

City & Guilds Level 3 Award and Certificate in Coaching and Mentoring (8687-11/21)

Version 1.0 (September 2026)

Qualification Handbook

Qualification at a glance

Subject area	15.3 Business management
City & Guilds number	8687
Age group approved	18+
Entry requirements	N/A
Assessment	Portfolio of Evidence
Grading	Pass/fail
Approvals	Fast track approval for existing centres
Support materials	SmartScreen
Registration and certification	Consult Walled Garden for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 3 Award in Coaching and Mentoring	8687-11	610/7923/6	24	99
City & Guilds Level 3 Certificate in Coaching and Mentoring	8687-21	610/7924/8	30	125

Version and date	Change detail	Section
V1.0 September 2026	Initial document	All

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1 Introduction

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

Area	Description
Who are the qualifications for?	These qualifications are for those at all levels who want to develop foundational coaching and mentoring knowledge, skills and understanding at Level 3. The qualifications are ideal for both new and existing coaches and mentors, with no prior experience required. The qualifications are designed to build confidence and competence in coaching and mentoring. Learners require access to coaching or mentoring practice and can be employed, in volunteer position or self-employed. Award: supports learners looking for an introduction to the core aspects of coaching and mentoring at Level 3, providing a short, focused period of learning. Certificate: supports learners looking to build knowledge and skills beyond the core aspects of coaching and mentoring, offering the opportunity for a more comprehensive exploration of coaching and mentoring practice.
What do the qualifications cover?	These qualifications cover key topic areas, such as: • Underpinning principles of coaching and mentoring practice, learning about recognised coaching and mentoring models, tools and techniques. • Undertaking coaching and mentoring practice and participating in supervision sessions. • Reviewing own performance to improve practice.
What opportunities for progression are there?	The qualifications allow learners to progress in their career or to the following ILM qualifications: • Level 3 Award, Certificate or Diploma in Leadership and Management Skills • Level 5 Certificate/Diploma in Professional Coaching or Mentoring • Level 4 Award, Certificate or Diploma in Leadership and Management

Area	Description
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- Level 5 Award, Certificate or Diploma in Leadership and Management

Structure

To achieve the **City & Guilds Level 3 Award in Coaching and Mentoring**, learners must achieve all **three mandatory units** (300, 301, 303):

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve all mandatory units:			
300	Principles of coaching and mentoring	16	3
301	Coaching or mentoring practice	4	4
303	Reviewing to improve own coaching or mentoring practice	4	3

To achieve the **City & Guilds Level 3 Certificate in Coaching and Mentoring**, learners must achieve all **three mandatory units** (300, 302, 303):

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve all mandatory units:			
300	Principles of coaching and mentoring	16	3
302	Coaching and mentoring extended practice	10	6
303	Reviewing to improve own coaching or mentoring practice	4	3

Total Qualification Time (TQT)

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 demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT consists of the following two elements:

- the number of hours that an awarding organisation has assigned to a qualification for guided learning (GLH)
- 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.

Note: the calculation of credit values in this qualification is based on the total unit time.

1 credit = 10 total notional hours.

Title and level	GLH	TQT
City & Guilds Level 3 Award in Coaching and Mentoring	24	99
City & Guilds Level 3 Certificate in Coaching and Mentoring	30	125

2 Centre requirements

Approval

Full approval

To offer these qualifications, centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Fast-track approval

If your centre is approved to offer any of the following then you can apply for fast-track approval for the new 8720 suite using the fast-track approval form, available from the City & Guilds website:

- 8585 Level 3 Effective Coaching
- 8586 Level 3 Effective Mentoring
- 8587 Level 3 Effective Coaching and Mentoring.

Centres should use the fast-track form if:

- there have been no changes to the way the qualifications are delivered
- they meet all the approval criteria in the fast-track form guidance notes.

Fast-track approval is available for 12 months from the launch of the qualification. After 12 months, centres will have to go through the full qualification approval process. The centre is responsible for checking that fast-track approval is still current at the time of application.

Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Resource requirements

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements.

Technical competence

- Staff must be occupationally competent or possess technical expertise equivalent to the level of training being delivered. Refer to tables below for requirements of tutors and Internal Quality Assurance /Centre Assessors.
- Their experience should reflect current industry standards and practice.

Professional experience

- They must have current and relevant experience in the specific subject area being delivered and assessed.

Training delivery

- They must have a proven track record of delivering training.

Assessment competence

- They must have proven prior experience of conducting assessments.

Continuing Professional Development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area remains current and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

Requirements for Tutors

Tutor occupational competence requirements	Evidence indicators
Relevant and sufficient occupational competence in Coaching and/or Mentoring.	• Be able to demonstrate relevant and sufficient Coaching and/or Mentoring experience within an organisational context over the last three years with first line managers or above.
A thorough knowledge and understanding of the subject areas of the Level 3 Coaching and/or Mentoring qualification(s).	• Have a relevant and sufficient qualification in the subject areas of Level 3 Coaching and/or Mentoring qualification(s) units that must be equal to Level 3 or at higher level.
Continuing Professional Development in Coaching and/or Mentoring.	• Show sufficient evidence of participation in Continuing Professional Development (CPD) in relation to Coaching and/or Mentoring over the past three years. • Desirable but not essential to have membership of a relevant professional Coaching and/or Mentoring institute or association for e.g., Association for Coaching (AC) or European Mentoring & Coaching Council (EMCC) or International Coach Federation (ICF) or equivalent, Universal Coaching Alliance (UCA).
Relevant and sufficient occupational experience in Leadership or Management or Team Leading Skills to understand the job roles and organisational context within which learners are operating.	• Current (within the last three years) occupational experience in Leadership or Management or Team Leading Skills.
Continuing Professional Development in Leadership or Management or Team Leading Skills.	• Have a relevant and sufficient qualification in Leadership or Management or Team Leading Skills at Level 3 or higher. <u>or</u> • Show sufficient evidence of participation in CPD in relation to Leadership or Management or Team Leading Skills over the past three years. <u>or</u> • Desirable but not essential to have membership of a relevant professional institute or association.
Knowledge, understanding and application of a range of teaching and learning methodologies relevant to the Level 3 qualification(s) in Coaching and/or Mentoring.	• Hold a valid and recognised teaching/training qualification. <u>or</u> • Show evidence of current (within the last three years) experience of delivering training appropriate and relevant to the Level 3 qualification(s) in Coaching and/or Mentoring.
Knowledge of the Level 3 qualification(s) in Coaching and/or Mentoring - structure,	• Previous experience of delivery of ILM qualification(s). <u>or</u>

learning and assessment processes.

- 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 3 qualification(s) in Coaching and/or Mentoring.
-

Requirements for Internal Quality Assurer and/or Centre Assessor Occupational Competence

Internal Quality Assurer and/or Centre Assessor occupational competence requirements	Evidence indicators
Relevant and sufficient occupational competence in Coaching and/or Mentoring.	• Be able to demonstrate relevant and sufficient Coaching and/or Mentoring experience within an organisational context over the last three years with first line managers or above.
A thorough knowledge and understanding of the subject areas of Level 3 Coaching and/or Mentoring qualification(s).	• Have a relevant and sufficient qualification in the subject areas of Level 3 Coaching and/or Mentoring qualification(s) units that must be equal to Level 3 or at higher level.
Continuing Professional Development in Coaching and/or Mentoring.	• Show sufficient evidence of participation in Continuing Professional Development (CPD) in relation to Coaching and/or Mentoring over the past three years. • Desirable but not essential to have membership of a relevant professional Coaching and/or Mentoring institute or association for e.g., Association for Coaching (AC) or European Mentoring & Coaching Council (EMCC) or International Coach Federation (ICF) or equivalent.
Relevant and sufficient occupational experience in Leadership or Management or Team Leading Skills to understand the job roles and organisational context within which learners are operating.	• Current (within the last three years) occupational experience in Leadership or Management or Team Leading Skills.
Continuing Professional Development in Leadership or Management or Team Leading Skills.	• Have a relevant and sufficient qualification in Leadership or Management or Team Leading Skills at Level 3 or higher. <u>or</u> • Show sufficient evidence of participation in CPD in relation to Leadership or Management or Team Leading Skills over the past three years. <u>or</u> • Desirable but not essential to have membership of a relevant professional institute or association.
Knowledge, understanding and application of a range of assessment and/ or internal quality assurance methodologies relevant to the Level 3 Coaching and/or Mentoring qualification(s).	• Have a relevant qualification in assessment and/or internal quality assurance. <u>or</u> • Demonstrate clear and sufficient evidence of current (within the last three years) experience of assessment and/or internal quality assurance appropriate to the Level 3 Coaching and/or Mentoring qualification(s).

Knowledge of the Level 3 qualification(s) in Coaching and/or Mentoring - structure, learning and assessment processes.

- Previous experience of delivery of ILM 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 3 qualification(s) in Coaching and/or Mentoring.
-

Quality assurance

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

Standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, internal quality assurers (IQAs) must:

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

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

The role of the EQA is to:

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

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

These qualifications are approved for learners aged 18 or above.

Access arrangements, reasonable adjustments and special consideration

City & Guilds has considered the design of these qualifications and their assessments in order to best support accessibility and inclusion for all learners. City & Guilds understands, however, that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

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

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

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

Special consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Please refer to the documents *Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments*, *JCQ – A Guide to the special consideration process and Access arrangements – When and how applications need to be made to City & Guilds* for more information. All of these are available on the **City & Guilds website**

3 Delivering the qualification

Initial assessment and induction

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

- if the learner has any specific training needs
- any support and guidance they may need when working towards their qualification
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme, so the learner fully understands the requirements of the qualification, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose, which is to help people and organisations develop the skills they need for growth. More information and guidance to support centres in fostering inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](#)

Sustainability

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

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

[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](#)

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

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

- waste procedures (ensuring that waste is minimised and recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of activities wherever possible.

Artificial intelligence (AI)

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

Support materials

SmartScreen is City & Guilds' tutor and learner support website. For details about SmartScreen support for this product please check the SmartScreen area of the City & Guilds website **SmartScreen | City & Guilds**

Suggested learning resources

The following resources could be used to support learning in all of the subject areas:

- studying membership of The Institute of Leadership
- e-journals – Sage, EBSCO
- professional body learning resources
- company and industry sector reports.

4 Assessment

Assessment of the qualification

Candidates have a completed portfolio of evidence for the units.

Further information can be found in Appendix 2: Portfolio Guidance and Templates.

Assessment strategy

Units are assessed through a portfolio of evidence. All evidence in the portfolio for the skills learning outcomes must be generated from coaching or mentoring practice.

Time constraints

The following must be applied to the assessment of these qualifications:

- qualification registration is valid for three years.

Recognition of Prior Learning (RPL)

RPL means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is allowed and must be sector specific.

5 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- level
- Guided Learning Hours (GLH)
- credit value
- unit aim
- assessment method
- Learning Outcomes (LOs), which are comprised of a number of Assessment Criteria (ACs)
- range statements
- evidence requirements
- supporting information (eg, unit guidance, suggested learning resources, books, websites).

Guidance for delivery of the units

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

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

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

Range statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

Range statements must be fully covered during delivery to ensure learners are exposed to the complete scope of the learning outcome. Learners are required to evidence full range in their portfolios and this is in addition to any evidence requirements.

Certain assessment criteria, where applicable, include evidence requirements such as types of evidence and/or sufficiency of evidence.

Supporting information provides guidance regarding the evidence requirement for the unit and specific guidance on delivery and range statements. Centres are advised to review this information carefully before delivering the unit. Unit guidance is not mandated content for delivery but aims to provide indicative information to tailor delivery to different contexts.

Overarching coaching and mentoring delivery guidance

The following is applicable to the delivery of all units.

Organisational context

Reference to organisational context within the units relates to understanding the organisation in which coaching takes place, including its purpose, culture, structure, policies and priorities. It helps ensure coaching is aligned with both the individual's needs and the organisation's goals.

When coaching or mentoring may not be appropriate

It is important to have ongoing awareness:

- of the distinctions between coaching or mentoring and counselling/therapy and circumstances under which coaching or mentoring may be considered inappropriate
- when re-contracting maybe necessary and how to address this.

Ethics

Global Code of Ethics in the units is referring to Global Code of Ethics, encompassing coaching, mentoring, and supervision, with particular emphasis on ethical conduct and confidentiality.

Global Code is being used as the qualification's ethical benchmark, but learners can reference equivalent professional ethical frameworks such as: ICF Code of Ethics provided they demonstrate the same ethical principles. This would be consistent with professional practice and would avoid disadvantaging learners who already operate under a recognised professional body.

Adhering to legislation

Where units reference regulations and legislation delivery must relate to the local region/territory laws to ensure adherence across an international context.

Neuro-affirming practice

Neuro-affirming (or neuro-affirmative) refers to an approach that recognises, respects, and validates the different ways people's brains work, particularly for individuals with neurotypes such as autism, ADHD, AuDHD, dyslexia, dyspraxia and Tourette. Rather than viewing these brain-based differences as deficits or disorders, it understands them as natural variations within the human condition. Neuro-affirmative practice focuses on supporting autonomy, reducing stigma, and creating environments and approaches that adapt to the individual, rather than expecting people to conform to neurotypical standards.

Artificial intelligence AI

Artificial intelligence (AI) and digital coaching practices, together with the associated ethical principles relating to safeguarding, confidentiality, data protection, psychological safety, and informed consent, should be systematically and consistently embedded throughout all learning outcomes and qualification levels within the City & Guilds specifications. The qualification structure should enable learners to progressively develop the knowledge, skills, behaviours, and professional judgement required to use AI-enabled and digital technologies responsibly

within coaching and mentoring practice, while maintaining ethical and professional standards and complying with safeguarding and data protection requirements.

Refer to appendix 1 for *Guide for Integration and ethical principles of Artificial Intelligence, for coaching and mentoring practice*

Unit 300

Principles of coaching and mentoring

Level:	3
GLH:	16
Credit value:	3
Assessment method:	Portfolio of Evidence
Aim:	This unit aims to provide the learner with an understanding of the principles of both coaching and mentoring in an organisational context. It then provides the opportunity to focus on the processes, records and supervision, including integration of Artificial Intelligence, considering safeguarding and ethical practice for either coaching or mentoring. To support completion of this unit, it is recommended that reference is made to the <i>Guide for the Integration and Ethical Principles of Artificial Intelligence (AI) in Coaching and Mentoring Practice</i>.

Learning outcome

The learner will:

LO1 Understand effective coaching and mentoring within an organisational context

Assessment criteria

The learner can:

AC1.1 Describe the different **features** of coaching and mentoring

AC1.2 Explain the role and responsibilities required of an effective coach and mentor

AC1.3 Describe the skills knowledge and behaviours of an effective coach or mentor

AC1.4 Identify strategies to overcome potential **barriers** to coaching or mentoring

AC1.5 Describe how coaching or mentoring relationships are influenced by **ethical considerations** for coaches, mentors and supervisors

Range

AC1.1 Features:

- purpose
- benefits
- drawbacks and suitable uses.

AC1.4 Barriers:

- organisation barriers
- potential barriers for the coach and mentor
- potential barriers for the individual/s being coached and mentored.

AC1.5 Ethical considerations:

- Artificial Intelligence (AI) and Safeguarding measures
- Diversity Equity and Inclusion (DEI)
- Global Code of Ethics for coaches, mentors and supervisors.

Evidence Requirements

LO1 ACs 1.1 to 1.2 must evidence both interventions: Coaching **and** Mentoring.

ACs 1.3 to 1.5 must evidence one intervention: Coaching **or** Mentoring.

LO1 Evidence must include any of the following or a combination of:

- written narrative/questions and answers
- table format
- recorded presentation
- oral questions and answers.

Evidence must:

AC1.1 meet the range and include features for coaching **plus** features for mentoring

AC1.2 include two roles and two responsibilities for coaching plus two roles and two responsibilities for mentoring

AC1.3 include four skills, four knowledge and four behaviours for coaching or mentoring roles

AC1.4 include ways to overcome:

- two potential organisational barriers
- two potential barriers for coach or mentor
- two potential barriers for individuals.

AC1.5 meet the range.

Note:

LO1 All Acs can be met by one piece of evidence.

LO1 Assessor record/s have been provided to capture tasks and assessor commentary, see appendices.

Learning outcome

The learner will:

LO2 Understand the importance of effective and ethical contracting in coaching or mentoring

Assessment criteria

The learner can:

AC2.1 Describe how to initiate a **productive working relationship** with an individual and relevant stakeholders

AC2.2 Explain the **rationale** for and the **characteristics of contracting** for individuals and relevant stakeholders

AC2.3 Describe **considerations** for safe and ethical practice with reference to professional frameworks and relevant organisation policies

Range

AC2.1 Productive working relationship:

- building rapport
- communication
- facilitation
- setting expectations.

AC2.2 Rationale:

- purpose
- importance of contracting.

AC2.2 Characteristics of contracting:

- purpose
- goals
- roles and responsibilities
- frequency/number of meetings
- duration of sessions
- location – (online or in person)
- confidentiality
- data protection
- record keeping
- boundaries
- use of technology – (including AI).

AC2.3 Considerations (for all parties involved)

- wellbeing
- personal safety
- neuro-affirming practice
- integrity and professional competency
- confidentiality
- potential conflicts of interests and values
- AI and Safeguarding measures.

Evidence Requirements

LO2 All ACs (2.1 to 2.3) must evidence one intervention: Coaching or Mentoring.

LO2 Evidence must include any of the following or a combination of:

- written narrative/questions and answers
- table format
- recorded presentation
- oral questions and answers.

Evidence must:

AC2.1 meet the range

AC2.2 meet the range

AC2.3 meet the range.

Note:

LO2 All ACs can be met by one piece of evidence.

LO2 Assessor record/s have been provided to capture tasks and assessor commentary, see commentary.

Learning outcome

The learner will:

LO3 Understand the process of effective coaching or mentoring

Assessment criteria

The learner can:

AC3.1 Compare **methods of coaching or mentoring**

AC3.2 Describe coaching or mentoring assessment tools and/or exercises and how they can be used

AC3.3 Describe when to use effective coaching or mentoring models

AC3.4 Explain **methods of monitoring** and reviewing progress towards goals of individuals

Range

AC3.1 **Methods of coaching and mentoring:**

- one to one
- group/team
- technology enabled (enabled and AI supported).

AC3.4 **Methods of monitoring:**

- Stop Start and Continue
- Goal Rating system - on track, achieved, needs attention
- journaling
- self-reflection
- feedback from stakeholders
- revisit/review initial contract and goals.

Evidence Requirements

LO3 All ACs (3.1 to 3.4) must evidence one intervention: Coaching or Mentoring.

LO3 Evidence must include any of the following or a combination of:

- written narrative/questions and answers
- table format
- recorded presentation
- oral questions and answers.

Evidence must:

AC3.1 meet the range

AC3.2 include one tool and one exercise

AC3.3 include three models

AC3.4 meet the range.

Note:

LO3 Assessor record/s have been provided to capture tasks and assessor commentary, see appendices.

AC3.2 Refer to the unit guidance for more clarification around the terminology of tools and exercises and how the use of tools and exercises can be context specific.

Learning outcome

The learner will:

LO4 Understand the role of recording, reflection and supervision in coaching or mentoring

Assessment criteria

The learner can:

AC4.1 Explain the purpose and importance of **coaching or mentoring records** for **all parties**

AC4.2 Describe an **ethical approach** in managing records

AC4.3 Explain the use of reflective practice models in the coaching or mentoring process

AC4.4 Explain importance and **methods of supervision** in a coaching or mentoring

Range

AC4.1 **Coaching or mentoring records:**

- session records
- reflective records
- records.

AC4.1 **All parties:**

- coach or mentor
- individual being coached or mentored.

AC4.2 **Ethical approach:**

- legislation
- confidentiality
- AI and safeguarding measures.

AC4.4 **Methods of supervision:**

- one to one
- peer
- group.

Evidence Requirements

LO4 All ACs (4.1 to 4.4) must evidence one intervention: Coaching or Mentoring.

LO4 Evidence must include any of the following or a combination of:

- written narrative/questions and answers
- table format
- recorded presentation
- oral questions and answers.

Evidence must:

AC4.1 meet the range

AC4.2 meet the range

AC4.3 include three models

AC4.4 meet the range.

Note:

LO4, Assessor record/s have been provided to capture tasks and assessor commentary, see appendices.

Supporting Information

Unit guidance

This guidance section is intended to support and tailor the delivery of the unit across a range of contexts. Some assessment criteria include suggested content, such as relevant theories, models, tools, exercises or approaches. These are provided as examples only, and alternative content may be used where appropriate. Neither the specific examples provided, nor the number of examples included, are mandatory requirements for meeting the assessment criteria.

Overarching unit guidance

Refer to appendices Guide for Integration and ethical principles of Artificial Intelligence (AI), for coaching and mentoring practice for an outline on how AI can be effectively embedded across the learning outcomes for this unit.

Learning Outcome 1

AC1.1 Consider providing an understanding of the positioning of coaching and mentoring on the Learning and Development Curve.

AC1.2 Consider roles and responsibilities within the context of a job description.

AC1.3 Consider skills, knowledge and behaviours within the context of a person specification. Knowledge, skills and behaviours may include but not limited to:

- Knowledge:
 - coaching or mentoring principles, models and tools
 - roles, responsibilities and boundaries of the coach or mentor
 - ethical practice, confidentiality and relevant professional standards
 - awareness of individual needs, including neuro-affirming and inclusive practice
 - appropriate use of technology, including Artificial Intelligence (AI)
- Skills:
 - active listening
 - effective questioning
 - reflecting and responding
 - summarising and clarifying
 - giving constructive feedback
 - mirroring
 - building rapport and trust
 - adapting communication to meet individual needs
- Behaviours:
 - empathy
 - professionalism

- non-judgemental approach
- curiosity
- integrity and ethical behaviour
- respect for individual differences
- openness and self-awareness
- appropriate mindset and attitude

AC1.4 Examples of potential barriers to overcome may include but not limited to:

- Organisational barriers:
 - leadership and culture
 - time
 - commitment and resources
 - understanding and stigma
 - structure
 - power imbalance
 - facilities, values.
- Coach/mentee:
 - skills and competence
 - ego and mindset
 - relationship
 - trust.
- Individuals being Coached and Mentored Barriers:
 - resistance and mindset
 - psychological safety
 - expectations
 - model and process issues barriers: Superficiality (traditional models focused on awareness and goals and not taking into account personal wellbeing; neurotype, matching incorrect relationship in coach/mentor and individual).

AC1.5 DEI may include recognising and valuing individual differences, promoting equality of opportunity, challenging discrimination and bias, using inclusive language and communication, making reasonable adjustments where required, respecting cultural, religious and personal identities, and creating psychologically safe coaching and mentoring relationships in line with organisational policies and the Global Code of Ethics.

Global Code of Ethics follows professional standards and codes of conduct, including the Global Code of Ethics for Coaches & Mentors and how this is managed within the relationship between coach/mentor, individual and organisation (where appropriate).

Learning Outcome 2

AC2.1 Relevant stakeholders to be included where applicable and may include but not limited to:

- line manager
- team leader
- HR
- L&D lead within organisational context.

AC2.2 Data protection for UK include GDPR. Outside of UK regulations and legislation delivery must relate to the local region/territory laws.

AC2.3 Delivery to ensure appropriate and safe coaching environments/coaching media (virtual and physical) may include but not limited to:

- health and safety
- lone working
- use of AI
- DEI
- psychological safety.

Consider when it is not appropriate to continue with coaching or mentoring may include but not limited to:

- practical safety
- psychological safety
- dependency
- implied power imbalance
- sign posting.

Professional frameworks can include but not limited to:

- EMCC
- AC
- ICF
- Global code of ethics
- UCA.

Learning Outcome 3

AC3.2 Within the context of the assessment criterion the terminology “tools and exercises” is referring to activities that support the individual coachee/mentee’s learning eg self-reflection, increasing self-awareness, goal setting.

Assessment tools can be characterised as structured frameworks that keep the coach/mentor focused, allowing them to target and track progress and outcomes.

Assessment exercises are specific tasks used in coaching or mentoring practice, which may include worksheets or guided actives used inside or outside of coaching/mentoring sessions.

Some tools and exercises can be interchangeable dependent on the context. For example, the Grow model is predominantly a tool but can be used as a structured exercise for the coachee/mentee to work through the four stages.

Tools and exercises can have multiple uses in coaching and mentoring relationships. Neuro-affirming perspective of tools/exercises should be considered. Learners should interpret these tools and exercises critically and use them appropriately, rather than as definitive measures.

The following list contains examples of tools and exercises that can be used. These are not mandated and alternatives can be used including diagnostic tools where appropriate:

- Johari window
- Gibbs reflective cycle
- SMART goals framework
- OSCAR
- 360-degree feedback processes
- Wheel of life
- SWOT analysis
- Mind mapping
- GROW.

AC3.3 Coaching or Mentoring model and its uses may include but not be limited to:

- GROW/TGROW - Whitmore
- CLEAR (Hawkins)
- OSCAR/OSKAR, Whittleworth and Gilbert
- ACHIEVE - Dembkowski and Williams
- STEPPA - Mcleod
- WOOP - Oettingen
- FUEL- Zenger and Stinnett
- Systemic Team Coaching - Peter Hawkins
- CIGAR - Green and Grant
- The 5 C's Model - Harward
- 3 Stage Model – Egan.

AC3.4 It is important to encourage regular review of the contract.

Learning Outcome 4

AC4.2 Delivery to focus on ethical use of AI as well as legislative requirements in terms of security.

AC4.3 Reflective practice models may include but not limited to:

- Gibbs Reflective Cycle - Gibbs
- Experiential Learning Cycle - Kolbs, Rolfe
- Schön's reflection in action - Schön
- Johns' Model of reflection - John
- Four Lenses Model - Brookfield
- The Big 6 Model – Maclean.

AC 4.4 Definition of supervision, supervision processes, internal and external sources of Supervision.

Suggested Support Materials

Starr, J. – *The Coaching Manual*

Accessible introduction to the principles, skills and practical application of coaching.

Starr, J. – *The Mentoring Manual*

Practical introduction to effective mentoring relationships and practice.

Whitmore, J. – *Coaching for Performance*

Introduces key coaching principles and the application of the GROW model.

Lancer, N., Clutterbuck, D. and Megginson, D. – *Techniques for Coaching and Mentoring*

Provides practical approaches, techniques and tools for coaching and mentoring.

Blanchard, K. and Diaz-Ortiz, C. – *One Minute Mentoring*

An accessible introduction to developing effective mentoring relationships.

Maxwell, J. C. – *Mentoring 101*

Introduces the purpose and fundamentals of mentoring.

Unit 301

Coaching or mentoring practice

Level:	3
GLH:	4
Credit value:	4
Assessment method:	Portfolio of Evidence
Aim:	This unit aims to provide the learner with experience of practicing effective coaching or mentoring within an organisational context. Learners will also be able to identify areas for improvement through ongoing reflection and feedback.

Learning outcome

The learner will:

LO1 Be able to carry out appropriate contracting for effective coaching or mentoring within an organisational context

Assessment criteria

The learner can:

AC1.1 Undertake **preparation activities** with individuals and relevant stakeholders

AC1.2 Use suitable assessment tools and/or exercises to inform and agree outcomes

AC1.3 Create a **plan** for coaching or mentoring

AC1.4 Create a **contract** with the individual and relevant stakeholders requirements

Range

AC1.1 Preparation activities:

- initial contact
- expectations of coaching or mentoring
- stakeholder involvement required
- establish relationships.

AC1.3 Plan:

- profile of individual
- goals and outcomes
- reasons for location
- planned duration
- number of sessions
- individual needs.

AC1.4 Contract:

- purpose
- expectations
- methods of communication
- confidentiality and boundaries
- arrangements for sessions
- record keeping
- termination clauses.

Evidence Requirements

LO1 This unit must evidence six hours of coaching or mentoring practice with a minimum of 1 and maximum of two individual/s with two hours of supervision.

LO1 Evidence must adhere to data protection regulation when handling data.

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. Authenticated form of signatures will still be required.

Evidence must:

AC1.1 meet range and include records and/or correspondence from initial conversations and rapport building

AC1.2 include two examples of tools and/or exercises that enable agreed outcomes across practice. See note below

AC1.2 include the rationale for use of tools and/or exercises

AC1.3 include a plan and meet the range. The plan must account for the six hours of coaching or mentoring practice across a maximum of two individuals

AC1.4 include contract for each individual and meet the range.

Note:

LO1 Optional templates have been provided for this learning outcome, see appendices.

AC1.2 Refer to unit guidance for more clarification around the terminology of tools and exercises and how the use of tools and exercises can be context specific.

Only two examples are required across the six hours of practice, regardless of the number of coachees/mentees involved. The examples may be drawn from either practice with a single individual or different individuals. There is no prescribed balance between the use of tools and exercises; however, the evidence provided must clearly demonstrate the appropriate and effective application of tools and/or exercises in practice.

Learning outcome

The learner will:

LO2 Be able to undertake and record a minimum of six hours of effective coaching or mentoring with a maximum of two individuals

Assessment criteria

The learner can:

AC2.1 Use recognised model(s) for coaching or mentoring in order to support the individuals to achieve their goals

AC2.2 Use appropriate **communication skills** and **behaviours** to develop the relationship, to work towards individual objectives, review progress and respond to individual needs

AC2.3 Keep clear auditable records of the coaching or mentoring activity, covering the **whole process**

AC2.4 Keep clear and accurate records of ongoing feedback gathered from individuals and through supervision about the effectiveness of own coaching or mentoring practice

Range

AC2.2 **Communication skills:**

- listening
- questioning
- reflecting
- responding
- giving feedback
- mirroring
- summarizing.

AC2.2 **Behaviours:**

- rapport building
- relationship building.

AC2.3 **Whole process:**

- initial communications/introductory session/discussion
- diagnostics and individual needs
- planning and contracting processes
- individuals' progress towards goals
- conclusion/outcomes achieved.

Evidence Requirements

LO1 This unit must evidence six hours of coaching or mentoring practice with a minimum of one and a maximum of two individual/s with two hours of supervision.

LO1 Evidence must adhere to data protection regulation when handling data.

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. Authenticated form of signatures will still be required.

Evidence must:

AC2.1 include at least one recognised model for coaching or mentoring with each individual

AC2.1 & AC2.2 include at least one observation of practice

AC2.1 & AC2.2 include completion of coaching or mentoring records

AC2.2 meet the range

AC2.3 include working records (eg initial conversation, coaching or mentoring record) for each individual which meets the range

AC2.4 include records of feedback from individual and two hours of supervision.

Note:

LO2 Optional templates have been provided for this learning outcome, see appendices.

AC2.1 & AC2.2 Recommendation for observations to be conducted during mid-point or later sessions. Observation can be recorded or in person. The minimum requirement of assessors who can conduct observation of practice is a coaching and mentoring qualification at the level being assessed (Section 2 of Qualification Handbook).

Additional Note:

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

Exceptional circumstances may include:

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

Other options to consider might be:

- using another existing individual

- starting afresh with a new individual
- hold a review with the other individual and see if they would like further coaching.

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

Learning outcome

The learner will:

LO3 Be able to demonstrate reflection of own coaching or mentoring practice.

Assessment criteria

The learner can:

AC3.1 Reflect on each session and identify key learning to support **continuous improvement**

AC3.2 Participate in **supervision discussions** to inform self-reflection and to identify areas of improvement for own coaching or mentoring practice

AC3.3 Implement **feedback as** part of continuous improvement

Range

AC3.1 **Continuous improvement:**

- strength
- areas of improvement
- changes made following feedback and own reflections.
- planned Actions
- closing relationships where applicable.

AC3.2 **Supervision discussions:**

- areas identified for discussion by coach or mentor
- supervisor led discussion points
- feedback identified improvements
- next steps.

AC3.3 **Feedback:**

- from individuals for each session
- from supervision
- own reflection following individual sessions.

Evidence Requirements

LO3 This unit must evidence six hours of coaching or mentoring practice with a minimum of one and a maximum of two individual(s) with two hours of supervision.

LO3 Evidence must adhere to data protection regulation when handling data.

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. Authenticated form of signatures will still be required.

Evidence must:

AC3.1 include completed reflective logs for each individual spanning the whole of their coaching or mentoring process and meets the range

AC3.1 include one example of closing relationship across 6 hours of practice (this is not per individual)

AC3.2 include a record of own reflection from two hours of supervision and meets the range

AC3.3 include reflective logs with review of feedback and actions and meets the range.

Notes:

LO3 Optional templates have been provided for this learning outcome, see appendices.

AC3.2 Supervision hours are calculated one supervision hour for eight hours of practice (with a minimum of two hours). Supervision can include one-to-one and/or group sessions. In terms of a split between one-to-one and group sessions, a minimum of two one-to-one sessions are recommended but not mandated. It is recommended for those wishing to undertake professional accreditation to undertake one-to-one supervision.

Minimum requirements of who can deliver supervision include:

- experience of being supervised/CPD plan
- Coaching and mentoring qualification at level being assessed.

Best practice includes a Level 7 coaching and mentoring qualification (*eg 8590-21/31 Level 7 Certificate/Diploma for Coaching Supervisors*) or CPD programme to develop as a supervisor.

AC3.3 Feedback from individuals can be drawn from feedback forms and coaching or mentoring records.

Supporting Information

Unit guidance

This guidance section is intended to support and tailor the delivery of the unit across a range of contexts. Some assessment criteria include suggested content, such as relevant theories, models, tools, exercises or approaches. These are provided as examples only, and alternative content may be used where appropriate. Neither the specific examples provided, nor the number of examples included, are mandatory requirements for meeting the assessment criteria.

Learning Outcome 1

AC1.1 Individuals:

- individuals interested in/identified for coaching or mentoring.

Stakeholders may include but not limited to:

- line manager
- team leader
- HR
- L&D lead within organisational context.

Evidence requirements around record/s may include but not limited to:

- coach or mentor
- individual and/or stakeholder expectations and outcomes.

AC1.2 Within the context of the assessment criterion the terminology “tools and exercises” is referring to activities that support the individual coachee/mentee’s learning eg self-reflection, increasing self-awareness, goal setting.

Assessment tools can be characterised as structured frameworks that keep the coach/mentor focused, allowing them to target and track progress and outcomes.

Assessment exercises are specific tasks used in coaching or mentoring practice, which may include worksheets or guided activities used inside or outside of coaching/mentoring sessions.

Some tools and exercises can be interchangeable dependent on the context. For example, the Grow model is predominantly a tool but can be used as a structured exercise for the Coachee /mentee to work through the four stages.

The following list contains examples of tools and exercises that can be used. These are not mandated and alternatives can be used including diagnostic tools where appropriate:

- Assessment tools and exercises:
 - Johari window

- Gibbs reflective cycle
- SMART goals framework
- OSCAR
- 360-degree feedback processes
- Wheel of life
- SWOT analysis
- Mind mapping
- GROW.

The suitability of tools and exercises may be informed by AC1.1 ie initial contact and conversations, taking into account preferences and neurotypes.

Outcomes may include but not limited to:

- relevant areas of focus
- work related goals
- learning goals
- career aspirations and development
- personal development.

AC1.3 & AC 1.4 Individual needs may include or not limited to:

- resources
- tools
- time
- space
- environment
- safety
- suitability
- wellbeing
- approach and philosophy
- directive/non directive
- discussion of specific needs requirements
- neurotype.

Meeting individual needs takes into account inclusive planning and any reasonable adjustments.

AC1.4 Can apply to different types of coaching or mentoring which may include but are not limited to:

- on-line
- in person
- team coaching or mentoring
- group coaching or mentoring.

Arrangements for sessions are informed through the planning process eg location.

Learning Outcome 2

AC2.1 Model(s) may include but not limited to:

- goal setting activities
- selection of appropriate models
- GROW/TGROW
- OSCAR/OSKAR
- ACHIEVE
- CLEAR - Hawkins
- effective application of model(s).

AC2.2 Other behaviours important to coaching and mentoring may include but not limited to:

- professionalism
- ethical approach
- non-judgment
- creativity
- intuition
- calmness
- empathy
- flexibility
- boundary management
- building and maintaining rapport.

It is important that delivery includes:

- awareness of specific needs relating to neurodiversity and neurodivergence, plus knowledge and awareness of mental wellbeing. Developing trust and creating a psychologically safe environment.
- an understanding of the scope of coach or mentor role within coaching or mentoring relationships. IE developing awareness of self and others within a coaching or mentoring environment. Referring back to initial goals and re-contracting where appropriate.

AC2.3 Whole process should illustrate inter-connectedness of the coaching or mentoring activity

AC2.3, AC2.4 Types of records may include but not limited to:

- written
- audio
- visual
- digital.

Feedback from individuals may include but not limited to:

- questionnaires
- plus other feedback comments:
 - written
 - email
 - verbal.
- formal and informal

- in-session
- post-session.

Feedback from supervision may include but not limited to:

- supervision notes/records
- written
- audio/video recordings
- feedback from observations of the learner's coaching or mentoring by supervisor/tutor
- any feedback received by the learner may also be included.

Learning Outcome 3

LO3 All ACs relate to reflection from session to session. Meaning learners are reflecting from one session to the next with each individual. This is in-the-moment operational reflection rather than the strategic review and development in unit 303 Reviewing to improve own Coaching and Mentoring Practice.

AC3.1 Questions to prompt reflection include what's working well and what needs improvement. It is important to demonstrate reflection throughout the coaching or mentoring activity and use reflective log to capture learning points and consider areas for development to support development as a coach or mentor.

Areas learners may reflect on may include but not limited to:

- questioning
- listening
- adherence to process/ selected coaching and mentoring model
- effectiveness of any online tools (for online coaching)
- use of insights gathered from diagnostic or assessment tools
- self-awareness
- coaching presence
- use of silence
- emotional intelligence and behaviours
- planned improvements.

AC3.2 & AC3.2 The emphasis is on continual improvement to the coaching and/or mentoring process from session to session. Using feedback from supervisor (knowledge, skills and behaviours) and individuals to improve effective coaching or mentoring, and to develop self-awareness. How to analyse feedback for useful information on effectiveness, patterns, process and for planning improvement/future development.

Review of own abilities and effectiveness of coaching or mentoring practice may include reference to:

- Coaching or mentoring competencies:
 - EMCC
 - AC
 - ICF
 - UCA.
- Application of appropriate model(s):

- GROW
- TGROW
- OSCAR/OSKAR
- ACHIEVE
- CLEAR.
- Use of communication skills and techniques, building rapport, giving feedback, Nonverbal communication
- Creating a coaching or mentoring environment, responding to needs, ethical, non-judgmental, adaptability.
- Impact of personal preparation including mindset for coaching or mentoring.

Suggested Support Materials

Learners may also refer to the recommended reading listed in Unit 300 to support the application of coaching and mentoring approaches in practice.

Dweck, C. – *Mindset*

Supports understanding of learning, development and attitudes towards growth.

Gallwey, W. T. – *The Inner Game of Tennis*

Explores learning, performance, self-awareness and overcoming internal barriers.

Goleman, D. – *Emotional Intelligence*

Supports understanding of self-awareness, relationships and interpersonal effectiveness.

Webb, L. – *Resilience*

Provides wider reading around resilience and personal effectiveness.

Unit 302

Coaching or mentoring extended practice

Level:	3
GLH:	10
Credit value:	6
Assessment method:	Portfolio of Evidence
Aim:	This unit aims to provide the learner with extended experience of practicing effective coaching or mentoring within an organisational context. Learners will also be able to identify areas for improvement through ongoing reflection and feedback.

Learning outcome

The learner will:

LO1 Be able to carry out appropriate contracting for effective coaching or mentoring within an organisational context

Assessment criteria

The learner can:

AC1.1 Undertake **preparation activities** with individuals and relevant stakeholders

AC1.2 Use suitable assessment tools and/or exercises to inform and agree outcomes

AC1.3 Create a **plan** for coaching or mentoring

AC1.5 Create a **contract** with the individual and relevant stakeholders requirements

Range

AC1.1 Preparation activities:

- initial contact
- expectations of coaching or mentoring
- stakeholder involvement required
- establish relationships.

AC1.3 Plan:

- profile of individual
- goals and outcomes
- reasons for location
- planned duration
- number of sessions
- individual needs.

AC1.4 Contract:

- purpose
- expectations
- methods of communication
- confidentiality and boundaries
- arrangements for sessions
- record keeping
- termination clauses.

Evidence Requirements

LO1 This unit must evidence 12 hours of coaching or mentoring practice across a minimum of two and maximum of three individuals with two hours of supervision.

LO1 Evidence must adhere to data protection regulation when handling data

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. Authenticated form of signatures will still be required.

Evidence must:

AC1.1 meet range and include records and/or correspondence from initial conversations and rapport building

AC1.2 include two examples of tools and/or exercises that enable agreed outcomes across practice. See note below

AC1.2 include the rationale for use of tools and/or exercises

AC1.3 include a plan and meet the range. The plan must account for the 12 hours of coaching or mentoring practice across two to three individuals

AC1.4 include contract for each individual and meet the range.

Note:

LO1 Optional templates have been provided for this learning outcome, see appendices.

AC1.2 Only two examples are required across the 12 hours of practice, regardless of the number of coachees/mentees involved. The examples may be drawn from either practice with a single individual or different individuals. There is no prescribed balance between the use of tools and exercises; however, the evidence provided must clearly demonstrate the appropriate and effective application of tools and/or exercises in practice.

Refer to unit guidance for more clarification around the terminology of tools and exercises and how the use of tools and exercises can be context specific.

Learning outcome

The learner will:

LO2 Be able to undertake and record a minimum of 12 hours of effective coaching or mentoring with a minimum of two and maximum of three individuals

Assessment criteria

The learner can:

AC2.1 Use recognised model(s) for coaching or mentoring in order to support the individuals to achieve their goals

AC2.2 Use appropriate **communication skills** and **behaviours** to develop the relationship, to work towards individual objectives, review progress and respond to individual needs

AC2.3 Keep clear auditable records of the coaching or mentoring activity, covering the **whole process**

AC2.4 Keep clear and accurate records of ongoing feedback gathered from individuals and through supervision about the effectiveness of own coaching or mentoring practice

Range

AC2.2 **Communication skills:**

- listening
- questioning
- reflecting
- responding
- giving feedback
- mirroring
- summarising.

AC2.2 **Behaviours:**

- rapport building
- relationship building.

AC2.3 **Whole process:**

- initial communications/introductory session/discussion
- diagnostics and individual needs
- planning and contracting processes
- individuals' progress towards goals
- conclusion/outcomes achieved.

Evidence Requirements

LO2 This unit must evidence 12 hours of coaching or mentoring practice across a minimum of two and maximum of three individuals with two hours of supervision.

LO2 Evidence must adhere to data protection regulation when handling data.

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. Authenticated form of signatures will still be required

Evidence must:

LO2 Optional templates have been provided for this learning outcome, see appendices.

AC2.1 include at least one recognised model for coaching or mentoring with each individual

AC2.1 & AC2.2 include at least one observation of practice

AC2.1 & AC2.2 include completion of coaching or mentoring records

AC2.2 meet the range

AC2.3 include working records (eg initial conversation, coaching or mentoring record) for each individual which meets the range

AC2.4 include records of feedback from individual and two hours of supervision.

Note:

LO2 Optional templates have been provided for this learning outcome, see appendices.

AC2.1 & AC2.2 Recommendation for observations to be conducted during mid-point or later sessions. Observation can be recorded or in person. The minimum requirement of assessor who conducts observation of practice is a coaching and mentoring qualification at the level being assessed (Section 2 of Qualification Handbook).

Additional Note:

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

Exceptional circumstances may include:

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

Other options to consider might be:

- using another existing individual
- starting afresh with a new individual
- hold a review with the other individual and see if they would like further coaching.

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

Learning outcome

The learner will:

LO3 Be able to demonstrate reflection of own coaching or mentoring practice.

Assessment criteria

The learner can:

AC3.1 Reflect on each session and identify key learning to support **continuous improvement**

AC3.2 Participate in **supervision discussions** to inform self-reflection and to identify areas of improvement for own coaching or mentoring practice

AC3.3 Implement **feedback** as part of continuous improvement

Range

AC3.1 **Continuous improvement:**

- strength
- areas of improvement
- changes made following feedback and own reflections.
- planned Actions
- closing relationships where applicable.

AC3.2 **Supervision discussions:**

- areas identified for discussion by coach or mentor
- supervisor led discussion points
- feedback identified improvements
- next steps.

AC3.3 **Feedback:**

- from individuals for each session
- from supervision
- own reflection following individual sessions.

Evidence Requirements

LO3 This unit must evidence 12 hours of coaching or mentoring practice across a minimum of two and maximum of three individuals with two hours of supervision.

LO3 Evidence must adhere to data protection regulation when handling data.

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. Authenticated form of signatures will still be required.

Evidence must:

AC3.1 include completed reflective logs for each individual spanning the whole of their coaching or mentoring process and meets the range

AC3.1 include one example of closing relationship across 12 hours of practice (this is not per individual)

AC3.2 include a record of own reflection from two hours of supervision and meets the range

AC3.3 include reflective logs with review of feedback and actions and meets the range.

Note:

LO3 Optional templates have been provided for this learning outcome, see appendices.

AC3.2 Supervision hours are calculated one supervision hour for eight hours of practice (with a minimum of two hours). Supervision can include one-to-one and/or group sessions. In terms of a split between one-to-one and group sessions, a minimum of two one-to-one sessions are recommended but not mandated. It is recommended for those wishing to undertake professional accreditation to undertake one-to-one supervision.

Minimum requirements of who can deliver supervision include:

- experience of being supervised/CPD plan
- coaching and mentoring qualification at level being assessed.

Best practice includes a Level 7 coaching and mentoring qualification (*eg 8590-21/31 Level 7 Certificate/Diploma for Coaching Supervisors*) or CPD programme to develop as a supervisor.

AC3.3 Feedback from individuals can be drawn from feedback forms and coaching or mentoring records.

Supporting Information

Unit guidance

This guidance section is intended to support and tailor the delivery of the unit across a range of contexts. Some assessment criteria include suggested content, such as relevant theories, models, tools, exercises or approaches. These are provided as examples only, and alternative content may be used where appropriate. Neither the specific examples provided, nor the number of examples included, are mandatory requirements for meeting the assessment criteria.

Learning Outcome 1

AC1.1 Individuals:

- individuals interested in/identified for coaching or mentoring.

Stakeholders may include but not limited to:

- line manager
- team leader
- HR
- L&D lead within organisational context.

Evidence requirements around record/s may include but not limited to:

- coach or mentor
- individual and/or stakeholder expectations and outcomes.

AC1.2 Within the context of the assessment criterion the use of terminology “tools and exercises” is referring to activities that support the individual coachee/mentee’s learning eg self-reflection, increasing self-awareness, goal setting.

Assessment tools can be characterised as structured frameworks that keep the coach/mentor focused, allowing them to target and track progress and outcomes.

Assessment exercises are specific tasks used in coaching or mentoring practice. Which may include worksheets or guided activities used inside or outside of coaching/mentoring sessions.

Some Tools and exercises can be interchangeable dependent on the context. For example, the Grow model is predominantly a tool but can be used as a structured exercise for the Coachee/mentee to work through the four stages.

The following list contains examples of tools and exercises that can be used. These are not mandated and alternatives can be used including diagnostic tools where appropriate:

- Assessment tools and exercises:
 - Johari window
 - Gibbs reflective cycle

- SMART goals framework
- OSCAR
- 360-degree feedback processes
- Wheel of life
- SWOT analysis
- Mind mapping
- GROW.

Outcomes may include but not limited to:

- relevant areas of focus
- work related goals
- learning goals
- career aspirations and development
- personal development.

AC1.3 & AC 1.4 Individual needs may include or not limited to:

- resources
- tools
- time
- space
- environment
- safety
- suitability
- wellbeing
- approach and philosophy
- directive/non directive
- discussion of specific needs requirements
- neurotype.

Meeting individual needs' takes into account inclusive planning and any reasonable adjustments.

AC1.4 Can apply to different types of coaching or mentoring which may include but are not limited to:

- on-line
- in person
- team coaching or mentoring
- group coaching or mentoring.

Arrangements for sessions are informed through the planning process eg location.

Learning Outcome 2

AC2.1 Model(s) may include but not limited to:

- goal setting activities
- selection of appropriate model
- GROW/TGROW

- OSCAR/OSKAR
- ACHIEVE
- CLEAR - Hawkins
- effective application of model(s).

AC2.2 Other behaviours important to coaching and mentoring may include but not limited to:

- professionalism
- ethical approach
- non-judgment
- creativity
- intuition
- calmness
- empathy
- flexibility
- boundary management
- building and maintaining rapport.

It is important that delivery includes:

- awareness of specific needs relating to neurodiversity and neurodivergence, plus knowledge and awareness of mental wellbeing. Developing trust and creating a psychologically safe environment
- An understanding s of the scope of coach or mentor role within coaching or mentoring relationships. IE developing awareness of self and others within a coaching or mentoring environment. Referring back to initial goals and re-contracting where appropriate.

AC2.3 Whole process should illustrate inter-connectedness of the coaching or mentoring activity.

AC2.3, AC2.4 Types of records may include but not limited to:

- written
- audio
- visual
- digital.

Feedback from individuals may include but not limited to:

- questionnaires
- plus other feedback comments
 - written
 - email
 - verbal.
- formal and informal
- in-session
- post-session

Feedback from supervision may include but not limited to:

- supervision notes/records
- written

- audio/video recordings
- feedback from observations of the learner's coaching or mentoring by supervisor/tutor
- any feedback received by the learner may also be included.

Learning Outcome 3

LO3 All ACs relate to reflection from session to session. Meaning learners are reflecting from one session to the next with each individual. This is in-the-moment operational reflection rather than the strategic review and development in unit 303 Reviewing to improve own Coaching and Mentoring Practice.

AC3.1 Questions to prompt reflection include what's working well and what needs improvement. It is important to demonstrate reflection throughout the coaching or mentoring activity and use reflective log to capture learning points and consider areas for development to support development as a coach or mentor.

Areas learners may reflect on may include but not limited to:

- questioning
- listening
- adherence to process/ selected coaching and mentoring model
- effectiveness of any online tools (for online coaching)
- use of insights gathered from diagnostic or assessment tools
- self-awareness
- coaching presence
- use of silence
- emotional intelligence and behaviours
- planned improvements.

AC3.2 & AC3.2 The emphasis is on continual improvement to the coaching and or mentoring process from session to session. Using feedback from supervisor (knowledge, skills and behaviours) and individuals to improve effective coaching or mentoring, and to develop self-awareness. How to analyse feedback for useful information on effectiveness, patterns, process and for planning improvement/future development.

Review of own abilities and effectiveness of coaching or mentoring practice may include reference to:

- Coaching or Mentoring competencies eg:
 - EMCC
 - AC
 - ICF
 - UCA.
- Application of appropriate model(s):
 - GROW
 - TGROW
 - OSCAR/OSKAR

- ACHIEVE
- CLEAR.
- Use of communication skills and techniques, building rapport, giving feedback, Nonverbal communication
- Creating a coaching or mentoring environment, responding to needs, ethical, non-judgmental, adaptability
- Impact of personal preparation including mindset for coaching or mentoring.

Suggested Support Materials

Learners may also refer to the recommended reading listed in Unit 300 to support the application of coaching and mentoring approaches in practice.

Dweck, C. – *Mindset*

Supports understanding of learning, development and attitudes towards growth.

Gallwey, W. T. – *The Inner Game of Tennis*

Explores learning, performance, self-awareness and overcoming internal barriers.

Goleman, D. – *Emotional Intelligence*

Supports understanding of self-awareness, relationships and interpersonal effectiveness.

Webb, L. – *Resilience*

Provides wider reading around resilience and personal effectiveness.

Unit 303

Reviewing to improve own coaching or mentoring practice

Level:	3
GLH:	4
Credit value:	3
Assessment method:	Portfolio of evidence
Aim:	This unit requires learners to review overall ability to perform effectively as a coach or mentor within an organisational context and plan the development of own coaching or mentoring practice.

Learning outcome

The learner will:

LO1 Be able to review the overall effectiveness of own coaching or mentoring practice

Assessment criteria

The learner can:

AC1.1 Examine own coaching or mentoring practice in relation to Global Code of Ethics

AC1.2 Examine the overall effectiveness of own coaching or mentoring practice in relation to feedback

AC1.3 Use a recognised model to identify strengths and areas for improvement in own coaching/mentoring practice

Evidence Requirements

LO1 Evidence must include any of the following or a combination of:

- written narrative/questions and answers
- recorded presentation
- oral questions and answers.

LO1 Evidence must adhere to data protection regulation when handling data, demonstrating ethical management of data particularly concerning feedback sources.

Evidence must:

AC1.1 (no additional evidence requirements)

AC1.2 include feedback from coaching supervision sessions

AC1.3 include application of at least one model to identify strengths and areas for improvement.

Note:

LO1 Assessor records to capture tasks and assessor commentary have been provided, see appendices

Learning outcome

The learner will:

LO2 Be able to plan own professional development in coaching or mentoring practice

Assessment criteria

The learner can:

AC2.1 Identify future development opportunities for own coaching or mentoring practice

AC2.2 Describe factors to consider in creating own coaching or mentoring offer

AC2.3 Write a **personal profile statement** to promote own coaching or mentoring practice

AC2.4 Produce a **Professional Development Plan (PDP)**

Range

AC2.3 **Personal profile statement:** personal proposition, including coaching or mentoring:

- values
- beliefs
- Unique Selling Point (USP)
- key strengths
- key achievements
- types of coaching or mentoring that can be offered
- experience
- audience.

AC2.4 **Professional Development Plan:**

- learner name, date created and date last updated
- SMART objectives
- activities required to meet objectives
- review of progress.

Evidence Requirements

Evidence must:

AC2.1 include identification of at least four development opportunities

AC2.2 include a description of at least three factors relevant to own coaching or mentoring offer

AC2.3 meet the range

AC2.4 meet the range items

AC2.4 include a PDP which covers a minimum of six months and four SMART goals (taking into account evidence produced in 2.1, 2.2 and 2.3)

Note

LO2 Optional templates have been provided for this learning outcome, see appendices.

AC2.4 PDP target varies across levels due to complexity of actions as well as opportunities for completion.

Unit 303

Reviewing to improve own coaching or mentoring practice

Supporting Information

Unit guidance

This guidance section is intended to support and tailor the delivery of the unit across a range of contexts. Some assessment criteria include suggested content, such as relevant theories, models, tools, exercises or approaches. These are provided as examples only, and alternative content may be used where appropriate. Neither the specific examples provided, nor the number of examples included, are mandatory requirements for meeting the assessment criteria.

Learning Outcome 1

AC1.1 Global Code of Ethics with consideration to integrity, accountability and responding to ethical dilemmas

AC1.2 Feedback could also include other sources of feedback eg from individuals (individuals being coached or mentored) other stakeholders and self-reflection.

Models could include but not limited to:

- SWOT analysis
- Gibbs Reflective Cycle - Gibbs
- Kolbs Experiential Learning Cycle - Kolbs
- Schön's reflection in action - Schön
- Rolfe's reflective model - Schön
- John's Model
- Brookfields Model - Brookfields
- The Big 6 Model.

Learning Outcome 2

AC2.1 Development opportunities could include:

- Coaching or mentoring skills and practices:
 - enhanced communication
 - time management
 - managing information
 - ethical considerations
 - preparation
 - contracting
 - use of psychometrics tests
 - coaching or mentoring supervision
 - developing reflective practice: approaches to developing your reflective thought process as a coach.
- Types of coaching or mentoring:

- peer coaching or mentoring
- digital coaching
- reverse coaching
- group coaching.
- Specialism:
 - ADHD and Neurodiversity in coaching
 - becoming a coaching or mentoring supervisor
 - coaching across cultures
 - leadership coaching
 - line manager coaching
 - creative approaches to coaching creativity in coaching / outdoor nature coaching
 - somatic coaching.
- Entrepreneurial development:
 - joining professional industry associations
 - setting up a coaching business.

AC2.2 Factors should reflect the type of practice planned to offer and could include but not limited to:

- In-house coaching or mentoring offer:
 - organisation's attitude
 - size of the organisation
 - staff readiness
 - impact on current job role etc.
- Own coaching or mentoring business:
 - industries/markets to target
 - range of coaching offers (eg group, one-to-one),
 - competition
 - pricing
 - timescales etc.

AC2.4 PDP should be discussed/agreed with own manager/coaching supervisor.

Development objectives could include:

- Coaching or mentoring skills and practices:
 - enhanced communication
 - time management
 - managing information
 - ethical considerations
 - preparation
 - contracting
 - use of psychometric tests
 - supervision
 - developing reflective practice: approaches to developing your reflective thought process.
- Types of coaching or mentoring:
 - peer
 - digital
 - reverse
 - group.
- Specialism:
 - Neuro affirming coaching or mentoring
 - becoming a coaching or mentoring supervisor
 - coaching or mentoring across cultures

- leadership coaching
- line manager coaching
- creative approaches to coaching creativity in coaching/outdoor nature coaching
- somatic coaching.
- Entrepreneurial development
 - joining professional industry associations
 - setting up own business.

Suggested Support Materials

STARR Julie (2014) - *The Mentoring Manual* ISBN 978-1-292-01789-1

STARR Julie (2016) - *The Coaching Manual* ISBN 978-1-292-08497-8

SHORT Sarah (2024) - *A Coaching Business in a Book* ISBN978-1-9163701-0-4

Appendix 1

Guide for integration and ethical principles of Artificial Intelligence, for coaching and mentoring practice

It is recommended that this guide is used with reference to City & Guilds **Position Statement on AI**

The following outlines how artificial intelligence (AI), safeguarding practices, digital coaching approaches, confidentiality requirements, and ethical considerations may be effectively embedded across the learning outcomes for Levels 3, 5, and 7. These recommendations are aligned to the progression expectations identified within the review documentation and are intended to support a structured developmental journey, progressing from foundational operational understanding through to advanced strategic application and executive-level critical evaluation.

The integration of AI and digital technologies should be positioned as an enhancement to - rather than a replacement for - professional judgement, relational capability, emotional intelligence, empathy, reflective practice, and human-centred coaching and mentoring approaches. Learners should recognise that effective coaching and mentoring remain fundamentally relationship-based disciplines requiring critical thinking, ethical awareness, advanced communication skills, professional accountability, and contextual decision-making.

Across all qualification levels, learners should develop a comprehensive understanding of:

- the opportunities, limitations, and professional implications associated with AI-supported coaching and mentoring technologies
- ethical, legal, and professional considerations relating to the use of AI within coaching, mentoring, and organisational contexts
- confidentiality, secure data management, and responsible digital governance practices
- safeguarding responsibilities, escalation procedures, referral boundaries, and duty of care obligations
- the potential for algorithmic bias, inaccuracies, misinformation, and over-reliance on AI-generated outputs
- the importance of inclusivity, accessibility, neuro-affirming practice, psychological safety, and equitable participation within digital coaching environments.

Delivery, assessment, and quality assurance approaches within the City & Guilds specifications should reinforce that:

- AI-generated outputs and recommendations should be reviewed using professional judgement to ensure they are accurate, appropriate, and aligned with ethical and professional standards before being applied in practice.
- Learners remain professionally accountable for decisions, actions, records, coaching interventions, and outcomes.
- Ongoing informed consent must be obtained before using digital platforms, recording technologies, AI systems, or data-processing tools.

- Confidential, personal, and sensitive information must be processed, stored, accessed, and shared in accordance with data protection requirements, safeguarding responsibilities, organisational policies, and recognised ethical standards.
- Digital coaching and mentoring environments should promote trust, transparency, professional boundaries, inclusivity, and psychologically safe practice.

Ethical practice should align with recognised professional standards, regulatory expectations, and established codes of conduct, including:

- EMCC Global Code of Ethics
- ICF Core Competencies and associated ethical frameworks
- relevant data protection, confidentiality, and information governance legislation
- organisational safeguarding, digital governance, and professional conduct policies.

Overall, the City & Guilds specifications should ensure that the integration of AI, safeguarding, digital coaching methodologies, and ethical professional practice supports the development of contemporary, evidence-informed, inclusive, and professionally accountable coaching and mentoring practitioners who are equipped to operate safely, effectively, and ethically within increasingly complex digital and organisational environments.

Level 3 Awareness and Foundational Understanding

Understanding Coaching and Mentoring Principles - mapped to LO1

AI Integration

Delivery might include:

- an understanding of digital and AI-enabled coaching and mentoring environments
- the role of AI technologies in supporting scheduling, communication, goal monitoring and reflective practice
- the opportunities, benefits challenges and limitations associated with the use of AI within coaching and mentoring contexts.

Professional Practice

Delivery might include:

- the core principles of confidentiality, data protection and responsible information management within coaching and mentoring practice
- importance of promoting an awareness of professional boundaries and appropriate conduct when operating within digital and virtual coaching environments
- key safeguarding responsibilities, risk indicators and appropriate escalation or referral procedures where concerns arise
- the importance of psychological safety, inclusivity, professionalism and respectful communication throughout all digital interactions.

Knowledge, Skills, Behaviours, and Contracting - mapped to LO2

AI Integration

Delivery might include:

- the potential applications of AI technologies in supporting session preparation, organisation, reflective practice and overall coaching or mentoring effectiveness
- the appropriate and ethical use of AI-assisted notetaking, transcription and documentation tools to enhance professional practice and administrative efficiency.

Professional Practice

Delivery might include:

- the critical importance of maintaining confidentiality, privacy and secure information management when using digital platforms and technologies
- the requirement for informed ongoing consent in relation to the recording, storage and processing of personal or session-related information
- the ethical responsibilities associated with digital communication, online engagement and data governance within coaching and mentoring practice.

Coaching and Mentoring Tools and Processes - mapped to LO3

AI Integration

Delivery might include:

- effective use of digital tools to support goal setting, action planning, progress monitoring and reflective practice
- appropriate, ethical, and professional application of AI-enabled developmental tools and technologies within coaching and mentoring contexts.

Professional Practice

Delivery might include:

- the ethical responsibilities associated with the use of coaching technologies, digital platforms and the secure management of personal and sensitive data
- the limitations, potential biases and risks associated with AI-generated recommendations and outputs
- the importance of Promoting inclusive, accessible, and neuro-affirming digital practices that support psychological safety, equity and positive learner engagement.

Reflection, Review, and Supervision – mapped to LO4

AI Integration

Delivery might include:

- the effective use of AI-supported reflective journalling, supervision and professional review tools to enhance reflective practice and self-awareness
- how digital platforms and technologies can support continuing professional development (CPD), collaborative learning and ongoing reflective practice.

Professional Practice

Delivery might include:

- importance of maintaining confidentiality and professional discretion within reflective records, supervision discussions and developmental documentation
- the ethical, secure, and compliant management of digital records, feedback and personal information in accordance with professional and organisational standards and data protection regulation
- the safe, professional, and appropriate use of online supervision environments to support effective reflective practice and learner wellbeing.

1. Assessment overview

The **City & Guilds Level 3 Award/Certificate in Coaching and Mentoring** qualifications will be assessed through a portfolio of evidence. The portfolio will be internally assessed and subject to external quality assurance.

The portfolio must demonstrate that the candidate has met all Learning Outcomes (LOs) and Assessment Criteria (ACs) and range.

The portfolio should reflect the candidate's ability to understand, apply, and review coaching and mentoring practice within an organisational context.

All evidence must be:

- clearly labelled and mapped to the relevant ACs
- the candidate's own work, authenticated by the assessor.

To pass each internally assessed unit, the candidate must:

- satisfy all assessment criteria and range by providing sufficient and valid evidence
- demonstrate that the evidence is their own.

2. Portfolio evidence (Assessor guidance)

Overview

A portfolio of evidence will typically include several pieces of evidence – it must contain sufficient evidence to fully demonstrate the LOs, ACs and range for each unit within the qualification.

The evidence provided must be valid and attributable to the candidate; the portfolio of evidence must contain a declaration of authenticity completed by both candidate and assessor to attest to this (section 5).

Conditions for the portfolio

The qualification is primarily for candidates who wish to gain the knowledge skills and confidence to effectively coach or mentor people within an organisational context. Therefore, it is expected that most of the evidence within the portfolio will be generated from naturally occurring activities and tasks.

Assessors should support candidates to understand how to build and maintain their portfolio using templates and guidance provided. This may include supporting the candidate to verify the requirements of the unit and what needs to be evidenced. The assessor should support the candidate to identify opportunities for gathering evidence against the three mandatory units in the qualification structure, allowing for holistic evidence generation where possible.

Through the setting of any tasks or activities, the assessor should ensure that any necessary controls are in place to ensure that the evidence generated is valid, current and authentic. This should include:

- participation in supervision
- observation of practice
- undertaking of coaching or mentoring sessions.

The assessor will be required to sign a declaration that all work was conducted under conditions designed to assure the authenticity of the candidate's work (see also the 'Authenticity of evidence (section 5).

Candidates are encouraged to collate the evidence and be responsible for building their individual portfolio. This motivates and engages the candidate to be active in their own learning journey – understanding what needs to happen and seeing the progress made.

Evidence selection

Centres must ensure that the evidence selected is sufficient and fully meets the requirements of the unit content. This includes coverage of learning outcomes, assessment criteria, and range (where applicable), as well as meeting the specified evidence requirements.

The evidence requirements, together with the inclusion of exemplar templates for some ACs, are designed to set out the level of sufficiency required as well as provide centres with flexibility in capturing evidence. This approach supports the use of a variety of authentic contexts and learning approaches, whilst ensuring that assessment requirements are consistently met. This promotes a holistic approach to assessment. This means that a single piece of evidence, such as an assignment, may be used to meet multiple assessment criteria, learning outcomes or units where appropriate.

Optional templates for recording coaching and mentoring activities have been provided to support the collection of evidence for the following units:

- **301** Coaching or Mentoring Practice
- **302** Coaching or Mentoring Extended Practice
- **303** Reviewing to Improve Coaching or Mentoring Practice (*Learning Outcome 2*).

These templates are mapped to the relevant assessment criteria and evidence requirements, helping to ensure that evidence is both sufficient in quantity and appropriate in quality to meet the required standard.

Generation of evidence for the units listed below will be supported by the evidence requirements:

- **300** Principles of Coaching and Mentoring
- **303** Reviewing to Improve own Coaching or Mentoring Practice (*Learning Outcome 1*)

The completed **centre evidence matrix** (section 4) references how evidence from each unit is evidenced within the overall portfolio. Each piece of evidence should clearly indicate the unit(s), learning outcome(s), and assessment criteria it addresses, as well as demonstrate how the required standard has been achieved.

Portfolio evidence will be subject to internal and external quality assurance. It is therefore essential that all evidence is clear, well-organised, readily accessible and interpretable by an internal or external quality assurer. Evidence can be paper or electronic. Where necessary, evidence should be supported by appropriate assessor commentary explaining how the standard has been met. For example, detailed qualitative notes from practical observations should clearly identify how the performance met the criteria, and supplementary evidence (such as recordings) may be included to further demonstrate achievement of the required standard. An **assessor record form** and **assessor observation form (section 7)** have been supplied for assessors to record their justifications for their assessment judgements.

Guidance on typical evidence

The evidence requirement section of each unit sets out required evidence for learning outcomes, assessment criteria that is considered best able to demonstrate the requirements of the unit content. This promotes the most effective, valid and efficient ways to evidence the unit content. It also helps to support the standardisation of evidence across large cohorts of candidates. However, where needed (for example, where the recommended guidance cannot be met based on access arrangements or to support the local environment/context), then alternative types of evidence can be provided, if they validly evidence the unit content.

In relation to access arrangements - approval is required before a scribe can be used to support any assessment evidence for the portfolio, however, there may be alternatives to access arrangements that can be used. If a candidate has difficulty writing, the centre should investigate different forms of evidence that can be used, for example video evidence or a professional discussion may be used as evidence in the portfolio.

Types of evidence

Main categories of types of evidence required are outlined below.

Written work/narrative

This can be used to evidence the knowledge and understanding requirements of Unit **300 - Principles of Coaching and Mentoring**. Typically, this will consist of a range of activities such as written, narrative, written questions and answers tabulated data and form part of a project or assignment. They may be completed in any appropriate written format agreed by the centre, provided the allocated assessment criteria are covered.

An assessor record form is provided (section 7) to document assessors' decisions and task details against the assessment criteria being covered for quality assurance purposes.

Presentation

These can also be used to evidence the knowledge and understanding requirements of Unit **300 - Principles of Coaching and Mentoring**. A presentation is a verbal presentation that is both audio and visually recorded, enabling the assessor to see and hear the candidate presenting their evidence and may also form part of a project or assignment.

Presentations may be delivered live to the assessor either face-to-face or online.

Presentations should be supported by appropriate presentation materials such as presentation slides and notes. Where evidence is referenced during the presentation, it must be provided separately and not just included as links or embedded files within the presentation materials.

A question and answer session may take place after the presentation for the assessor to gather additional evidence to support assessment judgements.

An assessor record form is provided (section 7) to document assessors' decisions and the evidence assessed for quality assurance purposes. This should be referenced against the assessment criteria being covered and task details any questions asked.

Oral Questioning/Professional Discussion

Oral questioning can be defined as professional discussion, interview or structured question and answer activity. There is scope to use oral questioning across all units within the qualification. Questioning can be used to supplement evidence generated through other evidence types.

An assessor record form is provided (section 7) to document assessors' decisions and the evidence assessed for quality assurance purposes, including the questions responses, further guidance below.

Where assessors ask candidates oral questions and are required to make judgements based on their responses they must generate and record sufficient information to recall and justify their judgements, eg for internal and/or external quality assurance activity.

This may include the following approaches:

- **In-person audio or video recordings**, eg during face-to-face meetings – the in-person recording process must be unobtrusive and have no adverse effect on the candidate. Assessors must indicate where specific assessment requirements/specifications have been covered in the recordings. This is most easily achieved by the assessor including relevant recording timestamps within the assessment records.
- **Remote digital recordings**, eg via a secure meeting on Teams – the recording may be transcribed or the digital recording used. Assessors must indicate where specific assessment requirements/specifications have been covered in the transcript or digital recording. This is most easily achieved by the assessor referencing relevant timestamps within the transcript and/or assessment records.
- **Paper records of questions and responses** – contemporaneous records completed by the assessor, noting the candidate's responses.

Recordings, transcripts and contemporaneous records must be authenticated by the assessor and candidate and be stored within the candidate's assessment records.

Assessors must ensure City & Guilds' general requirements for oral questions are met, eg the questions are asked in a quiet, private and secure area, the questions are kept secure and are asked in accordance with the time and other requirements set out in the qualification's strategy.

Assessor observation

Assessor observation must be used to support the assessment of coaching or mentoring skills in the **301/302** Coaching or Mentoring Practice units. The assessor must ensure that safeguarding remains paramount and that confidentiality and data protection requirements are always followed.

An assessor observation form is provided (section 7) for assessors to document assessment decisions against the assessment criteria being covered. Where required, assessors may ask supplementary questions to support the performance observed and ensure assessment requirements are met. Any questions should be asked at suitable times.

Coaching or mentoring documentation

Documentation relates to work products produced, or contributed to, by the candidate to record their practice. Examples include coaching or mentoring records, logs, and client/individual feedback forms. This provides evidence for the **301/302** Coaching and Mentoring Practice units.

Templated working documents are provided (section 6).

Reflective accounts/Logs

Reflective accounts and/or logs produced, or contributed to, by the candidate to evaluate and review/improve their coaching practice. This provides evidence for:

301/302 Coaching and Mentoring Practice

303 Reviewing to Improve own Coaching and Mentoring Practice

Templated reflective and review documentation is provided (section 6).

Feedback and additional evidence

The assessor can support the candidate during the assessment period to understand the evidence requirements of the units but should not provide any direct feedback on the quality of work that has been produced.

Following review and assessment of the learners evidence, they should be advised of any assessment criteria that have not been met. Feedback to the candidate should focus on confirming where any assessment criteria have not been met, not of the quality of the work produced or suggesting any remedial actions.

The candidate can provide additional evidence or undertake further work to meet any assessment criteria that have not been met. There is no limit to the number of times that a candidate can submit additional evidence to meet the ACs.

Where evidence has not been met due to an apparent gap in knowledge or skills, the remedial teaching and/or training should be provided to support the candidate's development. In such situations, the centre should provide training aligned to the LOs not evidenced.

Authenticity of evidence

The evidence provided must be valid and attributable to the candidate; the portfolio of evidence must contain a declaration of authenticity completed by both candidate and assessor to attest to this (see section 6). Centres and candidates should be aware of City & Guilds guidance on both plagiarism and the use of Artificial intelligence as indicated here.

Plagiarism

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own. Plagiarism is not allowed in this assessment. This is an assessment of a candidate's abilities, so the work submitted must be their own and carried out under the conditions stated. The candidate will be asked to sign a declaration to confirm that the work of the candidate is authentically their own.

Use of Artificial Intelligence (AI)

Candidates should be reminded that the purpose of evidence generated for the portfolio is to reflect their own abilities at responding to and generating evidence against the ACs. AI misuse constitutes malpractice which may result in malpractice sanctions for the candidate involved. Centres should ensure candidates are aware of the guidance on the use/misuse of AI.

What AI use is permitted

AI may be used by a candidate as a source where use of the Internet is allowed for a research task or where production of evidence is allowed outside of controlled/supervised conditions. The candidate must be able to demonstrate that the work is their own. Where candidates use AI, they must acknowledge its use and show clearly how they have used it. How candidates have decided to use it could impact on the overall grade they are allocated.

What AI use is not permitted

AI misuse is where a candidate uses an AI tool in an assessment or fails to appropriately reference it in an assessment where internet use is permitted. Examples include the following:

- Copying sections of AI-generated content so that the work is no longer the candidate's own will be treated as plagiarism.
- Copying whole responses of AI-generated content will be treated as plagiarism.
- Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered malpractice.
- Failing to reference use of AI tools when they have been used as a source of information.
- Incomplete or poor referencing of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures <https://www.jcq.org.uk/exams-office/malpractice/>.

We encourage providers to read and reference this guidance. The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification.

Furthermore, providers should be aware of City & Guilds **Position statement on AI**.

3. Recording evidence

Candidates and centres may decide to use a paper-based or electronic method to record evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence candidates' progress towards achieving qualifications. Further details are available at www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of **evidence matrices** to support centres to capture the required level of evidence:

- As a minimum, City & Guilds will require completion of the **High-level evidence matrix** (see Section 4) this should detail:
 - clearly how each unit has been evidenced within the portfolio
 - that the evidence has been checked and confirmed as meeting the standard by an assessor
 - that the portfolio has undergone appropriate internal quality assurance within the centre.

This high-level evidence matrix should be retained within the centre and made available with the portfolio evidence as requested as part of City & Guilds external quality assurance sampling.

In addition, City & Guilds have produced a **centre evidence matrix** (See section 4) that centres may use.

Although new centres are expected to use these forms as they are, centres may devise or customise alternative forms, which must be approved for use by the external quality assurers, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4. Centre evidence matrix

The following evidence matrix has been developed to support providers to capture evidence for the units within the City & Guilds Level 3 Award/Certificate in Coaching and Mentoring. The words in **bold** in some of the assessment criteria refer to the range. Full range are listed in the units of assessment and must be covered.

Qualification:								
Candidate name/number:								
Unit: 300 Principles of Coaching and Mentoring		Provider Evidence					External Use Only	
		Candidate	Assessor		IQA		EQA	
LO/AC	¹ Sumarry of Evidence Requirements	Source reference	Review Date	Comments	Date	Comments	Sample	Comments
LO1 Understand effective coaching and mentoring within an organisational context All ACs (1.1 to 1.2 must evidence both interventions, ACs 1.3 to 1.5 must evidence one intervention All ACs can be met by one piece of evidence Evidence must include any of the following or a combination of: • written narrative/questions and answers • table format • recorded presentation • oral questions and answers.								
AC1.1 Describe the different features of coaching and mentoring	• features for coaching and mentoring.							

¹ Evidence requirements have been summarised, refer to unit for full detail

AC1.2 Explain the role, responsibilities, required of an effective coach and mentor	2 roles & 2 responsibilities for coaching - plus 2 roles & 2 responsibilities for mentoring.							
AC1.3 Describe the Skills knowledge and behaviours an effective coach or mentor	4 Skills, 4 knowledge and 4 behaviours for coaching for coaching or mentoring.							
AC1.4 Identify strategies to overcome potential barriers to coaching or mentoring	2 organisation barriers 2 barriers for coach or mentor 2 barriers for individuals being coached or mentored.							
AC1.5 Describe how coaching and mentoring relationships are influenced ethical considerations for coaches, mentors and supervisors	meet the range.							
LO2 Understand the importance of effective and ethical contracting in coaching or mentoring All ACs (2.1 to 2.3) must evidence one intervention: All ACs can be met by one piece of evidence Evidence must include any of the following or a combination of: - written narrative/questions and answers - table format - recorded presentation - oral questions and answers.								

AC2.1 Describe how to initiate a productive working relationship with an individual and relevant stakeholders	meet the range.							
AC2.2 Explain the rationale for and the characteristics of contracting for individuals and relevant stakeholders								
AC2.3 Describe considerations for safe and ethical practice with reference to professional frameworks and relevant organisation policies								
LO3 Understand the process of effective coaching or mentoring All ACs (3.1 to 3.4) must evidence one intervention: Evidence must include any of the following or a combination of: - written narrative/questions and answers - table format - recorded presentation - oral questions and answers.								
AC3.1 Compare methods of coaching or mentoring	meet the range.							
AC3.2 Describe coaching or mentoring assessment tools and	1 tool and 1 exercise.							

exercises how and when they can be used								
AC3.3 Describe when to use effective coaching or mentoring models	3 models.							
AC3.4 Explain methods of monitoring and reviewing progress towards goals of individuals	meet the range.							
LO4 Understand the role of recording, reflection and supervision in coaching or mentoring All ACs (4.1 to 4.4) must evidence one intervention: Coaching or Mentoring Evidence must include any of the following or a combination of: - written narrative/questions and answers - table format - recorded presentation - oral questions and answers.								
AC4.1 Explain the purpose and importance of coaching or mentoring records for all parties	meet the range.							
AC 4.2 Describe an ethical approach in managing records	meet the range.							
AC 4.3 Explain the use of reflective practice models in the coaching or mentoring process	3 models for either coaching or mentoring.							
AC 4.4 Explain importance and methods of supervision in a coaching or mentoring	meet the range.							

Qualification:									
Candidate name/number:									
Unit 301 Level 3 Coaching or Mentoring Practice			Provider Evidence					External Use Only	
			Candidate	Assessor		IQA		EQA	
LO/AC	¹ Summary Evidence Requirements	Source reference	Review Date	Comments	Date	Comments	Sample	Comments	
Overarching evidence requirements must evidence six hours of Coaching or Mentoring practice with a minimum of one and a maximum of two individual/s with two hours of supervision									
LO1 Be able to carry out appropriate contracting for effective coaching or mentoring within an organisational context									
AC1.1 Undertake preparation activities with individuals and relevant stakeholders	- meet the range - records and/or correspondence from initial conversations - any relevant stakeholder involvement.								
A1.2 Use suitable assessment tools and/or exercises to inform and agree outcomes	2 examples of tools and/or exercises across practice (not per individual) - rationale for use for tools and/or exercise.								

AC1.3 Create a plan for coaching or mentoring	- a plan for each individual. - meet the range.							
AC1.4 Create a contract with the individual and relevant stakeholder's requirements	- a contract for each individual. - meet the range.							
LO2 Be able to undertake and record a minimum of 6 hours of effective coaching or mentoring with a maximum of 2 individuals								
AC2.1 Use recognised model(s) for coaching or mentoring in order to support the individuals to achieve their goals.	1 recognised model with each individual - observation of practice - completed coaching/mentoring record.							
AC2.2 Use appropriate communication skills and behaviours to develop the relationship, to work towards individual objectives, review progress and respond to individual needs.	- observation of practice - completed coaching/mentoring record. - meet the range.							
AC2.3 Keep clear auditable records of the coaching or mentoring activity, covering the whole process .	- working records. - meet the range.							

AC2.4 Keep clear and accurate records of ongoing feedback gathered from Individuals and through supervision about the effectiveness of own coaching or mentoring practice	records of feedback.							
LO3 Be able to demonstrate ongoing reflection of own coaching or mentoring practice.								
AC3.1 Reflect on each session and identify key learning to support continuous professional development	- completed reflective log or each individual spanning the whole process. 1 example of closing the relationship across practice meet the range.							
AC3.2 Participate in supervision discussion to inform self-reflection and to identify areas of improvement for own coaching or mentoring practice	record of own reflection from supervision.							
AC3.3 Implement feedback as part of continuous improvement	completed reflective log with review of feedback and actions meet the range.							

Qualification:											
Candidate name/number:											
Unit 302 Coaching or Mentoring Extended Practice		Provider Evidence						External Use Only			
		Candidate	Assessor			IQA		EQA			
LO/AC	¹ Summary Evidence Requirements	Source reference	Review Date	Comments	Date	Comments	Sample	Comments			
Overarching evidence requirements must evidence 12 hours of Coaching or Mentoring practice with a maximum of two and a maximum of three individuals plus two hours of supervision											
LO1 Be able to carry out appropriate contracting for effective coaching or mentoring within an organisational context											
AC1.1 Undertake preparation activities with individuals and relevant stakeholders	- meet the range - records and/or correspondence from initial conversations - any relevant stakeholder involvement.										
A1.2 Use suitable assessment tools and/or exercises to inform and agree outcomes	2 examples of tools and/or exercises across practice (not per individual) - Rationale for use for tools and/or exercise.										
AC1.3 Create a plan for coaching or mentoring	- a plan for each individual. - meet the range.										
AC1.4 Create a contract with the individual and relevant stakeholder's requirements	- a contract for each individual. - meet the range.										

LO2 Be able to undertake and record a minimum of 12 hours of effective coaching or mentoring with a minimum of two and maximum of three individuals								
AC2.1 Use recognised model(s) for coaching or mentoring in order to support the individuals to achieve their goals	1 recognised model with each individual - observation of practice - completed coaching/mentoring record.							
AC2.2 Use appropriate communication skills and behaviours to develop the relationship, to work towards individual objectives, review progress and respond to individual needs	- observation of practice - completed coaching/mentoring record. - meet the range.							
AC2.3 Keep clear auditable records of the coaching or mentoring activity, covering the whole process	- working records. - meet the range.							
AC2.4 Keep clear and accurate records of ongoing feedback gathered from Individuals and through supervision about the effectiveness of own coaching or mentoring practice	records of feedback.							
LO3 Be able to demonstrate ongoing reflection of own coaching or mentoring practice.								

AC3.1 Reflect on each session and identify key learning to support continuous professional development	- completed reflective log or each individual spanning the whole process 1 example of closing the relationship across practice. - meet the range.							
AC3.2 Participate in supervision discussion to inform self-reflection and to identify areas of improvement for own coaching or mentoring practice	- record of own reflection from supervision - meet the range.							
AC3.3 Implement feedback as part of continuous improvement	- completed reflective log with review of feedback and actions - meet the range.							

Qualification:								
Candidate name/number:								
Unit 303 Reviewing to Improve Coaching or Mentoring Practice		Provider Evidence					External Use Only	
		Candidate	Assessor		IQA		EQA	
LO/AC	¹Summary of Evidence Requirements	Source reference	Review Date	Comments	Date	Comments	Sample	Comments
LO1 Be able to review the overall effectiveness of own coaching or mentoring practice								
Overarching evidence requirements: Evidence must include any of the following or a combination of: • written narrative / questions and answers • recorded presentation • oral questions and answers								
AC1.1 Examine own coaching or mentoring practice in relation to Global Code of Ethics	<i>no additional evidence requirements</i>							
AC1.2 Examine the overall effectiveness of own coaching or mentoring practice in relation to feedback	• include feedback from coaching and supervision sessions.							
AC1.3 Use a recognised model to identify strengths and areas for improvement in own coaching/mentoring practice	• application of 1 model.							
LO2 Be able to plan own professional development in coaching or mentoring practice								
AC2.1 Identify future development opportunities for own	• Identification of 4 development opportunities.							

coaching or mentoring practice								
AC2.2 Describe factors to consider in creating own coaching or mentoring offer	3 factors relevant to own coaching or mentoring practice.							
AC2.3 Write a personal profile statement to promote own coaching or mentoring practice	meet the range.							
AC2.4 Produce a Professional Development Plan (PDP)	- meet the range - PDP covering - a minimum 6 months 4 SMART goals.							

5. Declaration of authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.

Candidate signature

Date: Click or tap to enter a date.

Assessor

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Assessor signature

Date: Click or tap to enter a date.

Note:

Where the candidate and/or assessor is unable to or does not confirm authenticity through signing this declaration form, the work will not be accepted. If any question of authenticity arises, the assessor may be contacted for justification of authentication.

6. Templates for units

301 Coaching or Mentoring Practice

302 Coaching or Mentoring Extended Practice

303 Reviewing to Improve own Coaching and Mentoring Practice

Templates have been provided for candidates to help them provide appropriate evidence for these units. These are not mandatory documents, but it is advised that centres use these or similar documents.

Supplementary templates mapped to assessment criteria

Mapped unit, assessment criteria (including any relevant range)	Document
301/2 AC1.1 301/2 AC1.2 301/2 AC1.3 301/2 AC2.3 (range: initial communications, diagnostics and individual needs)	Coaching or Mentoring Plan
301/2 AC1.4 301/2 AC2.3 (range planning and contracting)	Contract for Coaching or Mentoring
301 LO2 Evidence requirements 6 hours maximum of 2 individuals 302 LO2 Evidence requirements 12 hours across a minimum of 2 and a maximum of 3 individuals 301/2 AC2.3	Coaching or Mentoring Hours Log
301/2 AC2.1 301/2 AC2.2 301/2 AC2.3 (range: individual progress, conclusion/outcomes) 301/2 AC2.4 (range: feedback from individuals)	Coaching or Mentoring Record
301/2 AC2.1 301/2 AC2.2	Observation Record Form (section 7) for assessor to observe coaching or mentoring practice
301/2 AC2.4 (range: feedback from individuals)	Individual Feedback Form/s
301/2 AC3.1 301/2 AC3.3	Reflective log
301/2 AC2.4 (range: feedback from supervisor) 301/2 AC3.2	Outcomes of Supervision
303 AC2.2 303 AC2.3	Personal Profile Statement
303 AC2.4 303 AC2.1	Professional Development Plan

Assessment criteria mapped to supplementary templates

Unit and Assessment criteria/range	Mapped template/document
Templates relevant to: Units 301/2 Coaching or mentoring practice /extended practice	
301 LO2 Be able to undertake and record a minimum six hours of effective coaching or mentoring with a maximum of two individuals 302 LO2 Be able to undertake and record a minimum 12 hours of effective coaching or mentoring with a minimum of two and maximum of three individuals	Coaching Hours Log
1.1 Undertake preparation activities with individual and relevant stakeholders Range: preparation activities: - initial contact - expectations of coaching or mentoring - stakeholder involvement required - establish relationships.	Coaching or Mentoring Plan
1.2 Use assessment tools and/or exercises to inform and agree outcomes.	Coaching or Mentoring Plan
1.3 Create a plan for coaching or mentoring Range: Plan: - profile of individual - goals and outcomes - reasons for location - planned duration - number of sessions - meet individual needs.	Coaching or Mentoring Plan
1.4 Create a contract with the individual and relevant stakeholders Range: Contract: - purpose - expectations - methods of communication - confidentiality and boundaries - arrangements for sessions - record keeping - termination clauses.	Contract for Coaching or Mentoring

Unit and Assessment criteria/range	Mapped template/document
2.1 Use recognised model(s) for coaching or mentoring in order to support the individuals to achieve their goals.	Coaching or Mentoring record Observation of Coaching or Mentoring Practice (<i>section 7 for assessor observation record</i>)
2.2 Use appropriate communication skills and behaviours to develop the relationship, to work towards individual objectives, review progress and respond to individual needs. Range: Communication Skills: • listening • questioning • reflecting • responding • giving feedback • mirroring • summarizing. Range Behaviours: • rapport building • relationship building.	Coaching or Mentoring record Observation of Coaching or Mentoring Practice (<i>section 7 for assessor observation record</i>)
2.3 Keep clear auditable records of the coaching or mentoring activity, covering the whole process Range: whole process: • initial communications/introductory session/discussion (<i>evidenced in plan</i>) • diagnostics and individual needs (<i>evidenced in plan</i>) • planning and contracting processes contract (<i>evidenced in contract</i>) • individuals' progress towards goals (<i>evidenced in coaching record</i>) • conclusion/outcomes achieved (<i>evidenced in coaching record</i>).	Coaching or Mentoring Record (<i>range individuals progress towards goals and conclusions</i>) Coaching or Mentoring Hours Log Coaching and Mentoring Plan (<i>for initial communications.</i>) Coaching and Mentoring Contract (<i>range diagnostics and individual needs planning and contracting</i>)
2.4 Keep clear and accurate records of ongoing feedback gathered from individuals and through supervision about the effectiveness of own coaching or mentoring practice.	Coaching or Mentoring Record (<i>for feedback from individual</i>) Individual feedback form/s (<i>for feedback from individual</i>) Outcomes of Supervision Record (<i>for feedback from supervisor</i>)

Unit and Assessment criteria/range	Mapped template/document
3.1 Reflect on each session and identify key learning to support continuous improvement Range Continuous improvement: • strengths • areas of improvement • changes made following feedback and own reflections • planned actions • closing relationship.	Reflective Log
3.2 Participate in supervision discussions to inform self-reflection and to identify areas of improvement for own coaching or mentoring practice Range: Supervision Discussion: • areas identified for discussion by coach or mentor • supervisor led discussion points • feedback identified improvements • next steps.	Outcomes of Supervision Record
3.3 Implement feedback as part continuous improvement Range: feedback • from individuals for each session • from supervision • own reflection following individual sessions.	Reflective Log

Unit and Assessment criteria/range	Mapped template/document
Templates relevant to: Unit 303 Reviewing to improve own Coaching or Mentoring Practice	
2.1 Identify future development opportunities for own coaching or mentoring practice.	Professional Development Plan
2.2 Describe factors to consider in creating own coaching or mentoring offer.	Personal Profile Statement
2.3 Write a personal profile statement to promote own coaching or mentoring practice: • values • beliefs	Personal Profile Statement

Unit and Assessment criteria/range	Mapped template/document
• Unique Selling Point (USP) • key strengths • key achievements • types of coaching or mentoring that can be offered • experience • audience.	
2.4 Produce a Professional Development Plan (PDP).	Professional Development Plan

Coaching or Mentoring Plan

Name of Coach/Mentor:			
Individual/team or group being coached or mentored Ref/ID/Name:			
Start Date of Activity:			
Upon completion of the mentoring activity:			
Signature of Coach/Mentor:		Date:	Click or tap to enter a date.

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

Initial correspondence and meetings		
Records of initial: - correspondence - meetings for rapport building/establishing of relationship. 301/2, AC1.1 (initial contact)		
Date	Details of correspondence	Details of meetings
Details from initial contact and rapport building and establishing relationship Outline: - expectation of coaching/mentoring - any stakeholder involvement. 301/2 AC1.1 (expectations, stakeholders, relationships) AC2.3 (initial communications)		
Note: Include contact details of any stakeholders if appropriate		

Session Planning for the individual 301/2, AC1.3
Profile of individual 301/2, AC1.3 (profile)
Desired goals and outcomes 301/2, AC1.3 (goals/outcomes)
Does the individual or team/group have any requirements or needs that need to be considered to facilitate the sessions eg resources, preferences for neurotypes,

considerations around wellbeing etc			
301/2, AC1.3 (individual needs)			
Location for sessions and rationale			
301/2, AC1.3 (location)			
Planned duration of the session		Planned number of Sessions	
301/2, AC1.3 (duration)		301/2, AC1.3 (no of sessions)	
Outcomes assessment tools and/or exercises used with individual			
301/2, AC1.2, AC2.3 (diagnostics/individual needs)			
Date/s completed:			
Details eg:			
• name of tools/exercises • rationale.			
Outline how tools and/or exercises informed outcomes			

Contract for Coaching or Mentoring

In signing this agreement, all parties agree to the following expectations:

Review and tick the standard requirements below, then complete the open text contract.

301/2AC1.4 (expectations, record keeping)

Tick (as required)

- | | |
|--------------------------|--|
| ☐ | To be honest and committed to the contracted activity |
| ☐ | To keep all appointments and ensure prompt rescheduling when cancellation is unavoidable |
| ☐ | To maintain overall confidentiality regarding discussions between coach or mentor and individual |
| ☐ | Coach or mentor will maintain records of coaching or mentoring activity for the duration of the relationship in line with relevant data protection regulations |
| ☐ | To be open to receiving and giving feedback |

Coach or Mentor has explained:

- | | |
|--------------------------|---|
| ☐ | What happens if terms need updating |
| ☐ | Processes for monitoring renewals/expiry dates |
| ☐ | Their responsibilities regarding– confidentiality, safeguarding and data protection |

Record any adjustment or changes to expectations

--

Details agreed

301/2 AC2.3 (planning, contracting), AC1.4 & range

Purpose: Goals/outcomes 301/2 AC1.4 (purpose)	
Preferred method of communication 301/2 AC1.4 (communication)	
Additional considerations for confidentiality and boundaries if stakeholders are involved 301/2 AC1.4 (confidentiality)	

Arrangements of planned sessions eg: - planned type eg online/ team/group - location - number - duration - notice for rearranging sessions. 301/2 AC1.4 (arrangements)	
Notice requirements for termination 301/2 AC1.4 (termination)	

The contract will be reviewed regularly to ensure it continues to meet needs.

Re-contracting will take place if goals or outcomes change.

Either party can terminate the relationship and sessions in line with the notice requirements above.

Signature of Coach/Mentor:		Date:	Click or tap to enter a date.
Signature of Individual:		Date:	Click or tap to enter a date.
Signature of Stakeholder(s):		Date:	Click or tap to enter a date.

(Client signature can be anonymised prior to submission)

Client Ref/ID/Name:	
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ILM Coaching or Mentoring Hours Log

This template is designed for coaches or mentors to record coaching or mentoring sessions and evidence the minimum coaching hours required by the coaching and mentoring qualifications.

301/2, 501/2, AC2.3 701/2 LO2, AC2.4

Tick qualification being undertaken

☐	L3 Award in Coaching or Mentoring	(6 hours of practice required)
☐	L3 Certificate in Coaching or Mentoring	(12 hours of practice required)
☐	L5 Diploma in Professional Coaching or Mentoring	(18 hours of practice required)
☐	L7 Certificate in Executive Coaching or Mentoring	(20 hours of practice required)
☐	L7 Diploma in Executive Coaching or Mentoring	(60 hours of practice required)

Add additional rows as required

Session No.	Date	Name	Coaching /Mentoring Topic	Coaching /Mentoring Model/Approach Used	Session Summary	Hours Completed	Coach/ Mentor Signature
1							
2							
3							
4							
5							
6							

Total Coaching or Mentoring Hours: _____

Total Hours Completed: _____

Coach or Mentor Declaration

I confirm that the coaching sessions recorded above were completed and accurately reflect practice hours requirements for:

Coach or Mentor Name:	
Coach or Mentor Signature:	
Date:	Click or tap to enter a date.

Coaching or Mentoring Record

For completion by the coach/mentor when carrying out each of their sessions with an individual. One record required per session.

Individual Ref/ID /Name:		Session No:	
Date of Session:	Click or tap to enter a date.	Duration:	
Initial planning for session			
Review notes from previous session/ initial plan ² <i>301/2, 501/2, 701/2 AC2.1</i>			
Proposed coaching or mentor model/s to be used <i>301/2, 501/2, 701/2 AC2.1</i>			
In session notes			
Checking in ¹ - Progress since last session (as appropriate) - Focus of session /confirm goals <i>301/2, 501/2, 701AC2.1</i> <i>301/2,501/2, 701/2</i> <i>AC2.3/2.4 (progress)</i>			
Notes on session and relationship building - model used to move towards goals ³application of skills and behaviours <i>301/2, 501/2, 701/2 AC2.2</i> <i>301/2, 501/2 AC2.3 701/2.</i> <i>AC2.4 (progress)</i> <i>701/2 AC2.3</i>			

² Opportunity for holistic assessment of communication skills, listening, questioning, reflecting, responding, giving feedback, mirroring summarising

³ Refer to unit range/guidance as appropriate

Confirming/agreeing specific actions and timeframes towards goals ¹ 301/2 501/2, 701/2 AC2.1 301/2 501/2, AC 2.3 <i>(conclusions)</i>	
Initial session feedback from individual ¹ 301/2 AC2.4 <i>(individual feedback)</i> 501/2, 701/2 AC3.1. <i>(individual feedback)</i>	
Agree details of next sessions eg date, time, location	

Feedback to coach from individual being coached

301/2 AC 2.4 501/2, 701/2 AC3.1 (individual being coached/mentored)

Three feedback questionnaires have been supplied to be used as required. They are designed to capture feedback from different stages of the coaching or mentoring process:

- Early session
- Mid-point
- Conclusion.

Coachee or Mentee feedback form - Early sessions

A requirement of this qualification is for coach or mentors to obtain feedback from the individuals after every session and use this to support their further development. Please spend a few minutes providing your feedback on the following questions. Please be reassured that all responses are confidential.

Name of Coach or Mentor:			
Client initials:			
Date:	Click or tap to enter a date.		
1. Was a coaching or mentoring contract established between yourself and your coach or mentor setting out expectations and ways of working together?	Y	N	
2. Were coaching or mentoring goals and intended outcomes explored and mutually agreed during the initial session?	Y	N	
Please share any additional comments about the planning and contracting stage of the coaching or mentoring process.			
	1 – The coach or mentor did not demonstrate this effectively.	2 - The coach or mentor demonstrated this to some extent.	3 – I consistently experienced this throughout the coaching sessions.
How the coach or mentor communicated with me			
The Coach or Mentor:			
1. established a positive working relationship that made me feel supported, comfortable, and confident throughout the process.			
2. was approachable and demonstrated active listening, encouraging me to openly share my thoughts and ideas.			
3. used effective questioning techniques that encouraged me to reflect, explore ideas and consider possible solutions.			
How were the sessions conducted			
The Coach or Mentor:			
3. helped me establish realistic, meaningful, and achievable goals that supported my personal or professional development.			
4. kept me on track to ensure that any established goals remained realistic, meaningful and achievable.			
5. remained attentive to my individual needs.			
How did the coach or mentor behave during the sessions			
The Coach or Mentor:			
6. valued my views and experiences and created a supportive and respectful environment.			
7. conducted themselves in a professional, supportive, and constructive manner.			
8. handled our discussions in a confidential and trustworthy manner.			
Please use this space to provide any further feedback, reflections, or comments regarding your overall coaching or mentoring experience.			

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Coachee or Mentee feedback form – Mid-point sessions

A requirement of this qualification is for coach or mentors to obtain feedback from the individuals after every session and use this to support their further development. Please spend a few minutes providing your feedback on the following questions. Please be reassured that all responses are confidential.

Name of Coach or Mentor:			
Client initials:			
Date:	Click or tap to enter a date.		
Session number being reviewed:			
	1 – The coach or mentor did not demonstrate this effectively.	2 - The coach or mentor demonstrated this to some extent.	3 – I consistently experienced this throughout the coaching sessions.
How the coach or mentor communicated with me			
1. A positive and approachable environment was established, making me feel supported, comfortable, and able to share my thoughts and ideas openly.	1	2	3
2. Effective questioning and summarising techniques were used to encourage reflection, maintain understanding, and support the exploration of solutions.	1	2	3
3. Empathy and emotional intelligence were evident throughout the session, with clarification and effective non-verbal communication supporting understanding and creating a positive environment.	1	2	3
How were the sessions conducted			
4. The session was well structured and focused on my needs, goals, and development, providing a supportive environment with time and space for discussion, reflection, and identifying solutions.	1	2	3
5. Barriers to progress were identified and addressed through clear goal setting, appropriate challenge, deeper reflection, and the development of meaningful actions for progression.	1	2	3
How did the coach or mentor behave during the sessions			
6. An open, non-judgemental, and impartial approach encouraged honest reflection and enabled me to develop my own solutions and actions.	1	2	3
7. A trusting and confidential environment supported open discussion, while maintaining	1	2	3

focus on objectives and providing time for reflection and action planning.			
Please use this space to provide any further feedback, reflections, or comments regarding your overall coaching or mentoring experience.			

Coachee or Mentee feedback form – Closing session(s)

A requirement of this qualification is for coach or mentors to obtain feedback from the individuals after every session and use this to support their further development. Please spend a few minutes providing your feedback on the following questions. Please be reassured that all responses are confidential.

Name of Coach or Mentor:						
Client initials:						
Date:	Click or tap to enter a date.					
1. Please confirm the total number of coaching sessions completed	2	3	4	5	6	Other
2. What key goals were agreed during your initial coaching session? (Please provide details).						
3. On a scale of 1–3, to what extent did the coach provide constructive challenge that encouraged you to move beyond your comfort zone?	1 I felt the coach adopted a directive approach, providing solutions and advice rather than facilitating me to identify my own options and actions	2 I found the experience reflective and supportive but did not feel I made significant progress towards my goals.	3 I felt appropriately challenged by the coach, who gave me time to reflect on the issues discussed and supported me in identifying my own solutions and next steps.			
4. To what extent do you feel the coaching sessions supported your progress towards your agreed goals?	Y Go to question 5			N Go to question 6		
5. If yes, please provide brief examples of how the coaching sessions have supported your progress towards your agreed goals						
6. If no, please explain why you feel the coaching sessions did not support your progress towards your goals.						
If you have any additional comments or feedback regarding your coaching experience, please provide them below						

Reflective Log

Individual Ref/ID:		Name of Coach:	
Reflect on each coaching or mentoring to identify one key learning point from each session Some examples of areas that may be useful for you to reflect may include but not limited to: Questioning & listening, adherence to process; selected coaching and mentoring model; use of insights gathered from diagnostic or assessment tools; self-awareness; coaching presence; emotional intelligence and behaviours.			
Own reflections	Session date Click or tap to enter a date.	Session date Click or tap to enter a date.	Session date Click or tap to enter a date.
	Individual ref/ID....	Individual ref/ID....	Individual ref/ID....
Key learning identified from session eg strengths and or areas requiring improvement 301/2 AC 3.1 (strengths, areas of improvement)			
Feedback received from individuals 301/2 AC3.3 (individual feedback)			
Feedback from supervision (if applicable to this session)			

301/2 AC 3.3 (supervision feedback)				
Closing the relationship (<i>if applicable</i>) 301/2 AC3.1 (closing)				
Changes made following feedback and own reflection this 301/2 AC3.1 (changes AC3.3 (own reflection))				
Planned actions to support continuous improvement 301/2 AC3.1				

Outcomes from Supervision Record

This form can assist in preparing for supervision and recording discussion and outcomes.

Name of coach:			
Session No:		out of:	
Observation recorded Y/N:			
Length of session:			
Name of supervisor/tutor:			
Date:		Click or tap to enter a date.	

Summary of outcomes from supervision	
Do not include identifying or confidential details.	
Records and outcomes	Response
Notes of planning and preparation for supervision. <i>301/2 AC3.2</i>	
What did I bring to the discussion? <i>301/2 AC 3.2 (areas identified)</i>	
What were the Supervisor led discussion points and feedback) <i>301/2 AC 3.2 & AC 2.4 (supervision feedback)</i>	
Was there any other feedback improvements identified <i>301/2AC 3.2 range (improvements)</i>	
What are the next steps that have been identified <i>AC 3.2 (next steps</i>	

The Following templates relate to 303 Level 3 Reviewing to Improve own coaching and mentoring practice.

Personal Profile Statement

Coach or Mentor:	
Date:	Click or tap to enter a date.
Before writing your personal profile statement outline the key factors that have influenced coaching or mentoring offer 303 AC2.2	
Factors to consider	How they might influence offer
Give consideration to:	Response
Target audience eg occupational specialism, key roles/ departments. 303 AC2.3 (<i>audience</i>)	
Professional background eg current role, industry experience, qualifications, and relevant coaching or mentoring experience. 303 A2.3 (experience, key achievements)	
Coaching or mentoring style eg preferred coaching or mentoring approach, communication style, including methods to support ethical considerations and confidentiality statement. 303 AC2.3 (<i>Coaching or mentoring that can be offered</i>)	
Personal and professional values eg beliefs, and principles that influence coaching or mentoring practice. 303 AC2.3 (<i>values, beliefs</i>)	
Key strengths and Unique Selling Points (USP) eg qualities that differentiate practice. AC303 AC2.3 (<i>strengths and USP</i>)	

Professional Development Plan (PDP)

(303 AC2.4)

Candidate name:	Organisation:	
Position:	Department:	
PDP creation date: Click or tap to enter a date.	PDP agreed and created with:	
Candidate signature:	Signed (created with):	
	Planned PDP review date: Click or tap to enter a date.	
Overall purpose Identify four key development opportunities for your future coaching or mentoring practice. 303 AC2.1		
1. 2. 3. 4.		
Set out specific objectives to meet the identified development opportunities		
Objectives/Smart 303 AC2.4 (SMART)	Activities required to achieve objectives May include resources required 303 AC2.4 (activities)	Review of progress towards PDP targets and new targets to be recorded on next PDP. 303 AC2.4 (review)
Goal 1: xx		<i>Review date:</i> Click or tap to enter a date.

Goal 2: xxx		<i>Review date:</i> Click or tap to enter a date.
Goal 3: xx		<i>Review date:</i> Click or tap to enter a date.
Goal 4: xx		<i>Review date:</i> Click or tap to enter a date.
Progress Review Comments:		
Reviewer Comments:		
Review date: Click or tap to enter a date.		Reviewer name:
Signature:		Signed (reviewed with):

7. Assessor forms

Assessor record form

Key: WR: written work (including table format)

OR: oral questions

PR: presentation

Unit number & title:			
Candidate name/number:			
Summary of any assessment task :			
Assessment criteria and range where applicable (centres to add as applicable)	Met/not met	Evidence type (Written, table format, Oral Q&A/ Presentation)	Assessor justification/ comments
	☐ Met ☐ Not met	☐ WR ☐ OR ☐ PR	
	☐ Met ☐ Not met	☐ WR ☐ PD ☐ PR	
	☐ Met ☐ Not met	☐ WR ☐ PD ☐ PR	
	☐ Met ☐ Not met	☐ WR ☐ PD ☐ PR	
Outcome			☐ Pass ☐ Fail
Assessor name, date, signature:			
IQA name, date, signature:			
EQA name, date, signature:			

Record for any oral Questions & Answers

AC ref eg 1.1, 2.1	Question or Discussion points asked	Outline of responses or time stamp as required	Comments
Summary/Additional comments			

Assessor observation record form

This template is intended to provide a clear, professional, and consistent format for recording assessor observations, assessment decisions, and supporting evidence.

Qualification Title:		Qualification Number:	
Unit title and number Tick (as appropriate)	☐ 301 Coaching or Mentoring Practice ☐ 302 Coaching or Mentoring Extended Practice		
Learning Outcome(s)	LO2		
Assessment Criteria	2.1 Use recognised model(s) for coaching or mentoring in order to support the individuals to achieve their goals. 2.2 Use appropriate communication skills and behaviours to develop the relationship, to work towards individual objectives, review progress and respond to individual needs.		
Range	AC 2.2 Communication skills: • listening • questioning • reflecting • responding • giving feedback • mirroring • summarising. AC 2.2 Behaviours: • rapport building • relationship building.	Evidence Requirements if applicable	Evidence must include the use of at least one recognised model for coaching or mentoring with each individual.
Candidate Name:		Candidate Number:	
Centre Name:		Assessor Name:	
Observation Date:		Location:	

What was observed

Provide summary of coaching or mentoring activity

How observation evidenced requirements

Capture notes identifying how the evidence meets the assessment criteria any range requirements and evidence requirements. Document any questions required to supplement the evidence	
AC2.1	Comment on the use of selected model to support the individual toward achievement of their goals
AC2.2	Comment on the communication skills and behaviours observed to help develop the relationship, work towards individual objectives, review progress and respond to individual needs.

Developmental Feedback

Provide constructive feedback highlighting strengths, areas for improvement, and recommended next steps.

Assessor Declaration

Assessor Signature:		Date:	Click or tap to enter a date.
Candidate Signature:		Date:	Click or tap to enter a date.

Appendix 3 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to www.cityandguilds.com or click on the links below:

Centre handbook: quality assurance standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The centre handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre assessment: quality assurance standards

This document sets out the minimum common quality assurance requirements for our qualifications that feature centre-assessed components.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides guidance on administering portfolios and controlled assessments, including a definition of supervised conditions.

Access arrangements: when and how applications need to be made to City & Guilds

This provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **contact us** section of the City & Guilds website.

City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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