

City & Guilds Level 5 Certificate and Diploma in Professional Coaching and Mentoring (8688-21/31)

Version 1.0 (September 2026)

Qualification Handbook

Qualification at a glance

Subject area	15.3 Business management
City & Guilds number	8688
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 5 Certificate in Professional Coaching and Mentoring	8688-21	610/7925/X	43	169
City & Guilds Level 5 Diploma in Professional Coaching and Mentoring	8688-31	610/7926/1	55	372

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 seeking to develop advanced level coaching and mentoring expertise at Level 5. It is particularly relevant for managers and professionals with significant responsibility for coaching and mentoring within their daily roles. The qualifications are designed to build confidence and competence in coaching and mentoring practice. Learners require access to coaching or mentoring practice and can be employed, in volunteer position or self-employed. Certificate: supports learners looking for an introduction to the core aspects of professional coaching and mentoring at Level 5 providing a focused period of learning. Diploma supports learners looking to build knowledge and skills beyond the core aspects of coaching and mentoring. The qualification is designed for practitioners who want a more comprehensive exploration of coaching and mentoring practice.
What do the qualifications cover?	These qualifications cover key topic areas, such as: • Deepening your understanding of how the organisational context can affect coaching or mentoring • Planning, delivering and reviewing your coaching and mentoring • Assessing own skills, knowledge and behaviours as a coach and mentor.
What opportunities for progression are there?	The qualifications allow learners to progress in their career or to the following ILM qualifications: • ILM Level 5 Award, Certificate or Diploma in Leadership and Management • ILM Level 6 Award, Certificate or Diploma in Leadership and Management • ILM Level 7 Certificate or Diploma for Executive Coaching and Mentoring

Area	Description
	• ILM Level 7 Certificate or Diploma for Coaching Supervisors • ILM Level 7 Award, Certificate, Diploma or Extended Diploma in Strategic Leadership and Management.

Structure

To achieve the **City & Guilds Level 5 Certificate in Professional Coaching and Mentoring**, learners must achieve all **three mandatory units** (500, 501, 503):

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve all mandatory units:			
500	Principles of coaching and mentoring in a professional environment	32	7
501	Coaching or mentoring practice in a professional environment	6	5
503	Reviewing to develop own coaching or mentoring practice	5	5

To achieve the **City & Guilds Level 5 Diploma in Professional Coaching and Mentoring**, learners must achieve all **three mandatory units** (500, 502, 503):

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve all mandatory units:			
500	Principles of coaching and mentoring in a professional environment	32	7
502	Extended coaching or mentoring practice in a professional environment	18	25
503	Reviewing to develop own coaching or mentoring practice	5	5

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 5 Certificate in Professional Coaching and Mentoring	43	169
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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:

- 8588-21 Level 5 Certificate in Effective Coaching and Mentoring
- 8588-31 Level 5 Diploma in Effective Coaching and Mentoring
- 8588-24 Level 5 Certificate in Effective Coaching and Mentoring (with 3 assessments)
- 8588-34 Level 5 Diploma in Effective Coaching and Mentoring (with 3 assessments)

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

learning and assessment processes.

or

- Knowledge of the RQF and level descriptors.

or

- Planned CPD by centre.

Continuing Professional Development in training and learning.

- Show sufficient evidence of participation in CPD in relation to training and learning over the past three years relevant to the Level 5 qualification(s) in Coaching and/or Mentoring.
-

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

Knowledge of the Level 5 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 5 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 guidance.

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 500

Principles of coaching and mentoring in a professional environment

Level:	5
GLH:	32
Credit value:	7
Assessment method:	Portfolio of Evidence
Aim:	This unit aims to provide the learner with an understanding of the principles of coaching and mentoring in an organisational context, and how core processes and practices underpin ethical practice. To support completion of this unit, it is recommended that reference is made to the Guide for the Integration and Ethical Principles of Artificial Intelligence (AI) in Coaching and Mentoring Practice.

Learning outcome

The learner will:

LO1 Understand the purpose of coaching and mentoring within an organisational context

Assessment criteria

The learner can:

AC1.1 Compare **differences and similarities** in coaching and mentoring

AC1.2 Evaluate how **organisational culture** can affect coaching and mentoring

AC1.3 Explain the **business rationale** for coaching or mentoring

AC1.4 Explain potential barriers and develop appropriate strategies to minimise these for individuals and organisations

Range

AC1.1 Differences and similarities:

- definition
- purpose
- relationship dynamics
- strengths and limitations
- coaching and mentoring influencers.

AC1.2 Organisational culture:

- operational structure
- values
- strategic goals
- support for coaching and mentoring.

AC1.3 Business rationale:

- evidence based
- organisational alignment
- impact on organisation including ROI
- impact on individuals.

Evidence Requirements

LO1 Responses should be supported by relevant theory, models, or research, where appropriate.

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.

AC1.1 and 1.2 must evidence both interventions: Coaching and Mentoring.

AC1.3 and 1.4 must evidence one intervention: Coaching or Mentoring.

Evidence must:

AC1.1 meet the range for coaching **plus** meet the range for mentoring

AC1.1 include **two** differences and two similarities across the range

AC1.2 meet the range for coaching **and** mentoring

AC1.3 meet the range for coaching **or** mentoring

AC1.4 include **four** barriers with strategy/ies to overcome for coaching **or** mentoring.

Note

All Acs can be met by one piece of evidence eg a business case.

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

Learning outcome

The learner will:

LO2 Understand the knowledge, skills and behaviours required to be an effective coach or mentor

Assessment criteria

The learner can:

AC2.1 Analyse the knowledge, skills and behaviours required to be an effective coach or mentor

AC2.2 Analyse how **responsibilities** of coach or mentor impacts the management of relationships

AC2.3 Explain the application of three way contracting

AC2.4 Evaluate how **ethical practice** is embedded within the coaching or mentoring relationship

Range

AC 2.2 **Responsibilities** (to themselves/the individual/the organisation):

- confidentiality and data protection
- ethical considerations
- objectives
- mindset.

AC 2.4 **Ethical practice:**

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

Evidence Requirements

LO2 Responses should be supported by relevant theory, models, or research, where appropriate.

LO2 All ACs 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 include a minimum of two knowledge, two skills and two behaviours for coaching **or** mentoring

AC2.2 include four responsibilities. For each item in the range evidence should include at least one example of each of the **three** responsibilities. ie responsibilities to themselves, to individual/s and to organisation

AC2.4 meet the range.

Note:

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

Learning outcome

The learner will:

LO3 Understand the process of effective coaching and management of the coaching or mentoring process

Assessment criteria

The learner can:

AC3.1 Evaluate appropriate assessment tools and/or exercises to establish clear baseline and coaching or mentoring measures

AC3.2 Analyse the **reasons for reviewing the contract** within the coaching or mentoring relationship

AC3.3 Analyse coaching or mentoring models

AC3.4 Explain how to manage the **key stages** of the coaching or mentoring process

AC3.5 Analyse the importance of **records** in coaching or mentoring

Range

AC3.2 **Reasons for reviewing a contract:**

- changes in individual circumstances
- changes in organisational circumstances
- changes in external circumstances.

AC3.4 **Key stages:**

- relationship management
- assessment and goal setting
- action planning
- implementation and support
- reviewing and evaluating.

AC3.5 **Records:**

- coaching/mentoring and reflective logs
- contract
- stakeholder feedback
- AI information management.

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 include two assessment tools and two exercises that are used to establish clear baseline and coaching or mentoring measures

AC3.2 include three reasons for individual circumstances plus two reasons for organisation plus one for external circumstances

AC3.3 include two coaching or mentoring models

AC3.4 meet the range

AC3.5 meet the range.

Note:

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

AC3.1 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 importance of reflection, review and supervision in coaching or mentoring

Assessment criteria

The learner can:

AC4.1 Compare different reflective models

AC4.2 Describe the different **methods to critique** own practice

AC4.3 Compare **methods** of supervision for a coach or mentor

AC4.4 Explain the **benefits** of Continuous Professional Development (CPD)

Range

AC4.2 **Methods to critique:**

- session to session practice
- overall review of practice.

AC4.3 **Methods:**

- individual
- group
- peer to peer mentoring
- fishbowl
- technology enabled supervision.

AC4.4 **Benefits:**

- improved performance
- career progression
- reflective practice
- professional credibility.

Evidence Requirements

LO4 Responses should be supported by relevant theory, models, or research, where appropriate.

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 include two models

AC4.2 meet the range

AC4.3 meet the range

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 Coaching and mentoring authors and thought leaders of current definitions/theories of coaching and mentoring may include but not limited to:

- Carl Rogers
- Julie Starr
- UCA
- ICF
- EMCC
- Father of Coaching definition - Sir John Whitmore
- Maynard and Furlong Hawkins
- David Clutterbuck
- Laurent Daloz
 - differences and overlaps between coaching and mentoring
 - collaboration, solution focused, result oriented.

Delivery should:

- include different types of coaching or mentoring such as team. Group and one to one
- should reference current evidence of research around impact of culture on coaching and mentoring
- cover differences between directive/non directive approaches. within relationship dynamics.

AC1.2 Organisational culture can relate to an organisation:

- the coach or mentor is working in
- the coach or mentor is working with

- known by the coach or mentor.

Organisational culture:

- operational structure eg:
 - hierarchy
 - matrix
 - top down
 - collaborative.
- values - ethics and principles within the organisation
- strategic goals - alignment to wider organisational goals
- support for coaching or mentoring - internally eg:
 - policies
 - procedures
 - strategies
 - senior level support.

AC1.3 Content of business rationale for coaching or mentoring:

- Evidenced based – may include not limited to, tools and models that support how this is measured eg:
 - fishbone
 - pareto charts
 - 360 feedback
 - behavioural surveys
 - SMART goals
 - journaling and reflection.
- Organisational alignment may include but not limited to - measurement against individual and organisational objectives relating to coaching or mentoring
- Impact on organisation - measures to assess the impact of coaching or mentoring including Return on Investment (ROI)/financial returns. In addition, it may include but not limited to:
 - strategic goals
 - market or financial analysis; expected outcomes,
 - risk assessment.
- Impact on individual, may include but not limited to:
 - performance outcomes
 - decision making
 - capabilities
 - individual goals.

AC1.4 Potential barriers to effective coaching or mentoring may include but not limited to:

- culture
- structure
- time
- resources
- attitudes
- beliefs
- values
- neurotype

- ownership
- organisational context
- receptiveness for coaching or mentoring.

Strategies relate to a systematic approach to cover root causes and solutions based approach.

Learning Outcome 2

AC2.1 Knowledge skills and behaviours may include but not limited to:

- Knowledge:
 - coaching and mentoring tools/models
 - ethics
 - results oriented approach
 - use of Artificial Intelligence (AI)
 - neuro-affirming practices
 - reference to core competencies Global code of ethics for coaching and mentoring.
- Skills:
 - communication and questioning
 - Emotional Intelligence (EI)
 - empathy
 - self-awareness
 - building trust
 - strengths based focus.
- Behaviours:
 - mindset and attitudes
 - values
 - ethical behaviour
 - curiosity over judgement.

AC2.2 Responsibilities may include but not limited to:

- establishing trust and safety
- contracting
- active listening and presence
- objective feedback
- holding accountability
- challenging the individual
- adhering to ethical standards including data protection
- cultural awareness
- self-regulation.

AC2.3 Application of three way contacting may include not limited to:

- definition of scope and goals
- logistics and structure
- roles and responsibilities
- confidentiality and data protection
- final terms
- termination clause

- professional boundaries
- ethical considerations.

Deliver around contracting may include but not limited to:

- How to discuss a contract
- What needs to be included in a contract
- How this needs to be linked to the individual's needs as well as the organisations' needs?
- Communication of the contract and updating individual and stakeholders
- How the contract will be kept
- Details within the contract and agreement eg:
 - physical environment
 - confidentiality and boundaries
 - stakeholder involvement
 - timescales and frequency.
- Reference to a membership body's code of practice to inform the analysis.

AC2.4 Global Code of Ethics Follows professional standards and codes of conduct, including the Global Code of Ethics for Coaches & Mentors and Supervisors and how this is managed within the relationship between coach/mentor, individual and organisation (where appropriate).

DEI may include embedding inclusive practice throughout the coaching or mentoring relationship by recognising conscious and unconscious bias, adapting communication to individual needs, promoting equitable participation, respecting diverse perspectives and lived experiences, maintaining psychological safety, and evaluating how ethical decision-making supports inclusion, fairness and organisational values. Ethical practice may include but not limited to:

- discrimination
- language
- bias
- communication
- legal and ethical considerations for effective relationship management
- confidentiality.

The following list are examples of evaluation models/tools which can be used to understand how well practice has been included in the relationship: how it can be embedded and how the learner will do, this may include but not limited to:

- self-assessment
- feedback from individual
- feedback from organisation
- checking throughout
- checking at contracting stage
- asking the individual.

Embedded refers to the integration of ethical practice into coaching and mentoring relationships to ensure equity and inclusivity that is relevant and contextualised to the individual being coached or mentored.

Learning Outcome 3

AC3.1 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.

Coaching or mentoring measures may include but not limited to:

- performance
- internal
- external
- readiness.

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:

- 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.

AC3.2 Changes in individuals, organisations external circumstances may include but not limited to:

- shifts in the scope of the service
- updates to legal and ethical standards
- addressing boundary issues
- feedback and evaluation
- changes in financial terms
- changes to consent for the use of AI. For AI and Safeguarding refer to ‘Guide for Integration of Artificial Intelligence, Safeguarding, and Ethical Principles into coaching and mentoring practice’.

AC3.3 Suitable coaching and mentoring models may include but not limited to:

- OSCAR/OSKAR - Whittleworth and Gilbert
- ACHIEVE - Dembkowski and Williams
- STEPPA - Mcleod
- WOOP - Oettingen
- FUEL - Zenger and Stinnett
- Systemic Team Coaching - Peter Hawkins
- GROW/TGROW - Whitmore
- CIGAR - Green and Grant
- The 5 C's Model - Harward
- 3 Stage Model Egan
- CLEAR - Hawkins
- 7 Spiral Coaching Steps
- DSES Model
- Push-Pull Mentoring Model.

AC3.4 Reviewing and evaluating may include methods of monitoring progress. These may include but not limited to:

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

AC3.5 Recommend inking to ethical practice in AC2.4.

Learning Outcome 4

'Reflection' relates to the practice of the learners reflecting from one session to the next with each individual (see LO3 of unit 501/502). 'Review' focuses on the strategic overall review and development of learner's ability as coach or mentor (unit 503).

AC4.1 Reflective models may include but not be limited to:

- Gibb's reflective cycle - Gibb
- 5R framework
- Kolb's experiential learning cycle - Kolb
- Schon's Model Reflection in Action and on action - Schon
- Brookfields four lenses - Brookfields
- Atkins and Murphy's Model AC - Atkins and Murphy.

AC4.3 Supervision purposes and formats may include, but not limited to:

- Purposes:
 - formative (developmental)
 - normative (quality and ethics)
 - restorative (supportive)
 - reflective space

- continuous growth.
- Formats:
 - action learning
 - case studies
 - presentations
 - virtual/technology enabled
 - face to face.

Suggested Support Materials

Hawk, R. – *Welcome to Management*

Supports understanding of management, leadership and development in organisational settings.

Pacheco, R. – *Bringing Up the Boss*

Provides practical perspectives on managing and developing people.

Kouzes, J. M. and Posner, B. Z. – *The Leadership Challenge*

Explores leadership behaviours and organisational effectiveness.

Watkins, M. D. – *The First 90 Days*

Provides insight into leadership transitions and organisational development.

Clear, J. – *Atomic Habits*

Supports understanding of behavioural change and sustainable development.

Unit 501

Coaching or mentoring practice in a professional environment

Level:	5
GLH:	6
Credit value:	5
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 reflect between sessions and evaluate improvements which positively impact the coach or mentor, and the individual.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

AC1.1 Undertake **preparation activities** with individuals

AC1.2 Use assessment tools and/or exercises to establish developmental goals, and agree outcomes

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

AC1.4 Design a **contract** that meets individual requirements and other stakeholders' requirements where applicable

Range

AC1.1 Preparation activities:

- initial contact and communications
- expectations of coaching or mentoring
- establish relationships.

AC1.3 Plan:

- profile of individual
- goals and outcomes
- type of coaching or mentoring approach
- reasons for location
- timing and duration of sessions
- meet individual needs.

AC1.4 Contract:

- purpose
- expectations
- methods of communication
- commitment
- timescales
- any stakeholders requirements and responsibilities
- boundaries
- confidentiality considerations
- reference to ethical codes of practice
- record keeping and data protection
- termination clauses
- method of coaching or mentoring.

Evidence Requirements

LO1 This unit must evidence 18 hours of coaching or mentoring practice across a minimum of two and a maximum of four 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 forms of signature will still be required.

Evidence must:

AC1.1 meet the range and include records and/or correspondence from initial conversations and rapport building/chemistry sessions for each individual

AC1.2 include **three** examples of tools and/or exercises used to identify developmental goals and agreed outcomes, refer to note below

AC1.2 include the rationale for selection of assessment tools and/exercises

AC1.3 include a plan for each individual including how individual needs have been considered and meets the range. The plan must account for the 18 hours of coaching or mentoring across the required number of individuals

AC1.4 meet the range, including a contract for each individual, reflecting stakeholder involvement where applicable, including how individual needs will be met and signed by all parties.

Note:

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

AC1.2 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, three examples are required across the 18 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 18 hours effective coaching or mentoring with a minimum of two and maximum of four individuals

Assessment criteria

The learner can:

AC2.1 Select and apply approaches to support individuals to achieve their goals and objectives

AC2.2 Adapt own skills and behaviours to respond to individual needs

AC2.3 Maintain comprehensive records of coaching or mentoring **journey**

Range

AC2.1 **Journey:**

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

Evidence Requirements

LO2 This unit must evidence 18 hours of coaching or mentoring practice across a minimum of two and a maximum of four 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 forms of signature will still be required.

Evidence must:

AC2.1 include the application of minimum of three approaches across 18 hours of practice (one of which must be a recognised model ie established framework). Approaches must be personalised to the individuals. Refer to unit guidance for clarification around approaches, models, tools and techniques

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

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

AC2.3 include working records of the whole journey which meets the range.

Note:

LO2 Optional templates and assessor observation records 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. Observations can be recorded or in person. Minimum requirements of assessors who can deliver observation of practice are coaching and mentoring qualification at level being assessed (section 2 of the 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 individuals 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 reflect on own session to session coaching or mentoring practice

Assessment criteria

The learner can:

AC3.1 Gather session to session **feedback** on own coaching or mentoring practice

AC3.2 Participate in supervision to inform self-reflection

AC3.3 Evaluate **own improvement** from session to session, considering **feedback** received

Range

AC3.1 & AC3.3 **Feedback** from:

- observation of practice
- supervision
- individuals being coached or mentored
- self-reflection.

AC3.3 **Own improvement:**

- consideration of impact on all parties
- planned next steps
- closing the relationship.

Evidence Requirements

LO3 This unit must evidence 18 hours of coaching or mentoring practice across a minimum of two and a maximum of four 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 forms of signature will still be required.

Evidence must:

AC3.1 meet the range

AC3.2 include planning for and records of and outcomes from two hours of supervision

AC3.3 include reflective log for each individual which spans the whole of their coaching or mentoring process

AC3.3 meet the range including a minimum of:

- one impact for the coach or mentor and one impact for the individual

- one example of closing relationship across the 18 hours of practice (this is not per individual).

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.

AC3.2 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 2 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:

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

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

Suggested Support Materials

Hawk, R. – *Welcome to Management*

Supports understanding of management, leadership and development in organisational settings.

Pacheco, R. – *Bringing Up the Boss*

Provides practical perspectives on managing and developing people.

Kouzes, J. M. and Posner, B. Z. – *The Leadership Challenge*

Explores leadership behaviours and organisational effectiveness.

Watkins, M. D. – *The First 90 Days*

Provides insight into leadership transitions and organisational development.

Clear, J. – *Atomic Habits*

Supports understanding of behavioural change and sustainable development

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 Skills and attributes:**

- importance of establishing and building relationships for effective coaching or mentoring
- initial rapport building/chemistry session
- consideration of role and responsibilities of stakeholders in relation to coaching or mentoring.

Stakeholders may include, but not limited to:

- line manager
- HR/Learning & Development Lead within organisation
- individuals being coached or mentored
- team members, suppliers, contractors partner organisations.

Contracting records may include, but not limited to:

- coach or mentor
- individuals and stakeholder expectations
- email exchanges
- note taking (including the use of Artificial Intelligence (AI))
- internal communications/procedures
- extracts/transcripts from online conversations.

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 Creation of a coaching or mentoring plan that captures the data gathered from AC1.1 and AC1.2.

AC1.3, AC1.4 Individual needs may include, but not limited to:

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

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

AC1.4

- Establishing and managing the contracting process plus practical application of the contracting process
- Contract documentation and design to reflect individual needs and circumstances
- Alignment with relevant legislation, organisational policies and ethical practice requirements eg:
 - EMCC
 - ICF
 - AC
 - UCA
 - Global Code of Ethics.
- Applies to different types of coaching or mentoring, which may include but are not limited to:
 - online
 - in person
 - team coaching
 - group coaching.
- Boundaries and confidentiality considerations relating to stakeholder involvement
- Three-way contracting within an organisational context where applicable.

Learning Outcome 2

AC2.1 Within the context of the assessment criterion approaches encompass recognised coaching models, tools and techniques used to guide coaching conversations and support learning, development and performance.

The application of the above models, tools and techniques is dependent upon context and can be interchangeable:

- recognised coaching models are established frameworks, such as GROW, OSCAR or CLEAR, that provide a structured process for planning, conducting and evaluating coaching conversations
- a coaching tool: ie resource, exercise, assessment, question set used within the coaching process to facilitate insight, self-awareness, reflection, learning and action planning
- coaching techniques skills and methods applied during coaching interactions to help individuals explore perspectives, generate insights, overcome barriers and achieve their goals.

Models may include but not limited to:

- OSCAR/OSKAR -Whittleworth and Gilbert
- ACHIEVE - Dembkowski and Williams
- STEPPA - Mcleod
- WOOP - Oettingen
- FUEL - Zenger and Stinnett
- Systemic Team Coaching - Peter Hawkins

- GROW/TGROW - Whitmore
- CIGAR - Green and Grant
- The 5 C's Model - Harward
- 3 Stage Model - Egan
- CLEAR - Hawkins
- 7 Spiral Coaching Steps (Outcome, Situation, Options, Goals, Steps, Action, Review)
- DSES Model
- Push-Pull Mentoring Model

Tools and techniques may include but not limited to:

- Artificial Intelligence (AI)
- Adopting an 'Outside-in Approach'
- 70 – 20 – 10 Learning Framework
- Leveraging Peer Learning
- Balancing 'Asking' and 'telling'
- coaching cards
- role play
- challenging beliefs
- solution focused thinking
- Neuro Linguistic Programming (NLP)
- Jelly baby tree.

AC2.2 Skills and behaviours to adapt in each session may include but not limited to:

- Skills:
 - awareness of specific needs relating to neurodiversity, neurodivergence and wellbeing
 - techniques for listening and questioning
 - reflecting and responding
 - challenging and give feedback
 - setting and adhering to boundaries
 - building and maintaining rapport.
- Behaviours:
 - professionalism
 - ethical approach
 - non-judgement
 - intuition
 - empathy
 - flexibility
 - awareness of self
 - developing trust and creating a psychologically safe environment
 - developing effective coaching or mentoring relationships.

AC2.3 Working records may include but not limited to:

- Types:
 - written
 - audio

- visual
- digital.
- Content may include but not limited to:
 - communications
 - diagnostics and assessment tools
 - planning and contracting from LO1
 - tracking individuals progress toward goals
 - outcomes achieved
 - supervision notes/outcomes/transcripts
 - referring back to initial goals and re-contracting where appropriate.
- Coaching or mentoring log may include but not limited to:
 - individual's information
 - session details
 - progress tracker
 - own reflective practice.

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 503 Reviewing to Develop own Coaching and Mentoring Practice.

AC3.1 Feedback from individuals may include, but not limited to:

- questionnaires
- plus feedback comments via email
- verbal
- message
- recorded
- formal and informal
- in-session and post-session.

Feedback from stakeholders where relevant to the individual and context of the coaching or mentoring journey.

AC3.2 Supervision may include:

- one-to-one sessions
- group supervision.

AC3.3 How to analyse feedback for useful information on effectiveness, patterns, process and for planning improvement/future development of coaching or mentoring.

AC3.3 Evaluation of own abilities and impact of coaching or mentoring practice may include reference to:

- Coaching or Mentoring competencies eg
 - EMCC
 - AC
 - ICF

- UCA.
- Application of approaches eg
 - recognised models
 - tools and techniques.
- Use of communication skills and techniques, developing rapport, giving feedback, non-verbal communication, adaptability
- Creating a coaching or mentoring environment, responding to needs, ethical and nonjudgemental behaviours
- Impact of personal preparation, including mindset for coaching or mentoring.

Suggested Support Materials

Coaching:

Passmore, J. – *Excellence in Coaching: The Industry Guide*

Provides greater depth across coaching approaches, professional practice and application.

Hall, C. W. – *The Coaching Mindset: 8 Ways to Think Like a Coach*

Explores the mindset and behaviours associated with effective coaching.

Pedrick, C. and Baldelli, L. – *The Human Behind the Coach*

Focuses on coach self-awareness, presence and reflective development.

Kimsey-House, H. et al. – *Co-Active Coaching*

Explores relationship-centred coaching approaches and practical application.

Bungay Stanier, M. – *The Coaching Habit*

Supports the development of effective questioning and coaching conversations.

Glaser, J. E. – *Conversational Intelligence*

Supports understanding of communication, trust and productive relationships.

Goldsmith, M., Lyons, L. S. and McArthur, S. – *Coaching for Leadership*

Explores coaching within leadership and organisational settings.

Mentoring:

Dungy, T. – *The Mentor Leader*

Explores the relationship between mentoring, leadership and development of others.

Zachary, L. J. – *The Mentor's Guide*

Provides a structured approach to effective mentoring relationships.

Emelo, R. – *Modern Mentoring*

Explores contemporary approaches to workplace and organisational

Unit 502

Coaching or mentoring extended practice in a professional environment

Level:	5
GLH:	18
Credit value:	25
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 reflect between sessions and evaluate improvements which positively impact the coach or mentor, and the individual.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

AC1.1 Undertake **preparation activities** with individuals

AC1.2 Use assessment tools and/or exercises to establish developmental goals and agree outcomes

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

AC1.4 Design a **contract** that meets individual requirements and other stakeholder requirements where applicable

Range

AC1.1 Preparation activities:

- initial contact and communications
- expectations of coaching or mentoring
- establish relationships.

AC1.3 Plan:

- profile of individual
- goals and outcomes
- type of coaching or mentoring approach
- reasons for location
- timing and duration of sessions
- meet individual needs.

AC1.4 Contract:

- purpose
- expectations
- methods of communication
- commitment
- timescales
- any stakeholder's requirements and responsibilities
- boundaries
- confidentiality considerations
- reference to ethical codes of practice
- record keeping and data protection
- termination clauses
- method of coaching or mentoring.

Evidence Requirements

LO1 This unit must evidence 54 hours of coaching or mentoring practice across a minimum of four and a maximum of 11 individuals with seven 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 forms of signature will still be required.

Evidence must:

AC1.1 meet the range and include records and/or correspondence from initial conversations and rapport building/chemistry sessions for each individual

AC1.2 include three examples of tools and/or exercises used to identify developmental goals and agreed outcomes, refer to note below

AC1.2 include the rationale for selection of assessment tools and/exercises

AC1.3 include a plan for each individual including how individual needs have been considered and meets the range. The plan must account for the 54 hours of coaching or mentoring across the required number of individuals

AC1.4 meet the range, including a contract for each individual, reflecting stakeholder involvement where applicable, including how individual needs will be met and signed by all parties.

Note:

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

AC1.2 Only three examples are required across the 54 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 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:

LO2 Be able to undertake and record a minimum of 54 hours of effective coaching or mentoring with a minimum of four maximum of 11 individuals

Assessment criteria

AC2.1 Select and apply approaches to support individuals, to achieve their goals and objectives

AC2.2 Adapt own skills and behaviours to respond to individual needs

AC2.3 Maintain comprehensive records of coaching or mentoring **journey**

Range

AC2.3 Journey:

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

Evidence Requirements

LO2 This unit must evidence 54 hours of coaching or mentoring practice across a minimum of four and a maximum of 11 individuals with seven 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 forms of signature will still be required.

Evidence must:

AC2.1 include the application of minimum of three approaches across 54 hours of practice (one of which must be a recognised model ie established framework). Approaches must be personalised to the individuals. Refer to unit guidance for clarification around approaches, models, tools and techniques

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

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

AC2.3 include working records of the whole journey which meets the range.

Note:

LO2 Optional templates and assessor observation records 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. Observations can be recorded or in person. Minimum requirements of assessor who can deliver observation of practice are coaching and mentoring qualification at level being assessed (section 2 of the 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 individuals 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 reflect on own session to session coaching or mentoring practice

Assessment criteria

The learner can:

AC3.1 Gather session to session **feedback** on own coaching or mentoring practice

AC3.2 Participate in supervision to inform self-reflection

AC3.3 Evaluate **own improvement** from session to session, considering **feedback** received

Range

AC3.1 & AC3.3 **Feedback** from:

- observation of practice
- supervision
- individuals being coached or mentored
- self-reflection.

AC3.3 **Own improvement:**

- consideration of impact on all parties
- planned next steps
- closing the relationship.

Evidence Requirements

LO3 This unit must evidence 54 hours of coaching or mentoring practice across a minimum of four and a maximum of 11 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 forms of signature will still be required.

Evidence must:

AC3.1 meet the range

AC3.2 include planning for and records of and outcomes from seven hours of supervision

AC3.3 include reflective log for each individual which spans the whole of their mentoring or mentoring process

AC3.3 meet the range including a minimum of:

- one impact for the coach or mentor and one impact for the individual

- one example of closing relationship across the 54 hours of practice (this is not per individual).

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. 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:

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

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

AC3.1, AC3.3 Evidence of feedback from:

- observation of practice see AC2.1/AC2.2
- of supervision see AC3.2
- individuals and team or group can be drawn from feedback forms and coaching or mentoring record
- self-reflection evidenced by reflective log.

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 Skills and attributes:**

- importance of establishing and building relationships for effective coaching or mentoring
- initial rapport building/chemistry session
- consideration of role and responsibilities of stakeholders in relation to coaching or mentoring.

Stakeholders may include, but not limited to:

- line manager
- HR/Learning & Development Lead within organisation
- individuals being coached or mentored
- team members, suppliers, contractors partner organisations.

Contracting records may include, but not limited to:

- coach or mentor
- individuals and stakeholder expectations
- email exchanges
- note taking (including the use of Artificial Intelligence (AI))
- internal communications/procedures
- extracts/transcripts from online conversations.

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.
 - GROW.

The suitability of tools and/or 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 Creation of a coaching or mentoring **plan** that captures the data gathered from AC1.1 and AC1.2.

AC1.3, AC1.4 Individual needs may include, but not limited to:

- resources
- tools
- time
- space
- environment
- safety
- suitability
- wellbeing
- approach and philosophy
- directive/non-directive
- discussion of specific needs requirements
- meeting individual needs takes into account inclusive planning and any reasonable adjustments.

AC1.4

- Establishing and managing the contracting process plus practical application of the contracting process
- Contract documentation and design to reflect individual needs and circumstances
- Alignment with relevant legislation, organisational policies and ethical practice requirements eg:
 - ILM
 - EMCC
 - ICF
 - AC
 - UCA
 - Global Code of Ethics.
- Applies to different types of coaching or mentoring, which may include but are not limited to:
 - online
 - in person
 - team coaching
 - group coaching.
- Boundaries and confidentiality considerations relating to stakeholder involvement
- Three-way contracting within an organisational context where applicable.

Learning Outcome 2

AC2.1 Within the context of the assessment criterion approaches encompass recognised coaching models, tools and techniques used to guide coaching conversations and support learning, development and performance.

The application of the above models, tools and techniques is dependent upon context and can be interchangeable:

- recognised coaching models are established frameworks, such as GROW, OSCAR or CLEAR, that provide a structured process for planning, conducting and evaluating coaching conversations
- a coaching tool: ie resource, exercise, assessment, question set used within the coaching process to facilitate insight, self-awareness, reflection, learning and action planning
- coaching techniques skills and methods applied during coaching interactions to help individuals explore perspectives, generate insights, overcome barriers and achieve their goals.

Models may include but not limited to:

- OSCAR/OSKAR -Whittleworth and Gilbert
- ACHIEVE - Dembkowski and Williams
- STEPPA - Mcleod
- WOOP - Oettingen
- FUEL - Zenger and Stinnett
- Systemic Team Coaching - Peter Hawkins
- GROW/TGROW - Whitmore

- CIGAR - Green and Grant
- The 5 C's Model - Harward
- 3 Stage Model - Egan
- CLEAR - Hawkins
- 7 Spiral Coaching Steps (Outcome, Situation, Options, Goals, Steps, Action, Review)
- DSES Model
- Push-Pull Mentoring Model

Tools and techniques may include but not limited to:

- Artificial Intelligence (AI)
- Adopting an 'Outside-in Approach'
- 70 – 20 – 10 Learning Framework
- Leveraging Peer Learning
- Balancing 'Asking' and 'telling'
- coaching cards
- role play
- challenging beliefs
- solution focused thinking
- Neuro Linguistic Programming (NLP)
- Jelly baby tree.

AC2.2 Skills and behaviours to adapt in each session may include but not limited to:

- Skills:
 - awareness of specific needs relating to neurodiversity, neurodivergence and wellbeing
 - techniques for listening and questioning
 - reflecting and responding
 - challenging and give feedback
 - setting and adhering to boundaries
 - building and maintaining rapport.
- Behaviours:
 - professionalism
 - ethical approach
 - non-judgement
 - intuition
 - empathy
 - flexibility
 - awareness of self
 - developing trust and creating a psychologically safe environment
 - developing effective coaching or mentoring relationships.

AC2.3 Working records may include but not limited to:

- Types:
 - written
 - audio
 - visual

- digital.
- Content may include but not limited to:
 - communications
 - diagnostics and assessment tools
 - planning and contracting from LO1
 - tracking individuals progress toward goals
 - outcomes achieved
 - supervision notes/outcomes/transcripts
 - referring back to initial goals and re-contracting where appropriate.
- Coaching or mentoring log may include but not limited to:
 - individual's information
 - session details
 - progress tracker
 - own reflective practice.

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 503 Reviewing to Develop own Coaching and Mentoring Practice.

AC3.1 Feedback from individuals may include, but not limited to:

- questionnaires
- plus feedback comments via email
- verbal
- message
- recorded
- formal and informal
- in-session and post-session.

Feedback from stakeholders where relevant to the individual and context of the coaching or mentoring journey.

AC3.2 Supervision may include:

- one-to-one sessions
- group supervision.

AC3.3 How to analyse feedback for useful information on effectiveness, patterns, process and for planning improvement/future development of coaching or mentoring.

AC3.3 Evaluation of own abilities and impact of coaching or mentoring practice may include reference to:

- Coaching or Mentoring competencies eg
 - EMCC
 - AC
 - ICF

- UCA.
- Application of approaches eg
 - recognised models
 - tools and techniques.
- Use of communication skills and techniques, developing rapport, giving feedback, non-verbal communication, adaptability
- Creating a coaching or mentoring environment, responding to needs, ethical and nonjudgemental behaviours
- Impact of personal preparation, including mindset for coaching or mentoring.

Suggested Support Materials

Coaching:

Passmore, J. – *Excellence in Coaching: The Industry Guide*

Provides greater depth across coaching approaches, professional practice and application.

Hall, C. W. – *The Coaching Mindset: 8 Ways to Think Like a Coach*

Explores the mindset and behaviours associated with effective coaching.

Pedrick, C. and Baldelli, L. – *The Human Behind the Coach*

Focuses on coach self-awareness, presence and reflective development.

Kimsey-House, H. et al. – *Co-Active Coaching*

Explores relationship-centred coaching approaches and practical application.

Bungay Stanier, M. – *The Coaching Habit*

Supports the development of effective questioning and coaching conversations.

Glaser, J. E. – *Conversational Intelligence*

Supports understanding of communication, trust and productive relationships.

Goldsmith, M., Lyons, L. S. and McArthur, S. – *Coaching for Leadership*

Explores coaching within leadership and organisational settings.

Mentoring:

Dungy, T. – *The Mentor Leader*

Explores the relationship between mentoring, leadership and development of others.

Zachary, L. J. – *The Mentor's Guide*

Provides a structured approach to effective mentoring relationships.

Emelo, R. – *Modern Mentoring*

Explores contemporary approaches to workplace and organisational

Unit 503

Reviewing to develop own coaching or mentoring practice

Level:	5
GLH:	5
Credit value:	5
Assessment method:	Portfolio of Evidence
Aim:	This unit requires learners to holistically review their ability to perform effectively as a coach or mentor within an organisational context and plan the development of their own coaching or mentoring practice.

Learning outcome

The learner will:

LO1 Be able to review overall effectiveness of own ability to perform as a coach or mentor

Assessment criteria

The learner can:

AC1.1 Review the benefits that have been realised as a result of own coaching or mentoring practice

AC1.2 Conduct evidence-based assessment of own ethics as a coach or mentor in relation to Global Code of Ethics

AC1.3 Produce a detailed personal analysis of own role as a coach or mentor using a recognised tool

Evidence Requirements

LO1 Learners must use multiple sources of evidence eg supervision, stakeholder feedback, self-reflection.

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 include three different benefits, showing understanding of the impact and value of coaching or mentoring with reference to tangible outcomes/Return On Investment (ROI)

AC1.2 include a minimum of three components from the Global Code of Ethics

AC1.2 include the rationale for selection of assessment tools and/exercises

AC1.3 include use of at least one tool.

Note:

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

Learning outcome

The learner will:

LO2 Be able to develop a plan for own future coaching or mentoring practice

Assessment criteria

The learner can:

AC2.1 Produce a **profile statement** to support your position as a practicing coach or mentor

AC2.2 Describe how to promote own coaching or mentoring offer

AC2.3 Produce a **Professional Development Plan (PDP)** to support own development in coaching or mentoring

Range

AC2.1 **Profile statement:**

- personal coaching or mentoring philosophy (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.

AC2.3 **Professional Development Plan (PDP):**

- learner name, date created and date last updated
- overall purpose of PDP (including review of own practice)
- SMART objectives
- activities required to meet objectives
- revise and review.

Evidence Requirements

Evidence must:

AC2.1 meet the range

AC2.2 (no additional requirements)

AC2.3 meet the range

AC2.3 include a PDP that:

- covers the next 12 months
- includes at least six objectives.

Note:

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

AC2.3 PDP target varies across levels due to complexity of actions as well as opportunities for completion.

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

Learning outcome 3 of the practice unit 501/502 focuses on the learner's reflection from one session to the next with each individual. Whereas the learning outcomes of this unit focus on the overall review and development of their ability as coach or mentor.

Learning Outcome 1

AC1.1 Benefits can include benefits to coach/mentor, the individual being coached or mentored, the organisation, other stakeholders. Consider the outcomes achieved against the initial objectives agreed in each coaching or mentoring relationship.

AC1.2 Evidence based assessments may include but not limited to those created by relevant industry organisations eg:

- EMCC
- AoC
- UCA.

AC1.3 Personal analysis tools may include but not limited to:

- SWOT
- Myers Briggs
- Insights
- DISC
- Enneagram.

Learning Outcome 2

Personal profile statement can promote own practice as part of employment in own organisation or as part of a business plan for independent practice.

AC2.2 Description of how to promote own coaching or mentoring offer should reflect the type of practice planned and could include but is not limited to:

- in house coaching or mentoring offer or own coaching or mentoring business
- types of coaching or mentoring offer: one-to-one, group, face to face, online
- promotion through social media, intranet, own existing and/or new networks, in meetings or more informal settings eg tea and talk, lunchtime opportunities
- special interests, niche topics and experience, USP.

AC2.3 Learners should draw upon LO1 and AC2.1 and AC2.2 when creating their PDP.

Development objectives could include but not limited to:

- 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 Supporting Materials

Kahneman, D. – *Thinking, Fast and Slow*

Supports critical consideration of judgement, decision-making and cognitive bias.

Dweck, C. – *Mindset*

Provides a foundation for critically exploring motivation, learning and development.

Goleman, D. – *Working with Emotional Intelligence*

Provides deeper consideration of emotional intelligence within professional and organisational settings.

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 5 Applied Professional Practice

Organisational Coaching and Mentoring Practice - mapped to LO1

AI Integration

Delivery might include:

- how organisations utilise AI-enabled coaching platforms, digital ecosystems, and data analytics to support learning, performance, and talent development
- the strategic application and effectiveness of digital coaching and mentoring techniques within organisational and professional practice settings.

Professional Practice

Delivery might include:

- confidentiality protocols, information governance practices, and data protection measures implemented within organisational coaching and mentoring systems
- safeguarding responsibilities and risk management considerations within virtual, digital, and hybrid coaching or mentoring environments
- the importance of informed consent, professional integrity, and ethically responsible communication when engaging with learners, clients, and organisational stakeholders.

Knowledge, Skills, Behaviours, Ethics, and Contracting – mapped to LO2

AI Integration

Delivery might include:

- identification of AI-supported tools and technologies to enhance action planning, communication, reflective practice, and the overall effectiveness of coaching or mentoring activities
- the strengths, limitations, reliability, and ethical implications of AI-enabled coaching and mentoring support systems.

Professional Practice

Delivery might include:

- the ethical implications associated with AI technologies, including issues relating to bias, confidentiality, data security, reliability, and accuracy of outputs
- the professional boundaries, ethical considerations, and relationship management requirements associated with digital and virtual coaching environments.

Contracting, Benchmarking, and Coaching Models – mapped to LO3

AI Integration

Delivery might include:

- the application of AI-supported diagnostic, profiling, and assessment tools within coaching and mentoring practice
- the effectiveness of digital systems used to monitor learner progress, engagement, performance, and developmental outcomes
- the use of AI-enabled feedback mechanisms and performance measurement systems to support evidence-informed coaching and mentoring interventions.

Professional Practice

Delivery might include:

- the ethical and compliant management of assessment data, learner records, and confidential information in line with professional and organisational requirements
- the risks and responsibilities associated with the digital storage, processing, and sharing of personal and organisational data
- importance of ensuring coaching and mentoring practice remains learner-centred, relational, and professionally led, rather than driven primarily by technology or automated systems.

Reflection, Supervision, and CPD – mapped to LO4

AI Integration

Delivery might include:

- the appropriate and professional use of digital supervision platforms and Continuing Professional Development (CPD) technologies to support ongoing learning and reflective practice
- the application, effectiveness, and limitations of AI-supported reflective analysis tools within coaching and mentoring contexts.

Professional Practice

Delivery might include:

- the importance of ethical reflective practice, professional accountability and evidence of informed continuous improvement within coaching and mentoring when using AI tools
- the secure, confidential, and compliant management of supervision records, reflective journals, and developmental documentation
- ways to challenge AI-generated reflective outputs within the context of professional judgement and practice.

1. Assessment overview

The **City & Guilds Level 5 Certificate/Diploma in Professional 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:

- **501** Coaching or Mentoring Practice in Professional Environment
- **502** Coaching or Mentoring Extended Practice in a Professional Environment
- **503** Reviewing to Develop own 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:

- **500** Principles of Coaching or Mentoring in a Professional Environment
- **503** Reviewing to Develop 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 arrangement 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 **500 - Principles of Coaching and Mentoring in a Professional Environment**. 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 (section7) 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 **500 - Principles of Coaching and Mentoring in Professional Environment**. 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 (section7) 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 (section7) 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 **501/502** 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 (section7) 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 **501/502** Coaching and Mentoring Practice units.

Templated working documents are provided (section 6).

Reflective accounts/Logs

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

501/502 Coaching or Mentoring Practice

503 Reviewing to Develop 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 learner's 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 candidates 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 5 Certificate/Diploma in Professional 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: 500 Principles of Coaching and Mentoring in a Professional Environment		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 Understand the purpose coaching and mentoring within an organisational context ACs 1.1 to 1.2 must evidence both interventions, AC 1.3 to 1.4 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 Compare the differences and	• 2 differences and 2 similarities for							

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

similarities of coaching and mentoring	coaching <u>and</u> mentoring.							
A1.2 Evaluate how organisational culture can affect coaching and mentoring	meet range for coaching <u>and</u> mentoring.							
AC1.3 Explain the business rationale for coaching or mentoring	meet range for coaching <u>or</u> mentoring.							
AC1.4 Explain potential barriers and develop appropriate strategies to minimise these for individuals and organisations	4 barriers with strategies for coaching <u>or</u> mentoring.							
LO2 Understand the knowledge, skills and behaviours required to be an effective coach or mentor All ACs (2.1 to 2.4) 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 Analyse the knowledge, skills and behaviours to be an effective coach or mentor	2 knowledge plus 2 skills plus 2 behaviours.							
AC2.2 Analyse how responsibilities of coach or mentor impact the management of relationships	4 responsibilities for each item in the range.							

AC2.3 Explain the application of three way contracting								
AC2.4 Evaluate how ethical practice is embedded within the coaching or mentoring relationship	meet the range.							
LO3 Understand the purpose of effective contracting and management of the coaching or mentoring All ACs (3.1 to 3.5) 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 Evaluate appropriate assessment tools and/ exercises to establish clear baseline and coaching or mentoring measures	2 assessment tools and 2 exercises.							
AC3.2 Analyse the reasons for reviewing the contract within the coaching or mentoring relationship	- meet the range: 3 reasons for individual 2 reasons for organisation 1 externa.							
AC3.3 Analyse coaching or mentoring models	2 models.							
AC3.4 Explain how to manage the key stages	meet the range.							

of the coaching or mentoring process								
AC3.5 Analyse the importance of records in coaching or mentoring	meet the range.							
LO4 Understand the importance of reflection, review 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 Compare different reflective methods	2 models.							
AC 4.2 Describe the different methods to critique own practice	meet the range.							
AC 4.3 Compare methods of supervision for a coach or mentor	meet the range.							
AC 4.4 Explain the benefits of Continuous Professional Development (CPD)	meet the range.							

Qualification:											
Candidate name/number:											
Unit 501 Coaching or Mentoring Practice in a Professional Environment		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 18 hours of Coaching or Mentoring practice over a minimum of two and a maximum of four with two hours of supervision											
LO1 Be able to carry out contracting for effective coaching or mentoring within an organisational context											
AC1.1 Undertake preparation activities with individuals	- meet the range - records and/or correspondence from initial conversations.										
AC1.2 Use assessment tools and/or exercises to establish development outcomes	3 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 activity	- a plan for each individual - meet the range.										
AC1.4 Design a contract that meets individual requirements and other stakeholders	- a contract for each individual reflecting stakeholder involvement where applicable - meet the range.										

requirements where applicable								
LO2 Be able to undertake and record a minimum of 18 hours of effective coaching or mentoring with a minimum of two and maximum of four individuals								
AC2.1 Select and apply approaches to support individuals to achieve their goals and objectives.	3 approaches (including 1 recognised model) - observation of practice - completed coaching/mentoring record.							
AC2.2 Adapt own skills and behaviours to respond to individual needs	- observation of practice - completed coaching/mentoring record.							
AC2.3 Maintain comprehensive records of coaching or mentoring journey	- working records. - meet the range.							
LO3 Be able to reflect on own session to session of coaching or mentoring practice.								

AC3.1 Gather session to session feedback on own coaching or mentoring practice	• meet the range.							
AC3.2 Participate in supervision to inform self reflection	• planning for and record of own outcomes from supervision.							
AC3.3 Evaluate own improvement from session to session considering feedback received	• meet the range: ○ 1 impact for coach/mentor ○ 1 impact for individual ○ 1 example of closing relationship across practice.							

Qualification:									
Candidate name/number:									
Unit 502 Coaching or Mentoring Extended Practice in a Professional Environment			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 54 hours of Coaching or Mentoring practice over a minimum of four and a maximum of 11 with seven hours of supervision									
LO1 Be able to carry out contracting for effective coaching or mentoring within an organisational context									
AC1.1 Undertake preparation activities with individuals	- records and/or correspondence from initial conversations - meet the range.								
A1.2 Use assessment tools and/or exercises to establish development outcomes	3 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 activity	- a plan for each individual - meet the range.								
AC1.4 Design a contract that meets individual requirements and other stakeholders	- a contract for each individual reflecting stakeholder involvement where applicable - meet the range.								

requirements where applicable								
LO2 Be able to undertake and record a minimum of 54 hours of effective coaching or mentoring with a minimum of four and maximum of 11 individuals								
AC2.1 Select and apply approaches to support individuals to achieve their goals and objectives.	3 approaches (including 1 recognised model) - observation of practice - completed coaching/mentoring record.							
AC2.2 Adapt own skills and behaviours to respond to individual needs	- observation of practice - completed coaching/mentoring record.							
AC2.3 Maintain comprehensive records of coaching or mentoring journey	- working records. - meet the range.							
LO3 Be able to reflect on own session to session of coaching or mentoring practice.								

AC3.1 Gather session to session feedback on own coaching or mentoring practice	• meet the range.							
AC3.2 Participate in supervision to inform self reflection	• planning for and record of own outcomes from supervision.							
AC3.3 Evaluate own improvement from session to session considering feedback received	• meet the range: ○ 1 impact for coach/mentor ○ 1 impact for individual ○ 1 example of closing relationship across practice.							

Qualification:								
Candidate name/number:								
Unit 503 Reviewing to Develop 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 ability to perform as a coach or mentor Overarching evidence requirements: learners must use multiple sources of self-reflection. Evidence must include any of the following • written narrative/questions and answers • recorded presentation • oral questions and answers.								
AC1.1 Review the benefits that have been realised as a result of own coaching or mentoring practice	• 3 different benefits (showing impact and value).							
AC1.2 Conduct evidence-based assessment of own ethics as a coach or mentor in relation to Global Code of Ethics	• 3 components from Global Code of Ethics.							
AC1.3 Produce a detailed personal analysis of own role as a coach or mentor using a recognised tool	• 1 tool.							
LO2 Be able to develop a plan for own future coaching or mentoring practice								

AC2.1 Produce a profile statement to support your position as a practicing coach or mentor	• meet the range.							
AC2.2 Describe how to promote own coaching or mentoring offer	• there are no additional evidence requirements.							
AC2.3 Produce a Professional Development Plan (PDP) to support own development in coaching or mentoring	• meet the range • PDP to cover: ○ next 12 months ○ 6 objectives.							

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

501 Coaching or Mentoring Practice in a Professional Environment

502 Coaching or Mentoring Extended Practice in a Professional Environment

503 Reviewing to Improve 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
501/2 AC1.1 501/2 AC1.2 501/2 AC2.3 (range: initial communications, diagnostics, individual needs, stakeholder management)	Coaching or Mentoring Plan
501/2 AC 501/2 AC2 (range planning and contracting)	Contract for Coaching or Mentoring
501 LO2 Evidence requirements 18 hours of practice across a minimum of 2 and maximum of 4 individuals 502 LO2 Evidence requirements 54 hours of practice across a minimum of 4 and maximum of 11 individuals 501/2 AC2.3	Coaching or Mentoring Hours Log
501/2 AC2.1 501/2 AC2.2 501/2 AC2.3 (range: individual progress, conclusion/outcomes) 501/2 AC3.1 (range: feedback from individuals)	Coaching or Mentoring Record
501/2 AC2.1 501/2 AC2.2 501/2 AC3.1 (range: feedback from observation of practice)	Observation Record Form (section 7) for assessor to observe coaching or mentoring practice
501/2 AC3.1 (range: feedback from individuals)	Individual Feedback Form/s
501/2 AC3.1 (range: self-reflection) 501/2 AC3.3	Reflective Log
501/2 AC3.1 (range: feedback from supervisor) 501/2 AC3.2	Outcomes of Supervision
503 AC 503 AC	Personal Profile Statement
503 AC 503 AC	Personal Development Plan

Assessment criteria mapped to supplementary templates

Unit and Assessment criteria/range	Mapped template/document
Templates relevant to: Units 501/2 Coaching or mentoring practice/extended practice	
501 LO2 Be able to undertake and record a minimum of 18 hours of coaching or mentoring with a minimum of two and maximum of four individuals. 502 LO2 Be able to undertake and record a minimum of 54 hours of coaching or mentoring with a minimum of four and maximum of 11 individuals.	Coaching Hours Log
1.1 Undertake preparation activities with individuals Range: preparation activities: - initial contact and communications - expectations of coaching or mentoring - establish relationships.	Coaching or Mentoring Plan
1.2 Use assessment tools and/or exercises to establish developmental goals and agree outcomes.	Coaching or Mentoring Plan
1.3 Create a plan for coaching or mentoring Range: Plan: - profile of individual - goals and outcomes - type of coaching or mentoring approach - reasons for location - timing and duration of sessions - meet individual needs.	Coaching or Mentoring Plan
1.4 Design a contract that meets individual requirements and stakeholders requirements where applicable Range: Contract: - purpose - expectations - methods of communication - commitment - timescales - any stakeholders requirements and responsibilities	Contract for Coaching or Mentoring

Unit and Assessment criteria/range	Mapped template/document
- boundaries - confidentiality considerations - reference to ethical codes of practice - record keeping and data protection - termination clauses - method of coaching or mentoring.	
2.1 Select and apply approaches to support individuals to achieve their goals and objectives.	Coaching or Mentoring record Observation of Coaching or Mentoring Practice (<i>section 7 for assessor observation record</i>)
2.2 Adapt own skills and behaviours to respond to individual needs.	Coaching or Mentoring Record Observation of Coaching or Mentoring Practice (<i>section 7 for assessor observation record</i>)
2.3 Maintain comprehensive records of coaching or mentoring journey Range: Journey: - initial communications/introductory session/discussion (<i>plan</i>) - diagnostics and individual needs (<i>plan</i>) - planning and contracting processes contract (<i>contract</i>) - individuals' progress towards goals (<i>coaching or mentoring record</i>) - stakeholder management where applicable (<i>plan</i>) - conclusion/outcomes achieved (<i>coaching or mentoring 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>)
3.1 Gather session to session feedback on own coaching or mentoring practice Range: Feedback - Observation of practice (<i>observation of practice</i>) - supervision (<i>outcomes of supervision</i>) - individuals being coached or mentored (<i>feedback forms and coaching record</i>) - self-reflection (<i>reflective log</i>).	Observation Record Form <i>Feedback from observation</i> 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>) Reflective Log (<i>self-reflection</i>)
3.2 Participate in supervision to inform self-reflection.	Outcomes of Supervision Record

Unit and Assessment criteria/range	Mapped template/document
3.3 Evaluate own improvement from session to session Range: own improvement • consideration of impact on all parties • planned next steps • closing the relationship.	Reflective Log

Unit and Assessment criteria/range	Mapped template/document
Templates relevant to: Unit 503 Reviewing to Develop Coaching or Mentoring Practice	
2.1 Produce a Profile Statement to support your position as a practicing coach or mentor Range: Profile Statement Profile statement: • personal coaching or mentoring philosophy (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.	Personal Development Plan
2.2 Describe how to promote coaching or mentoring offer.	Personal Profile Statement
2.3 Produce a Professional Development Plan (PDP) to support own development of coaching or mentoring Range PDP: • learner name, date created and date last updated • overall purpose of PDP (including review of own practice) • SMART objectives • activities required to meet objectives • revise and review.	Personal 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: - contact and communication - meetings for rapport building/establishing of relationship. <i>501/2, 701/2 AC1.1/AC2.3 701/2 AC2.2 (initial contact/communications)</i>		
Date	Details of correspondence	Details of meetings
Expectations of coaching or mentoring - expectation of coaching/mentoring - any stakeholder involvement. <i>501/2, 701/2 AC1.1 (expectations) AC2.3 (stakeholders)</i>		
<i>Note: Include contact details of any stakeholders if appropriate</i>		
Details around relationship established <i>501/2 AC1.1 (relationship) 701/2 (alignment and relationships)</i>		

Session Planning for the individual 501/2 701/2, AC1.3	
Profile of individual 501/2, 701/2 AC1.3 (profile)	
Type of coaching or mentoring approach 501/2, 701/2 AC1.3 (approach)	

Purpose, strategic/developmental goals and intended outcomes <i>501/2, AC1.3(goals and outcomes) 701/2 AC1.3 (strategic goals and outcomes)</i>	
Does the individual have any requirements or needs that need to be considered to facilitate the sessions eg resources, preferences for neurotypes, considerations around wellbeing etc <i>501/2, 701/2, AC1.3 AC2.3 (individual needs)</i>	
Location for sessions and rationale <i>501/2, 701/2 AC1.3 (location)</i>	
Scheduling of sessions - planned duration, timings - number or sessions. <i>501/2, 701/2 AC1.3 (timing)</i>	

Outcomes assessment tools and/or exercises used with individual <i>501/2, 701/2 AC1.2, AC2.3 (diagnostics/individual needs)</i>	
Date/s completed:	
Details eg: - name of tools/exercises - rationale.	
Outline how tools and/or exercises contribute to - establishing developmental goals - agree 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.**

501/2, 701/2 AC1.4 (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

501/2, 701/2 AC2.3 (planning, contracting), AC1.4 & range

Purpose: Goals/outcomes <i>501/2, 701/2 AC1.4 (purpose)</i>	
Preferred method of communication <i>501/2, 701/2 AC1.4 (methods of communication)</i>	
Additional considerations for confidentiality and boundaries if stakeholders are involved	

501/2, 701/2 AC1.4 (boundaries/ confidentiality, stakeholders considerations where applicable)	
Arrangements of planned sessions eg: - planned type eg online/ team/group - location - number - duration - notice for rearranging sessions. 501/2, 701/2 AC1.4 (commitment/timescales and agreed arrangements)	
Notice requirements for termination 501/2, 701/2 AC1.4 (termination clauses)	
Ethical/professional code of practice being followed 501/2, 701/2 AC1.4 (codes of practice)	
Stakeholder requirements and responsibilities (where applicable) 501/2, 701/2 AC1.4 (stakeholder requirements and responsibilities)	

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:	
----------------------------	--

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.			

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 focus on objectives and providing time for reflection and action planning.	1	2	3
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

Use one log for every session with each individual, so the completed logs span the whole coaching or mentoring process. Use anonymized individual references and cross reference supporting records where relevant.

Candidate name/number		Coach/mentor name	
Individual reference/ID		Session date/number	
Qualification level	Level 5	Coaching or mentoring	☐ Coaching ☐ Mentoring

1. Session context and evidence references

501/2 AC3.1; AC3.3

Briefly state the session purpose, progress against goals, and references to any feedback or records used (individual feedback, observation, supervision or coaching/mentoring record).

2. Self-reflection and key learning

501/2 AC3.1 (self-reflection); AC3.3

What worked well? What could be improved? Identify the key learning from this session and explain why it matters to your practice.

3. Impact on you as coach or mentor

501/2 AC3.3 (impact on all parties);

Across the practice hours evidence at least one impact on the coach/mentor.

Describe the impact of your practice and learning on you as the coach or mentor.

4. Impact on the individual

501/2 AC3.3 (impact on all parties)

Across the complete portfolio, evidence at least one impact on the individual.

Describe the impact on the individual, including progress towards goals or purpose.

5. Feedback from the individual

501/2 AC3.1 (individual) AC3.3

Record or cross-reference session-to-session feedback from the individual. What does the feedback indicate about your effectiveness.

6. Observation feedback, where applicable

501/2 AC3.1 (observation of practice, AC3.3

Record or cross-reference relevant feedback from observation of practice. What did you learn?

7. Supervision feedback, where applicable

501/2 AC3.1 (supervision) AC3.2; AC3.3

Record or cross-reference relevant supervision feedback/outcomes. How have these informed your self-reflection?

8. Changes made following feedback and reflection

501/502 AC3.3

What did you change in this session, or what will you change in future sessions, because of feedback and your own reflection? What is the expected improvement?

9. Planned next steps

501/2 AC3.3 (planned next steps)

State specific next steps for your practice and, where relevant, for supporting the individual's progress.

10. Closing the relationship, where applicable

501/2 AC3.3 (closing the relationship)

One example is required across the total practice hours, not for every individual.

If this was a closing session, evaluate how the relationship was concluded, the outcomes achieved, the impact on both parties and any onward arrangements.

Outcomes from Supervision Record

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

Name of coach:			
Session No:		out of:	
Session			
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 501/2 AC3.2	Response
Notes of planning and preparation for supervision.	
What did I bring to the discussion?	
What were the Supervisor led discussion points and feedback)	
Was there any other feedback improvements identified	
What are the next steps that have been identified	

The Following templates relate to 503 Level 5 Reviewing to improve own coaching and mentoring practice.

Personal Profile Statement

Coach or Mentor:	
Date:	Click or tap to enter a date.
Give consideration to:	Response
Target audience eg occupational specialism, key roles/ departments. <i>503 AC2.1 (audience)</i>	
Professional background eg current role, industry experience, qualifications, and relevant coaching or mentoring experience. <i>503 A2.1 (experience, key achievements)</i>	
Coaching or mentoring style eg preferred coaching or mentoring approach, communication style, including methods to support ethical considerations and confidentiality statement. <i>503 AC2.1 (Coaching or mentoring that can be offered)</i>	
Personal coaching or mentoring philosophy eg values, beliefs, and principles that influence coaching or mentoring practice <i>503 AC2.1 (philosophy, values, beliefs)</i>	
Key strengths and Unique Selling Points (USP) eg qualities that differentiate practice <i>503 AC2.1 (strengths and USP)</i>	

Having completed profile statement describe way to promote your offer for in:

- house coaching or mentoring offer
- or
- own coaching or mentoring business.

503 AC2.2

Professional Development Plan (PDP)

(503 AC2.3)

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 of the PDP, including review of current coaching or mentoring practice			
Mandatory instruction: Level 5 PDP must cover the next 12 months and include at least six SMART objectives			
Objectives/Smart 503 AC2.3 (SMART)	Activities/resources required 503 AC2.3 (activities)	Target date	Progress/review and revised or new action 503 AC2.3 (revise and review)
Objective 1:			

Objective 2:			
Objective 3:			
Objective 4:			
Objective 5:			
Objective 6:			
Progress Review Comments: Overall progress review, revision and priorities for the next review period			
			

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)	☐ 501 Coaching or Mentoring Practice in a Professional Environment ☐ 502 Coaching or Mentoring Extended Practice in as Professional Environment		
Learning Outcome(s)	LO2		
Assessment Criteria	2.1 Select and apply approaches to support individuals to achieve their goals and objectives 2.2 Adapt own skills and behaviours to respond to individual needs		
Evidence Requirements if applicable		Evidence must include the application of minimum of three approaches (one recognised model).	
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 approach/es to support the individual toward achievement of their goals and objectives
AC2.2	Comment on how adaption of skills and behaviours communication were observed to respond individual needs (<i>refer to unit guidance for examples of skills and behaviours</i>).

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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