Undertaking an Extended Period of Effective Coaching Supervision of Coaches | 7 | 27 | 18 |
| L/617/2917 | 8590-703 | Reflecting on Your Ability to Perform Effectively as a Coaching Supervisor of Coaches | 7 | 7 | 22 |

Total Qualification Time (TQT)

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

TQT is comprised of the following two elements:

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| Title and level | GLH | TQT | Credit |
| Level 7 Certificate for Coaching Supervisors | 50 | 200 | 20 |
| Level 7 Diploma for Coaching Supervisors | 54 | 400 | 40 |

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 qualification meet the occupational competence requirements determined by ILM. It is also the Centre's responsibility to inform ILM of any changes to staffing by completing 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 supervision 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 supervision.

***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 supervision. 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 Supervision. | * Be able to evidence significant experience of Coaching Supervision (as a supervisor themselves) over an established period of time. Demonstrating experience of facilitating individual and group supervision. |
| A thorough knowledge and understanding of the subject areas of the Level 7 Coaching Supervision qualification(s). | * Hold qualifications in the field of coaching, supervision (or similar practice) or experience in evidencing the subject area of the Level 7 Coaching Supervision qualification(s). |
| Continuing Professional Development in the Coaching Supervision area. | * Show sufficient evidence of participation in Continuing Professional Development (CPD) in relation to Coaching Supervision 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) in Coaching Supervision. | * 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) in Coaching Supervision. |
| Knowledge of the Level 7 qualification(s) in Coaching Supervision - 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) in Coaching Supervision. |

|  |  |
| --- | --- |
| Internal Quality Assurer and/or Centre Assessor occupational competence requirements | Evidence indicators |
| Relevant and sufficient occupational competence in Coaching Supervision. | * Be able to evidence significant experience of Coaching Supervision (as a supervisor themselves) over an established period of time. Demonstrating experience of facilitating individual and group supervision. |
| A thorough knowledge and understanding of the subject areas of Level 7 Coaching Supervision qualification(s). | * Hold qualifications in the field of coaching, supervision (or similar practice) or experience in evidencing the subject area of the Level 7 Coaching Supervision qualification(s). |
| Continuing Professional Development in the Coaching Supervision area. | * Show sufficient evidence of participation in Continuing Professional Development (CPD) in relation to Coaching Supervision 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 Coaching Supervision qualification(s). | * Have a relevant qualification in assessment and/or internal quality assurance.   **or**   * Demonstrate clear and sufficient evidence of current (within the last three years) experience of assessment and/or internal quality assurance appropriate to the Level 7 Coaching Supervision qualification(s). |
| Knowledge of the Level 7 qualification(s) in Coaching Supervision - 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) in Coaching Supervision. |

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.

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 Coaching Supervisors.
* 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 both the indicative guided learning hours and the minimum hours required for the learners own coaching supervision to be supervised. |

Supporting documentation and resources

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

|  |  |
| --- | --- |
| Description | How to access |
| ILM Digital Credentials | [www.credly.com/org/ilm/badge/level-7-certificate-for-coaching-supervisors-8590-21](https://www.credly.com/org/ilm/badge/level-7-certificate-for-coaching-supervisors-8590-21)  Level 7 Certificate for Coaching Supervisors - 8590-21  [www.credly.com/org/ilm/badge/level-7-diploma-for-coaching-supervisors-8590-31](https://www.credly.com/org/ilm/badge/level-7-diploma-for-coaching-supervisors-8590-31)  Level 7 Diploma for Coaching Supervisors - 8590-31 |
| Student Membership of the Institute of Leadership & Management | [www.institutelm.com](http://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** |
| 8590-700 | Understanding the Principles and Practice of Effective Coaching Supervision of Coaches | Assignment | Externally set by ILM |
| 8590-701 | Undertaking Effective Coaching Supervision of Coaches | Portfolio | Externally set by ILM |
| 8590-702 | Undertaking an Extended Period of Effective Coaching Supervision of Coaches | Portfolio | Externally set by ILM |
| 8590-703 | Reflecting on Your Ability to Perform Effectively as a Coaching Supervisor of Coaches | 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 supervision 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 Supervision of Coaches

|  |  |
| --- | --- |
| UAN: | A/617/2914 |
| Unit Level: | 7 |
| Credit value: | 6 |
| GLH: | 14 |
| Unit aim: | This unit aims to provide the learner with an understanding of the principles and practice required for effective coaching supervision of coaches |

**Learning outcome (LO 1)**

The learner will:

1 Understand the purpose and principles of effective coaching supervision of coaches

**Assessment criteria**

**The learner can:**

* 1. Critically analyse the purpose, context, boundaries and ethical principles of effective coaching supervision of coaches
  2. Critically evaluate the role, responsibilities, skills and knowledge required for effective coaching supervision of coaches
  3. Analyse the importance of own reflective learning on professional practice

Depth

1.1 The purpose, context, boundaries and ethical principles of effective coaching supervision of coaches.

Reasons for undertaking effective coaching supervision and the necessary conditions and the practices of effective supervision.

Codes of practice from membership bodies (e.g., APECS, EMCC, ICF, etc.)

Ways in which effective coaching supervision supports coaches to work with their clients to find relevance and meaning within an organisational context

1.2 The role of the coaching supervisor and their responsibilities.

The skills and knowledge required for effective coaching supervision.

Relevant academic references to support the evaluation of the role, responsibilities, skills and knowledge required for effective coaching supervision.

1.3 Theory of reflective practice, including reflection in action and reflection on action. Model of reflective learning (e.g., Kolb, Argyris & Schön, etc.)

Assessment guidance

The learner must:

1.1 Provide a critical analysis of the purpose, context, boundaries and ethical principles of effective coaching supervision of coaches. This must include reference to a code of practice from a recognised membership body.

1.2 Provide a critical evaluation of the role, responsibilities, skills and knowledge of a coaching supervisor. Provide at least one relevant academic reference for each of the role, responsibilities, skills and knowledge to support the evaluation. Academic references can include key texts, recent publications, journal articles, etc

1.3 Analyse the use of reflective learning on professional practice and its importance within the coaching supervision process

Learning outcome (LO 2)

The learner will:

2 Understand models and approaches for the effective coaching supervision of coaches

**Assessment criteria**

**The learner can:**

2.1 Critically compare and contrast individual, peer and group approaches for the effective coaching supervision of coaches

2.2 Define and critique different models for effective coaching supervision of coaches

Depth

2.1 The principle features of individual, peer and group approaches for the effective coaching supervision of coaches, including their benefits and challenges. The context and challenges of group dynamics within coaching supervision.

2.2 Different models to effective coaching supervision (e.g., Seven Eyed, etc.)

Assessment guidance

The learner must:

2.1 Critically compare and contrast individual, peer and group approaches for the effective coaching supervision of coaches. This should include the benefits and challenges of each approach. At least two benefits and at least two challenges must be given for each approach. Provide at least one relevant academic reference for the 1) individual, 2) peer and 3) group approach critically compared and contrasted. Academic references can include key texts, recent publications, journal articles etc.

2.2 Define and critique at least two models for the effective coaching supervision of coaches. Each of these models must be compared for their suitability of use from both the perspective of the coach and the supervisor.

Learning outcome (LO 3)

The learner will:

3 Understand the anticipated outcomes of effective coaching supervision for different stakeholders

**Assessment criteria**

**The learner can:**

3.1 Critically assess the anticipated outcomes of effective coaching supervision for different stakeholders

3.2 Critically assess methods for evaluating the effectiveness of coaching supervision

Depth

3.1 The evidence gathered for the anticipated outcomes of effective coaching supervision

Stakeholder involvement and the responsibilities of the coaching supervisor.

Procurement of effective coaching supervision.

Costs and benefits of effective coaching supervision – financial, personal, social and emotional.

Drivers for effective coaching supervision.

Comparison between expected and actual outcomes.

3.2 Methods for evaluating effective coaching supervision (e.g., the impact on the coaches and their coaching practice, sustainability of coaching, long term coach development etc.)

Social responsibility, corporate governance and ethical boundaries.

Assessment guidance

The learner must:

3.1 Critically assess the anticipated outcomes of effective coaching supervision for different stakeholders. At least two anticipated outcomes must be assessed and at least two stakeholders must be considered.

3.2 Provide a critical assessment of at least two methods for evaluating effective coaching supervision of coaches. Provide at least one relevant academic reference for each method assessed. Academic references can include key texts, recent publications, journal articles 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 Effective Coaching Supervision of Coaches

|  |  |
| --- | --- |
| UAN: | F/617/2915 |
| Unit Level: | 7 |
| Credit value: | 7 |
| GLH: | 14 |
| Unit aim: | This unit aims for the learner to undertake a minimum of 20 hours of effective coaching supervision with a minimum of 5 and maximum of 10 individual coaches |

**Learning outcome (LO 1)**

The learner will:

1 Be able to agree and establish a contract to act as a coaching supervisor

**Assessment criteria**

**The learner can:**

1.1 Agree and establish a coaching supervision contract which meets individual coach and stakeholder requirements

1.2 Identify overall goals and establish and build rapport with coaches

Depth

1.1 Practical application of the contracting process.

Mutually agreeable contract that details commitment and expectations of all stakeholders and anticipated outcomes.

Needs and goals of individual coaches being supervised.

Differences in individual contracting processes.

Process and tools for goal identification and setting.

1.2 The nature of coaching supervision relationships.

Importance of coaching supervisor’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 the practical application of the contracting supervision process, including discussion on the ways in which commitment, expectations and intended outcomes were agreed. Include evidence of the needs and goals of individual coaches being supervised. Include the contract itself which should be designed to meet requirements of both individual coach and the coaching supervisor. If a generic contract is used, only 1 example is required.

1.2 Identify their overall goals and establish and build rapport with individual coaches. Include the ways in which relationships have been built, credibility and trust have been nurtured. Evidence must include the supervision contract itself and a combination of session notes, reflective log entry, etc

Learning outcome (LO 2)

The learner will:

2 Be able to plan, deliver and review 20 hours of effective coaching supervision of coaches

**Assessment criteria**

**The learner can:**

2.1 Plan 20 hours of evidenced effective coaching supervision

2.2 Undertake 20 hours of effective coaching supervision with a minimum of 5 and maximum of 10 individual coaches

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

2.4 Summarise the outcomes of own coaching supervision being supervised for a minimum of 4 hours

2.5 Maintain appropriate and auditable records of coaching supervision activities

Depth

2.1 Planning principles and practices for effective and challenging coaching supervision 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 supervisory relationships, reflecting on initiation, on-going relationships and closure.

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

Theories and models of coaching supervision.

Prepare documentation for coaching supervision process.

2.2 A minimum of 20 hours of supervising coaches on an individual basis is required.

Effective sessions should include:

* Psychological dimensions when supervising individual coaches.
* Characteristics of effective coaching supervision sessions.
* Use of appropriate levels of coaching supervision tools and techniques and diagnostics (e.g., MBTI, psychometrics, emotional intelligence, etc.)
* Recording and monitoring of coaching supervision activities.
* Codes of practice and ethical frameworks for coaching supervision.

The coaching supervision process, relationship, presence, use of self and the wider context.

Ways in which confidentiality, duty of care and trust have been maintained

Aspects of coaching supervision in practice.

Ethical considerations of confidentiality of coaching supervision in practice.

Use of appropriate documentation.

Presence in coaching supervision.

2.3 Identification of strengths, areas for improvement and patterns of behaviour as a coaching supervisor.

Application of coaching supervision processes.

Reflection on coaching supervision 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 supervision.

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

2.4 The learner (the coaching supervisor) is required to be supervised for a minimum of 4 hours in total in order to seek feedback and advice on own performance as a trainee coaching supervisor.

Summary records completed by the learner, which may be supplemented by their supervisor’s records.

The learner’s supervision can be either with an individual or group.

Benefits of individual coaching supervision.

2.5 Preparation for the coaching supervision session and outcomes of the session.

Records can include contracting, planning, diary of supervision and observation of coaches, own supervision summaries of being supervised and feedback received from clients and own supervisor

Assessment guidance

The learner must:

2.1 Plan for 20 hours to complete a whole cycle of effective coaching supervision. Evidence must include plans and records of activities in sufficient detail and depth to be deemed valid, sufficient and reliable.

2.2 Provide evidence of having undertaken and recorded 20 hours of effective coaching supervision. Include plans, records of activity, reflective log entries and examples of tools and techniques used during sessions. Clearly evidence a minimum of 20 hours of individual coaching supervision and consideration of ethical practice included together with use of appropriate tools, techniques and diagnostics and records of activity

2.3 Maintain a reflective log that is completed after each session based on own knowledge of coaching supervision 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.

2.4 Provide a summary of the outcomes of own participation in individual or group supervision for a minimum of 4 hours in total. Auditable evidence must include records of coaching supervision and ongoing evaluation and examples of tools and techniques used.

2.5 Maintain appropriate and auditable records of coaching supervision activities: contracting, planning, undertaking supervision, own supervision, observation and feedback. Coaching supervision diary/record should include goals, progress against goals, summary discussion, tools, techniques and questions used, outcomes or actions and giving feedback to enable reflection on own coaching supervision performance in order to support ongoing professional development and practice. Records should enable the learner to reflect on their coaching supervision performance after each 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.
* Evidence of building relationships with clients.
* Contracts and agreements.
* Evidence of identifying individual coaches developmental needs.
* Log or diary of activity.
* Direct observation of the learner’s performance by their assessor.
* Personal statements and/or reflective accounts.
* Diary of coaching supervision.
* Using a range of diagnostic tools in coaching sessions.
* Ethical framework and considerations for being non-judgemental.
* Feedback evidence from individual coaching clients and evaluation of findings.
* Supervision evidence and records of sessions.
* Reflective log and review of coaching activity.
* CPD log and development 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 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 Effective Coaching Supervision of Coaches

|  |  |
| --- | --- |
| UAN: | J/617/2916 |
| Unit Level: | 7 |
| Credit value: | 27 |
| GLH: | 18 |
| Unit aim: | This unit aims for the learner to undertake a minimum of 60 hours of effective coaching supervison. A minimum of 50 hours must be spent supervising individual coaches and a maximum of 10 hours may be spent on group supervision. |

**Learning outcome (LO 1)**

The learner will:

1 Be able to agree and establish a contract to act as a coaching supervisor

**Assessment criteria**

**The learner can:**

* 1. Agree and establish a coaching supervision contract which meets individual coach, group and stakeholder requirements
  2. Identify overall goals and establish and build rapport with coaches

Depth

* 1. Practical application of the contracting process.

Mutually agreeable contract that details commitment and expectations of all stakeholders and anticipated outcomes.

Needs and goals of individual coaches or groups of coaches being supervised.

Differences between individual and group contracting processes, including optimum group size.

Process and tools for goal identification and setting.

* 1. The nature of coaching supervision relationships.

Importance of coaching supervisor’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 the practical application of the contracting supervision process, including discussion on the ways in which commitment, expectations and intended outcomes were agreed. Include evidence of the needs and goals of individual coaches and groups of coaches being supervised. Include reflections on the similarities and differences between the process applied to individuals and groups. Include the contract itself which should be designed to meet requirements of both individual/group coaches and the coaching supervisor. If a generic contract is used, only 1 example is required.

1.2 Identify their overall goals and establish and build rapport with individual coaches and/or groups of coaches. Include the ways in which relationships have been built, credibility and trust have been nurtured. Evidence must include the supervision contract itself and a combination of session notes, reflective log entry, etc.

Learning outcome (LO 2)

The learner will:

2 Be able to plan, deliver and review 60 hours of effective coaching supervision of coaches

**Assessment criteria**

**The learner can:**

2.1 Plan 60 hours of evidenced effective coaching supervision

2.2 Undertake 60 hours of effective coaching supervision

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

2.4 Summarise the outcomes of own coaching supervision being supervised for a minimum of 8 hours

2.5 Maintain appropriate and auditable records of coaching supervision activities

Depth

2.1 Planning principles and practices for effective and challenging coaching supervision 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 supervisory relationships, reflecting on initiation, ongoing relationships and closure.

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

Theories and models of coaching supervision.

Prepare documentation for coaching supervision process.

2.2 A minimum of 60 hours of supervising coaches is required. A maximum of 10 hours may be undertaken supervising a group of coaches.

Effective sessions should include:

* Psychological dimensions when supervising individual coaches and group of coaches.
* Characteristics of effective coaching supervision sessions.
* Use of appropriate levels of coaching supervision tools and techniques and diagnostics (e.g., MBTI, psychometrics, emotional intelligence, etc.)
* Recording and monitoring of coaching supervision activities.
* Codes of practice and ethical frameworks for coaching supervision.

The coaching supervision process, relationship, presence, use of self and the wider context.

Ways in which confidentiality, duty of care and trust have been maintained

Aspects of coaching supervision in practice.

Ethical considerations of confidentiality of coaching supervision in practice.

Use of appropriate documentation.

Presence in coaching supervision.

2.3 Identification of strengths, areas for improvement and patterns of behaviour as a coaching supervisor.

Application of coaching supervision processes.

Reflection on coaching supervision 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 supervision.

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

2.4 The learner (the coaching supervisor) is required to be supervised for a minimum of 8 hours in total in order to seek feedback and advice on own performance as a trainee coaching supervisor.

Summary records completed by the learner, which may be supplemented by their supervisor’s records.

The learner’s supervision can be either with an individual or group.

Benefits of individual and group coaching supervision.

2.5 Preparation for the coaching supervision session and outcomes of the session.

Records can include contracting, planning, diary of supervision and observation of coaches, own supervision summaries of being supervised and feedback received from clients and own supervisor.

Assessment guidance

The learner must:

2.1 Plan for 60 hours to complete a whole cycle of effective coaching supervision for a minimum of 50 hours of individual supervision and a maximum of 10 hours of group supervision. Evidence must include plans and records of activities in sufficient detail and depth to be deemed valid, sufficient and reliable.

2.2 Provide evidence of having undertaken and recorded 60 hours of effective coaching supervision. Include plans, records of activity, reflective log entries and examples of tools and techniques used during sessions. Clearly evidence a minimum of 50 hours individual and a maximum of 10 hours of group supervision and consideration of ethical practice included together with use of appropriate tools, techniques and diagnostics and records of activity.

2.3 Maintain a reflective log that is completed after each session based on own knowledge of coaching supervision 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.

2.4 Provide a summary of the outcomes of own participation in individual or group supervision for a minimum of 8 hours in total. Auditable evidence must include records of coaching supervision and ongoing evaluation and examples of tools and techniques used.

2.5 Maintain appropriate and auditable records of coaching supervision activities: contracting, planning, undertaking supervision, own supervision, observation and feedback. Coaching supervision diary/record should include goals, progress against goals, summary discussion, tools, techniques and questions used, outcomes or actions and giving feedback to enable reflection on own coaching supervision performance in order to support ongoing professional development and practice. Records should enable the learner to reflect on their coaching supervision performance after each 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.
* Evidence of building relationships with clients.
* Contracts and agreements.
* Evidence of identifying individual coaches developmental needs.
* Log or diary of activity.
* Direct observation of the learner’s performance by their assessor.
* Personal statements and/or reflective accounts.
* Diary of coaching supervision.
* Using a range of diagnostic tools in coaching sessions.
* Ethical framework and considerations for being non-judgemental.
* Feedback evidence from individual coaching clients, including peer and group coaching and evaluation of findings.
* Supervision evidence and records of sessions.
* Reflective log and review of coaching activity.
* CPD log and development 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 supervision 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 Coaching Supervisor of Coaches

|  |  |
| --- | --- |
| UAN: | L/617/2917 |
| Unit Level: | 7 |
| Credit value: | 7 |
| GLH: | 22 |
| Unit aim: | This unit aims for the learner to critically review and reflect on own ability to perform effectively as a coaching supervisor of coaches |

**Learning outcome (LO 1)**

The learner will:

1 Be able to review own ability to perform effectively as a coaching supervisor of coaches

**Assessment criteria**

**The learner can:**

* 1. Analyse own strengths and areas for development as a coaching supervisor of coaches
  2. Critically analyse how the client’s role, values and beliefs affect the relationship with the coaching supervisor
  3. Critically review own ability to perform effectively as a coaching supervisor of coaches

Depth

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

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
* Models of reflective learning are introduced.

1.2 Appreciation and awareness of client's role, values and beliefs, attitudes, personality, different perspectives, level of knowledge and skills, in terms of impact and dynamics of the interactions

1.3 Assessment of own ability using a range of tools (e.g., self-assessment, stakeholder feedback, etc.)

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

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

Learning theories and reflective practice.

Assessment should include:

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

**Assessment guidance**

The learner must:

1.1 Provide a detailed SWOT to analyse own strengths and areas for development as a coaching supervisor of coaches. The analysis should be based on the evidence from undertaking coaching supervision and feedback (e.g., self-assessment, stakeholder feedback, etc.)

1.2 Provide a critical analysis of how the client's role, values and beliefs affect the relationship with the coaching supervisor.

1.3 Critically review own ability to perform as a coaching supervisor of coaches, based on evidence of coaching supervision activity. The review should include how the coaching supervision activity aligns with an accepted competence framework (e.g., AC, EMCC, ICF, etc.)

Learning outcome (LO 2)

The learner will:

2 Be able to plan own future professional development activities as a coaching supervisor of coaches

**Assessment criteria**

**The learner can:**

2.1 Provide a detailed professional development plan for the next 12 months as a coaching supervisor

2.2 Evaluate ways to continue own professional development beyond the 12 month plan as a coaching supervisor

Depth

2.1 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.

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

2.2 Evaluate at least two ways to continue own professional development beyond the 12 month plan as a coaching supervisor.

Learning outcome (LO 3)

The learner will:

3 Be able to construct a profile and position themselves as a coaching supervisor of coaches

**Assessment criteria**

**The learner can:**

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

Depth

3.1 Use of profile for promoting self as a coaching supervisor of coaches.

Coaching supervision 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 supervision practice.

Strategies and practices for building effective relationships.

Testimonials.

Assessment guidance

The learner must:

3.1 Create a personal profile which accurately illustrates own approach to supervising the coaching of coaches. 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 coaching supervisor’s experience, coaching supervision 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.

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

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

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

Note: Please ensure confidentiality of the supervision 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, in the form of the result sheet.

**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.

**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 (ie. 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 Centres 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. All task numbers directly correspond to the relevant assessment criteria (e.g., task number 1.1 refers to AC 1.1). Each of the descriptions and explanations given should be detailed, correct and appropriate to coaching supervision of coaches

Assignment tasks

You have been asked to prepare an application to a professional body in order to demonstrate the knowledge and understanding gained during your practice as a coaching supervisor to coaches.

Provide an answer for ALL of the following tasks:

**The Purpose and Practices of Effective Coaching Supervision of Coaches**

1.1 Outline your current role (e.g., employed, self-employed, etc.) in which you work as a coaching supervisor of coaches in order to contextualise your application. Critically analyse the purpose, context, boundaries and ethical principles of effective coaching supervision. Reference must be made to a code of practice from a recognised membership body.

1.2 Critically evaluate the role, responsibilities, skills and knowledge required of an effective coaching supervisor. Provide at least one relevant academic reference for each of the role, responsibilities, skills and knowledge to support the evaluation.

1.3 Analyse the use of reflective learning on professional practice and its importance within the coaching supervision process.

**Approaches and Models of Effective Coaching Supervision of Coaches**

2.1 Critically compare and contrast individual and peer and group approaches for the effective coaching supervision of coaches. At least two benefits and at least two challenges must be given for each approach. Provide at least one relevant academic reference for the 1) individual, 2) peer and 3) group approach critically compared and contrasted.

2.2 Define and critique at least two models for the effective coaching supervision of coaches. Each of these models must be compared for their suitability of use.

**Contribution of Effective Coaching Supervision to different Stakeholders**

3.1 Critically assess the anticipated outcomes of effective coaching supervision for different stakeholders. At least two anticipated outcomes must be assessed and at least two stakeholders must be considered.

3.2 Critically assess methods for evaluating effective coaching supervision of coaches. At least two methods must be assessed. Provide at least one relevant academic reference for each method assessed.

Appendix 2 Unit 700 Result Sheet

**Understanding the Principles and Practice of Effective Coaching Supervision of Coaches**

|  |  |  |  |
| --- | --- | --- | --- |
| **Centre Number** |  | **Centre Name** |  |
| **Learner Registration No.** |  | **Learner Name** |  |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF RESULT SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass.’  **Any AC awarded less than a pass produces an automatic referral for the submission.**  Sufficiency descriptors are provided as guidance. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | |

| Assessment Criteria (AC) | Sufficiency descriptors  *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)* | | Assessor feedback on AC | Pass / Referral (delete as applicable) |
| --- | --- | --- | --- | --- |
| Referral | Pass |
| **Learning Outcome 1 Understand the purpose and principles of effective coaching supervision of coaches** | | | | |
| AC 1.1  Critically analyse the purpose, context, boundaries and ethical principles of effective coaching supervision of coaches | * An insufficient, incorrect or inaccurate critical analysis of the purpose and context and boundaries and ethical principles of effective coaching supervision are not provided * One or more of the purpose or context or boundaries or ethical principles of effective coaching supervision of coaches are not critically analysed * A reference to a code of practice from a recognised membership body is not included | * A sufficient, correct and accurate critical analysis of the purpose and context and boundaries and ethical principles of effective coaching supervision of coaches is provided * A reference to a code of practice from a recognised membership body is included |  | Pass / Referral |
| AC 1.2  Critically evaluate the role, responsibilities, skills and knowledge required for effective coaching supervision of coaches | * The critical evaluations provided for the role, responsibilities, skills and knowledge required for effective coaching supervision of coaches are insufficient, incorrect or inaccurate * The role or the responsibilities or the skills or the knowledge required for coaching supervision are critically evaluated but not all four * Less than one example for the role and responsibilities and skills and knowledge to support the evaluation is included. * Less than one relevant academic reference is provided for each of the role, responsibilities, skills and knowledge to support the evaluation | * A sufficient, correct and accurate critical evaluation is provided of the role and responsibilities and skills and knowledge required for coaching supervision * Appropriate conclusions or recommendations are provided and are based on the critical evaluation * At least one example for the role and responsibilities and skills and knowledge to support the evaluation is included * At least one relevant academic reference is provided for each of the role, responsibilities, skills and knowledge to support the evaluation |  | Pass / Referral |
| AC 1.3  Analyse the importance of own reflective learning on professional practice. | * A coherent analysis of the use of own reflective learning on professional practice is not provided or is merely described or explained * A coherent analysis of the importance of own reflective learning on the coaching supervision process is not provided or is merely described or explained | * A coherent analysis of the use of own reflective learning on professional practice is provided * The analysis provides a sufficient, correct and accurate rationale for the importance of own reflective learning on professional practice |  | 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 models and approaches for the effective coaching supervision of coaches** | | | | |
| AC 2.1  Critically compare and contrast individual, peer and group approaches for the effective coaching supervision of coaches | * An insufficient, incorrect and inaccurate critical comparison and contrast of individual and peer and group supervision are provided * The critical comparison and/or contrast does not cover all of the approaches of individual and peer and group coaching supervision * Less than two contexts in which effective coaching supervision can take place are provided * Less than one relevant academic reference is provided for the individual and peer and group approach critically compared and contrasted | * Individual and peer and group supervision are critically compared and contrasted and the approaches are sufficient, correct and accurate * A critical comparison and/or contrast covers all of the approaches of individual and peer and group coaching supervision * At least two contexts in which effective coaching supervision can take place are provided * At least one relevant academic reference is provided for the individual and peer and group approach critically compared and contrasted |  | Pass / Referral |
| AC 2.2  Define and critique different models for effective coaching supervision of coaches | * The definitions of the models provided are insufficient, incorrect or inaccurate * Less than two models for the effective coaching supervision of coaches are not defined and/or critiqued * Less than two approaches are not defined and/or critiqued * At least two benefits and at least two challenges for each approach are not given or are insufficient, incorrect or inappropriate. | * The definitions and critique of the models are sufficient, correct and accurate * At least two models for the effective coaching supervision of coaches are defined and critiqued * At least two approaches for the effective coaching supervision of coaches are defined and critiqued * At least two benefits and at least two challenges for each approach are discussed from both the perspective of the coach and the supervisor. |  | 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 the anticipated outcomes of effective coaching supervision for different stakeholders** | | | | | |
| AC 3.1  Critically assess the anticipated outcomes of effective coaching supervision for different stakeholders | * Critical assessment of the anticipated outcomes of effective coaching supervision are not provided or are merely described or explained * The perspective of stakeholders are not considered * Assessments are insufficient, incorrect or inappropriate * Less than two anticipated outcomes are assessed * Less than two stakeholders are considered. | | * Critical assessment of the anticipated outcomes of effective coaching supervision are provided * The perspective of stakeholders are considered * The critical assessment provided is sufficient, correct and appropriate * At least two anticipated outcomes of effective coaching supervision are assessed * At least two stakeholders are considered |  | Pass / Referral |
| AC 3.2  Critically assess methods for evaluating the effectiveness of coaching supervision | * Two or more methods for evaluating coaching supervision are merely described or explained * Only one method for evaluation has been critically assessed * The critical assessment for at least two methods is insufficient, incorrect or inappropriate * Less than one relevant academic reference is provided for each method assessed | | * Two or more methods for evaluating effective coaching supervision are critically assessed * The critical assessment for at least two methods is sufficient, correct or appropriate * Less than one relevant academic reference is provided for each method assessed |  | Pass / Referral |
| Learning Outcome 3 comments (optional): |  | | | | |
| QA comments (optional): |  | | | | |
| Unit Outcome (delete as applicable): | **PASS / REFERRAL** | Date: |  | Signature of Assessor: |  |
| Unit Outcome (delete as applicable): | **PASS / REFERRAL** | Date of QA check: |  | Signature of QA: |  |

Appendix 3 Unit 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 supervision activity will provide evidence for the achievement of this unit, along with the reflective log sheet, feedback sheet, record of coaching supervision and summary review with plan.

**Documents to complete:**

* Coaching Supervision Diary - for the learner to plan, structure and record the coaching supervision sessions. One diary must be used per client.
* 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 Coaching Supervisor)
* Feedback to coaching supervisor from individual being coached - once the learner has completed the required hours of coaching supervision, they can ask the coach to complete this feedback sheet.
* Feedback on the learner’s coaching supervision – for the supervisor to observe the learner in practice and provide feedback.
* Summary of outcomes of a supervision session – for the learner to receive feedback on coaching sessions from the supervisor.

Appendix 4 Units 701/702 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. In both cases summaries will required for each assessment criteria 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 Effective Coaching Supervision of Coaches | Centre Devised Materials | ILM Templates provided |
| --- | --- | --- |
| **Section One** | | |
| AC 1.1  Agree and establish a coaching supervision contract which meets individual coach and stakeholder requirements | * An agreed and anonymised contract between the learner coaching supervisor, the coach being supervised 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. | Coaching Supervision Diary  The Coaching Supervision Contract |
| AC 1.2  Identify overall goals and establish and build rapport with coaches | * Written summary of how an effective coaching relationship has been established and built with coaches and overall goals identified. | Coaching Supervision Diary |
| **Section Two** | | |
| AC 2.1  Plan 20 hours of evidenced effective coaching supervision | * Plan for a coaching programme paying attention to planned duration (initiation and closure), focus, outcomes, contractual challenges and evaluation. | Coaching Supervision Diary |
| AC 2.2  Undertake 20 hours of effective coaching supervision with a minimum of 5 and maximum of 10 individual coaches | * Records of 20 hours of effective coaching with clear goals, progress against goals, summary discussion and outcomes. | Coaching Supervision Diary  Reflective Log |
| AC 2.3  Critically reflect on the effectiveness of the coaching supervision undertaken after each session, including feedback from learner’s supervisor and client, in order to identify areas for improvement in own coaching supervision | * Critical reflection and summary on the effectiveness of the coaching supervision undertaken after each session. * Feedback from learner’s supervisor and client. | Reflective Log  Feedback to the learner coaching supervisor from the coach being supervised  Feedback to learner coaching supervisor from observer |
| AC 2.4  Summarise the outcomes of own coaching supervision being supervised for a minimum of 4 hours | * Written summary of supervision feedback from individual or group supervision. * Evidence of supervisor’s feedback to support coach summary. | Feedback to learner coaching supervisor from observer  Summary of outcomes of learner’s own supervision sessions |
| AC2.5  Maintain appropriate and auditable records of coaching supervision activities | * Evidence of records to support planning, supervision and observation. | Coaching Supervision Diary  Reflective Log  The Coaching Supervision Contract  Feedback to the learner coaching supervisor from the coach being supervised  Feedback to learner coaching supervisor from observer  Summary of outcomes of learner’s own supervision sessions |

| Unit 702  Undertaking an Extended Period of Effective Coaching Supervision of Coaches | Centre Devised Materials | ILM Templates provided |
| --- | --- | --- |
| **Section One** | | |
| AC 1.1  Agree and establish a coaching supervision contract which meets individual coach, group and stakeholder requirements | * An agreed and anonymised contract between the learner coach supervisor, the coach being supervised 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. | Coaching Supervision Diary  The Coaching Supervision Contract |
| AC 1.2  Identify overall goals and establish and build rapport with coaches | * Written summary of how an effective coaching relationship has been established and built with coaches and overall goals identified. | Coaching Supervision Diary |
| **Section Two** | | |
| AC 2.1  Plan 60 hours of evidenced effective coaching supervision | * Plan for a coaching programme paying attention to planned duration (initiation and closure), focus, outcomes, contractual challenges and evaluation. | Coaching Supervision Diary |
| AC 2.2  Undertake 60 hours of effective coaching supervision | * Records of coaching of 60 hours with clear goals, progress against goals, summary discussion and outcomes. | Coaching Supervision Diary  Reflective Log |
| AC 2.3  Critically reflect on the effectiveness of the coaching supervision undertaken after each session, including feedback from learner’s supervisor and client, in order to identify areas for improvement in own coaching supervision | * Critical reflection and summary on the effectiveness of the coaching supervision undertaken after each session. * Feedback from learner’s own supervisor and client. | Reflective Log  Feedback to learner coaching supervisor from observer  Feedback to the learner coaching supervisor from the coach being supervised |
| AC 2.4  Summarise the outcomes of own coaching supervision being supervised for a minimum of 8 hours | * Written summary of supervision feedback from individual or group supervision. * Evidence of supervisor’s feedback to support coach summary. | Feedback to learner coaching supervisor from observer  Summary of outcomes of learner’s own supervision sessions |
| AC 2.5  Maintain appropriate auditable records of coaching supervision activities | * Evidence of records to support planning, supervision and observation. | Coaching Supervision Diary  Reflective Log  The Coaching Supervision Contract  Feedback to the learner coaching supervisor from the coach being supervised  Feedback to learner coaching supervisor from observer  Summary of outcomes of learner’s own supervision sessions |

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

Portfolio of evidence matrix

This completed matrix must be included in your portfolio of evidence for learners undertaking Unit 701.

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

| Unit 701  Undertaking Effective Coaching Supervision of Coaches | Portfolio Evidence Title | Reference Number |
| --- | --- | --- |
| **Section One** | | |
| AC 1.1  Agree and establish a coaching supervision contract which meets individual coach and stakeholder requirements |  |  |
| AC 1.2  Identify overall goals and establish and build rapport with coaches |  |  |
| **Section Two** | | |
| AC 2.1  Plan 20 hours of evidenced effective coaching supervision |  |  |
| AC 2.2  Undertake 20 hours of effective coaching supervision with a minimum of 5 and maximum of 10 individual coaches |  |  |
| AC 2.3  Critically reflect on the effectiveness of the coaching supervision undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching supervision |  |  |
| AC 2.4  Summarise the outcomes of own coaching supervision being supervised for a minimum of 4 hours |  |  |
| A.C 2.5  Maintain appropriate and auditable records of coaching supervision activities |  |  |

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

Alternatively, learners following unit 702 should include this example in their portfolio.

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

| Unit 702  Undertaking an Extended Period of Effective Coaching Supervision of Coaches | Portfolio Evidence Title | Reference Number |
| --- | --- | --- |
| **Section One** | | |
| AC 1.1  Agree and establish a coaching supervision contract which meets individual coach, group and stakeholder requirements |  |  |
| AC 1.2  Identify overall goals and establish and build rapport with coaches |  |  |
| **Section Two** | | |
| AC 2.1  Plan 60 hours of evidenced effective coaching supervision |  |  |
| AC 2.2  Undertake 60 hours of effective coaching supervision |  |  |
| AC 2.3  Critically reflect on the effectiveness of the coaching supervision undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching supervision |  |  |
| AC 2.4  Summarise the outcomes of own coaching supervision being supervised for a minimum of 8 hours |  |  |
| AC 2.5  Maintain appropriate and auditable records coaching supervision activities |  |  |

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

Coaching Supervision Diary – Units 701/702

This diary will help you to plan, structure and record the coaching supervision sessions. The diary will provide evidence for the achievement of this unit, along with the reflective log, feedback to coach from individuals being supervised, outcomes of a supervision session and CPD plan.

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

**A**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Learner Coaching Supervisor** | |  | |
| **Client Ref/ID** | |  | |
| **Start Date of Activity** | |  | |
| **Total number of hours completed** | |  | |
| **Upon completion of the coaching supervision activity:** | | | |
| **Signature of learner Coaching Supervisor** |  | **Date** |  |
| **Signature of Client Coach being supervised** |  | **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 supervision contract which meets individual coach and stakeholder requirements.**

The Coaching Supervision Contract

In signing this agreement, all parties agree:

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Signature of Learner Coaching Supervisor** |  | **Date** |  |
| **Signature of Client Coach being supervised** |  | **Date** |  |
| **Signature of Stakeholder(s)** |  | **Date** |  |

(Client signature can be anonymised prior to submission)

|  |  |
| --- | --- |
| **Client Ref/ID** |  |

**Unit 701/702 AC1.2 Identify overall goals and establish and build rapport with coaches**

**Unit 701 AC2.2 Undertake 20 hours of effective coaching supervision with a minimum of 5 and maximum of 10 individual coaches**

**Unit 702 AC2.2 Undertake 60 hours of effective coaching supervision**

|  |  |
| --- | --- |
| Client Coach being supervisor ref/ID |  |

|  |
| --- |
| How will you build the relationship with the coach you are supervising to ensure you meet their needs and goals for supervision? Mention any model of coaching supervision you are using |
|  |
| What diagnostics or tools do you wish to use with the coach you are supervising and how do you intend to use the results in your own coaching supervision? |
|  |

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

Outcome of diagnostics used with the client coach being supervised:

|  |  |
| --- | --- |
| **Client coach’s learning style** |  |
| **Other diagnostic tools if used & results** |  |

**Unit 701 AC 2.1 Plan 20 hours of evidenced effective coaching supervision**

**Unit 702 AC 2.1 Plan 60 hours of evidenced effective coaching supervision**

**Plan for the coaching supervision sessions**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Profile of the client coach being supervised and their coaching context** | | | |
|  | | | |
| **What are the desired outcomes for the client coach being supervised and stakeholders and how will these be evaluated?** | | | |
|  | | | |
| Where will you meet for the sessions? | | | |
|  | | | |
| Suitability of the setting for the meetings: | | | |
|  | | | |
| **How will the sessions be conducted? (e.g., face-to-face, online, etc.)** | | | |
|  | | | |
| **Planned duration of the sessions** |  | **Number of Sessions** |  |

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

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

**Unit 701 AC2.2 Undertake 20 hours of effective coaching supervision with a minimum of 5 and maximum of 10 individual coaches**

**Unit 702 AC2.2 Undertake 60 hours of effective coaching supervision**

**Unit 701/702 AC1.2 Identify overall goals and establish and build rapport with coaches**

**Unit 701/702 2.3 Critically reflect on the effectiveness of the coaching supervision undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching supervision**

**Unit 701/702 AC2.5 Maintain appropriate auditable records of coaching supervision activities**

For completion by the learner coaching supervisor reflecting on their supervision sessions with the client. The table page will require photocopying and completion for each session.

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

|  |  |
| --- | --- |
| **Non-verbal & verbal observations – how is the client coach** |  |
| **Review of client coach’s progress since last session (if applicable)** |  |
| **Contract with the client coach for this session** |  |
| **Summary of the client coach’s situation and interventions they have made with their own client** |  |
| **What emotions do you sense?** |  |
| **What do you see, hear and feel?** |  |
| **How does the client coach feel about their relationship with their own client?** |  |
| **Your questions and interventions** |  |
| **Feedback given to the client coach** |  |
| **Feedback from client coach to the coaching supervisor on the session regarding insights they gained** |  |
| **Next steps for the coach supervisor** |  |
| **Date and venue of next session** |  |

Reflective Log – Units 701/702

**Unit 701/702 AC2.3 Critically reflect on the effectiveness of the coaching supervision undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching supervision**

This reflective log will help you to review your coaching supervision after each session. Copy more pages as required.

Maintain a reflective log for each client along with a diary that records your coaching supervision activity. Reflecting after each session will help you to understand your strengths and areas for development, which you can then use to develop your coaching supervision skills over the course of your programme.

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

|  |  |  |  |
| --- | --- | --- | --- |
| Client Ref/ID |  | Name of Coaching Supervisor |  |

| Area for reflection | Critically reflect on each session to review your coaching supervision. Use any feedback from the client coach and your own coaching supervisor received. Give specific examples where possible. |
| --- | --- |
| Review of client coach’s progress so far |  |
| Contracting with the client coach & building the relationship |  |
| Listening skills |  |
| Listening at different levels |  |
| Tools, techniques & questions used to help client explore the issue and options |  |
| Feedback given to client coach |  |
| Feedback received from client coach on the session |  |
| What do I need to improve for the next session or bring to own supervision sessions? |  |

Feedback to the learner coaching supervisor from the coach being supervised for unit - Units 701/702

**To the coach being supervised – at the end of each of your coaching supervision sessions, please complete the following to enable your coaching supervisor to develop their skills and review the effectiveness of the coaching supervision programme.**

**Unit 701/702 AC2.3 Critically reflect on the effectiveness of the coaching supervision undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching supervision**

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

Feedback to learner coaching supervisor from observer - Units 701/702

**Unit 701/702 AC2.3 Critically reflect on the effectiveness of the coaching supervision undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching supervision**

**The observer should observe the learner coaching supervisor in practice and provide feedback. Where this is not possible, a recording can be used of the coaching supervision session. It is an opportunity for the learner coaching supervisor to receive feedback from an experienced practitioner.**

|  |  |
| --- | --- |
| **Name of learner coaching supervisor** |  |
| **Observation/Recording** |  |
| **Name of observer (learners own coaching supervisor)** |  |
| **Date** |  |

|  |  |
| --- | --- |
| **Skills observed** | **Comment on the coaching supervision practice observed** |
| **Building a rapport** |  |
| **Following a process** |  |
| **Listening** |  |
| **Questioning** |  |
| **Giving feedback** |  |
| **Asking for feedback** |  |
| **Other** |  |
| **Areas for development** |  |

Summary of outcomes of learner’s own supervision sessions - Units 701/702

**Unit 701/702 AC 2.4 Summarise the outcomes of own coaching supervision being supervised for a minimum of 4 hours (unit 701) or 8 hours (unit 702)**

|  |  |
| --- | --- |
| **Name of Learner Coaching Supervisor** |  |
| **Name of Supervisor to the Learner Coaching Supervisor** |  |

**To be completed by the Learner Coaching Supervisor**

|  |
| --- |
| Summarise below the outcomes of own supervision session with your supervisor |
|  |
| What will you do now to improve your coaching supervision practice? |
|  |

Appendix 6 Unit 701 Result Sheet

**Undertaking Effective Coaching Supervision of Coaches**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 act as a coaching supervisor** | | | | |
| AC 1.1  Agree and establish a coaching supervision contract which meets individual coach and stakeholder requirements | * Insufficient, incorrect or inappropriate evidence is provided for the practical application of the contracting supervision process, including discussion on the ways in which commitment, expectations and intended outcomes were agreed. * Evidence is not provided for the needs and goals of individual coaches being supervised as well as stakeholder requirements. * A coaching supervision contract which meets individual coach and stakeholder requirements is not provided or is insufficient, incorrect or inappropriate. | * Sufficient, correct and appropriate evidence is provided for the practical application of the contracting supervision process, including discussion on the ways in which commitment, expectations and intended outcomes were agreed. * Evidence is provided for the needs and goals of individual coaches being supervised. * A coaching supervision contract which meets individual coach and stakeholder requirements is provided and is sufficient, correct and appropriate. |  | Pass / Referral |
| AC 1.2  Identify overall goals and establish and build rapport with coaches | * Insufficient, incorrect and inappropriate evidence is provided of identifying overall goals and establishing and building rapport with individual coaches. | * Sufficient, correct and appropriate evidence is provided of identifying overall goals and establishing and building rapport with individual coaches. |  | 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 effective coaching supervision of coaches** | | | | | | |
| AC 2.1  Plan 20 hours of evidenced effective coaching supervision | * There is insufficient, incorrect or inappropriate evidence that 20 hours of coaching supervision has been planned | | * There is sufficient, correct and appropriate evidence that 20 hours of coaching supervision has been planned |  | | Pass / Referral |
| AC 2.2  Undertake 20 hours of effective coaching supervision with a minimum of 5 and maximum of 10 individual coaches | * There is insufficient, incorrect or inappropriate evidence that the learner has undertaken and recorded 20 hours of effective coaching supervision with a minimum of 5 and maximum of 10 individual coaches | | * There is sufficient, correct and appropriate evidence that the learner has undertaken and recorded 20 hours of auditable effective coaching supervision with a minimum of 5 and maximum of 10 individual coaches |  | | Pass / Referral |
| AC 2.3  Critically reflect on the effectiveness of the coaching supervision undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching supervision | * Insufficient, incorrect or inappropriate evidence is provided of critical reflection of the coaching supervision undertaken or the critical reflection does not relate to each session of coaching supervision 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 the coaching supervision 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 |
| AC 2.4  Summarise the outcomes of own coaching supervision being supervised for a minimum of 4 hours | * There is an insufficient, incorrect or inappropriate summary of the outcomes of own coaching supervision being supervised in an individual or group context for a minimum of 4 hours in total * The auditable evidence is insufficient, incorrect or inappropriate | | * There is a sufficient, correct and appropriate summary of the outcomes of own coaching supervision being supervised in an individual or group context for a minimum of 4 hours in total * The auditable evidence is sufficient, correct and appropriate |  | | Pass / Referral |
| 2.5  Maintain appropriate and auditable records of coaching supervision activities | * Insufficient, incorrect or inappropriate records of coaching supervision activities are provided | | * Sufficient, correct and appropriate records of coaching supervision activities are provided |  | | 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 Effective Coaching Supervision of Coaches**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 act as a coaching supervisor** | | | | |
| AC 1.1  Agree and establish a coaching supervision contract which meets individual coach, group and stakeholder requirements | * Insufficient, incorrect or inappropriate evidence is provided for the practical application of the contracting supervision process, including discussion on the ways in which commitment, expectations and intended outcomes were agreed. * Evidence is not provided for the needs and goals of individual/group being supervised as well as stakeholder requirements. * A coaching supervision contract which meets individual/group and stakeholder requirements is not provided or is insufficient, incorrect or inappropriate | * Sufficient, correct and appropriate evidence is provided for the practical application of the contracting supervision process, including discussion on the ways in which commitment, expectations and intended outcomes were agreed. * Evidence is provided for the needs and goals of individuals/group being supervised. * A coaching supervision contract which meets individual/group and stakeholder requirements is provided and is sufficient, correct and appropriate |  | Pass / Referral |
| AC 1.2  Identify overall goals and establish and build rapport with coaches | * Insufficient, incorrect and inappropriate evidence is provided of identifying overall goals and establishing and building rapport with individual coaches. | * Sufficient, correct and appropriate evidence is provided of identifying overall goals and establishing and building rapport with individual coaches. |  | 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 effective coaching supervision of coaches** | | | | | | | | | |
| AC 2.1  Plan 60 hours of evidenced effective coaching supervision | * There is insufficient, incorrect or inappropriate evidence that 60 hours of coaching supervision has been planned | | | | * There is sufficient, correct and appropriate evidence that 60 hours of coaching supervision has been planned | |  | | Pass / Referral |
| AC 2.2  Undertake 60 hours of effective coaching supervision | * There is insufficient, incorrect or inappropriate evidence that the learner has undertaken and recorded 60 hours of effective coaching supervision (a maximum of 10 hours may be of group supervision). | | | | * There is sufficient, correct and appropriate evidence that the learner has undertaken and recorded 60 hours of auditable effective coaching supervision (a maximum of 10 hours may be of group supervision). | |  | | Pass / Referral |
| AC 2.3  Critically reflect on the effectiveness of the coaching supervision undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching supervision | * Insufficient, incorrect or inappropriate evidence is provided of critical reflection of the coaching supervision undertaken or the critical reflection does not relate to each session of coaching supervision 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 the coaching supervision 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 |
| AC 2.4  Summarise the outcomes of own coaching supervision being supervised for a minimum of 8 hours | * There is an insufficient, incorrect or inappropriate summary of the outcomes of own participation in individual or group supervision by an experienced supervisor for a minimum of 8 hours in total. * The auditable evidence is insufficient, incorrect or inappropriate | | | | * There is a sufficient, correct and appropriate summary of the outcomes of own participation in individual or group supervision by an experienced supervisor for a minimum of 8 hours in total. * The auditable evidence is sufficient, correct and appropriate | |  | | Pass / Referral |
| AC 2.5  Maintain appropriate and auditable records of planning, supervision and observation activities | * Insufficient, incorrect or inappropriate records of planning, supervision and observation activities are provided | | | | * Sufficient, correct and appropriate records of planning, supervision and observation activities are provided | |  | | 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 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 now 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 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 Coaching Supervisor of Coaches | Centre Devised Material | ILM Templates provided |
| --- | --- | --- |
| **Section One** | | |
| AC 1.1  Analyse own strengths and areas for development as a coaching supervisor of coaches | Referencing the evidence collected for unit 701/702, the learner presents a summary examination of their strengths and areas for development as a coaching supervisor of coaches. | Referencing the evidence collected for unit 701/702, the learner presents a summary examination of their strengths and areas for development as a coaching supervisor of coaches. |
| AC 1.2  Critically analyse how the client’s role, values and beliefs affect the relationship with the coaching supervisor | A learner statement or record which identifies relevant analyses of how the client’s value systems, knowledge, skills and experience affects the relationship with the coaching supervisor. | Referencing the evidence collected in unit 701/702 and a new summary examination, this statement or record or written/oral ‘reflective journal’ assignment analyses how the client's value systems, knowledge, skills and experience affects the coaching supervision relationship. |
| AC 1.3  Critically review own ability to perform effectively as a coaching supervisor of coaches | A learner statement or record which outlines a review of own performance as a coaching supervisor of coaches. | Referencing the evidence collected in unit 701/702 and a new summary examination, this statement or record reviews own ability to perform effectively as a coaching supervisor. |
| **Section Two** | | |
| AC 2.1  Provide a detailed professional development plan for the next 12 months as a coaching supervisor | Based on the evidence collected in 701/702, the learner presents a statement or written/oral ‘reflective journal’ assignment based on the provision of 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 based on the provision of a detailed professional development plan for the next 12 months as a coaching supervisor of coaches. |
| AC 2.2  Evaluate ways to continue own professional development beyond the 12 month plan as a coaching supervisor | Based on the evidence collected in 701/702, the learner describes ways to continue own professional development as a coaching supervisor of coaches in the longer term. | Based on the evidence collected in 701/702, the learner describes ways to continue own professional development as a coaching supervisor of coaches in the longer term. |
| **Section Three** | | |
| AC3.1  Develop a personal profile which accurately illustrates own approach to coaching supervision, 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 own coaching supervision 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 own coaching supervision 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 Coaching Supervisor of Coaches | Reflective Journal Evidence Title | Reference Number |
| --- | --- | --- |
| **Section One** | | |
| AC 1.1  Analyse own strengths and areas for development as a coaching supervisor of coaches |  |  |
| AC 1.2  Critically analyse how the client’s role, values and beliefs affect the relationship with the coaching supervisor |  |  |
| AC1.3  Critically review own ability to perform effectively as a coaching supervisor of coaches |  |  |
| **Section Two** | | |
| AC 2.1  Provide a detailed professional development plan for the next 12 months as a coaching supervisor |  |  |
| AC 2.2  Evaluate ways to continue own professional development beyond the 12 month plan as a coaching supervisor |  |  |
| **Section Three** | | |
| AC3.1  Develop a personal profile which accurately illustrates own approach to coaching supervision, 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

**AC 1.1 Analyse own strengths and areas for development as a coaching supervisor of coaches**

**AC1.2 Critically analyse how the client's role, values and beliefs affect the relationship with the coaching supervisor**

**AC 1.3 Critically review own ability to perform effectively as a coaching supervisor of coaches**

**AC 3.1 Develop a personal profile which accurately illustrates own approach to coaching supervision, practice and the context they have operated in**

SWOT Analysis

|  |  |
| --- | --- |
| Name of Learner |  |
| 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 coaching supervisor, 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

**AC 1.1 Analyse own strengths and areas for development as a coaching supervisor of coaches**

**AC 1.2 Critically analyse how the client's role, values and beliefs affect the relationship with the coaching supervisor**

**AC 1.3 Critically review own ability to perform effectively as a coaching supervisor of coaches**

**AC 2.1 Provide a detailed professional development plan for the next 12 months as a coaching supervisor**

**AC 2.2 Evaluate ways to continue own professional development beyond the 12 month plan as a coaching supervisor**

**AC 3.1 Develop a personal profile which accurately illustrates own approach to coaching supervision, practice and the context they have operated in**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 Coaching Supervisor of Coaches**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 coaching supervisor of coaches** | | | | |
| AC 1.1  Analyse own strengths and areas for development as a coaching supervisor of coaches | * Insufficient, incorrect or inappropriate evidence is provided of an analysis of own strengths and/or areas for development as a coaching supervisor of coaches * Insufficient, incorrect or inappropriate evidence of a detailed SWOT is provided to analyse own strengths and areas for development as a coaching supervisor of coaches | * Sufficient, correct and appropriate evidence is provided of an analysis of own strengths and areas for development as a coaching supervisor of coaches * Sufficient, correct and appropriate evidence of a detailed SWOT is provided to analyse own strengths and areas for development as a coaching supervisor of coaches |  | Pass / Referral |
| AC 1.2  Critically analyse how the client’s role, values and beliefs affect the relationship with the coaching supervisor | * Insufficient, incorrect or inappropriate evidence is provided of a critical analysis of how client’s value systems and knowledge and skills and experience affects the coaching supervision relationship * Critical analysis of how client’s value systems or knowledge or skills or experience affects the coaching supervision 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 affects the coaching supervision relationship * Reference is made to relevant theoretical source which considers the impact of the dynamic interactions between the coaching supervisor and client |  | Pass / Referral |
| AC1.3  Critically review own ability to perform effectively as a coaching supervisor of coaches | * Insufficient, incorrect or inappropriate evidence is provided of a critical review of their ability to perform effectively as a coaching supervisor * 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 coaching supervisor * At least three tools used for the review are included which 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 Be able to plan own future professional development activities as a coaching supervisor of coaches** | | | | |
| AC 2.1  Provide a detailed professional development plan for the next 12 months as a coaching supervisor | * Insufficient, incorrect or inappropriate evidence of a development plan as a coaching supervisor 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 as a coaching supervisor 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 2.2  Evaluate ways to continue own professional development beyond the 12 month plan as a coaching supervisor | * Insufficient, incorrect or inappropriate evaluations of at least two ways to continue own professional development as a coaching supervisor 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 as a coaching supervisor beyond the 12 month plan | * A sufficient, correct and appropriate evaluation of at least two ways to continue own professional development as a coaching supervisor beyond the 12 month plan is provided. * The evaluation includes ways of continuing own professional development as a coaching supervisor beyond the 12 month plan |  | Pass / Referral |
| Learning Outcome 2 comments (optional): |  | | | |
| QA comments (optional): |  | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning Outcome 3 Be able to construct a profile and position themselves as a coaching supervisor of coaches** | | | | | | | |
| Assessment Criteria (AC) | Sufficiency descriptors  *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)* | | | | Assessor feedback on AC | | Pass / Referral (delete as applicable) |
| Referral | | | Pass |
| AC 3.1  Develop a personal profile which accurately illustrates own approach to coaching supervision, practice and the context they have operated in. | * The personal profile provided is insufficient, incorrect or inappropriate and does not accurately illustrate own approach to the coaching supervision of coaches 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 supervision work, coaching supervision style, skills accreditation and existing or potential links to professional bodies. | | | * A sufficient, correct, appropriate personal profile which illustrates how own approach to the coaching supervision of coaches has been developed * The practice and context in which the learner operates is explicit * The personal profile includes background, experience, recent coaching supervision work, coaching supervision style, skills accreditation and existing or potential links to professional bodies. |  | | Pass / Referral |
| Learning Outcome 3 comments (optional): |  | | | | | | |
| QA comments (optional): |  | | | | | | |
| Unit Outcome (delete as applicable): | **PASS / REFERRAL** | Date: |  | | Signature of Assessor: |  | |
| Unit Outcome (delete as applicable): | **PASS / REFERRAL** | Date of QA check: |  | | Signature of QA: |  | |

Appendix 10 Conducting Professional Discussions

**Purpose**

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

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

**Planning the discussion**

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

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

**Facilitating the discussion**

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

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

**Recording the discussion**

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

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

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

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

**Common mistakes when conducting a professional discussion**

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

Useful Information

|  |  |
| --- | --- |
| ILM Customer Services  General enquiries  Events enquiries  International enquiries | E: customer@i-l-m.com |
| Complaints and feedback  Complaints and feedback | E: customer@i-l-m.com |
| ILM Regulation and compliance  Reporting malpractice/maladministration  Reporting incidents of plagiarism  Lodging appeals | **E:** [**investigationandcompliance@cityandguilds.com**](mailto:investigationandcompliance@cityandguilds.com) |
|  |  |

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