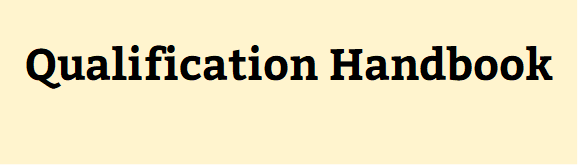


**Level 3 Award and Certificate in Effective Coaching**

**8585**

December 2021 Version 2.0



Qualification at a glance

|  |  |
| --- | --- |
| Subject area | Coaching and Mentoring |
| ILM number | 8585 |
| Age group approved | 16+ |
| Entry requirements | None |
| Assessment types | Assignment, Portfolio, Reflective Journal |
| Approvals | Available from 1 November 2018 |
| Registration and certification | Consult the [Walled Garden/Online Catalogue](https://www.i-l-m.com/trainers-and-centres/WalledGarden-New) for last dates |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title and level | GLH | TQT | ILM number | Accreditation number |
| Level 3 Award in Effective Coaching | 29 | 97 | 8585-11/14 | 603/3732/1 |
| Level 3 Certificate in Effective Coaching | 31 | 130 | 8585-21/24 | 603/3733/3 |

|  |  |  |
| --- | --- | --- |
| Version and date | Change detail | Section |
| 1.0 November 2018 | Document created | All |
| 2.0 December 2021 | Updating to refer to City & Guilds/ILM Centre Quality Assurance Standards  Amended ‘Verifier’ to ‘Quality Assurer’  Updated formatting  Updated ILMA service information  Additional text to Assessment Guidance, LO2, Unit 302  Updated forms:  Portfolio Evidence Matrix  Coaching Diary  Coaching Contract  Reflective log  CPD Plan  Feedback from coachee  Feedback on learner’s coaching  Additional text to Types of Evidence, Unit 303 | Throughout  Throughout  Throughout  Throughout  Throughout  Page 30  Appendix 5  Appendix 8 |

This document is intended for current and prospective Centres of ILM and City & Guilds. All ILM qualifications are awarded by The City and Guilds of London Institute. This document should always be read in conjunction with the [ILM Quality Assurance Standards](https://www.i-l-m.com/trainers-and-centres/customer-handbook).

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Qualification purpose and aim

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

|  |  |
| --- | --- |
| Area | Description |
| Qualification Aim | To provide learners with the required knowledge, skills and understanding in order to effectively coach others within an organisational context. |
| Who are the qualifications for? | These qualifications are for those at all levels who want to develop their coaching knowledge, skills and understanding in order to enhance their ability and confidence in coaching. The qualifications are ideal for both new and existing coaches. |
| Benefits for individuals | * Know what it takes to be an effective coach * Understand how coaching works * Learn a recognised coaching model, and the tools and techniques to support it * Put your new skills into practice and carry out supervised coaching sessions * Analyse coaching performance in order to improve own ability |
| Benefits for employers and educators | * Implement coaching to improve organisational performance * Ensure the individuals developed as coaches are equipped with the skills, knowledge and understanding they require * Develop a coaching culture in your organisation by developing highly effective coaches |
| What opportunities for progression are there? | These qualifications will provide progression opportunities to a range of qualifications such as:   * ILM Level 3 Award or Certificate in Effective Mentoring * ILM Level 3 Certificate in Effective Coaching and Mentoring * ILM Level 3 Certificate or Diploma in Leadership and Management * ILM Level 5 Certificate or Diploma in Effective Coaching and Mentoring |

Structure

To achieve the Level 3 Award in Effective Coaching the learner must achieve three mandatory units.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 3 Award in Effective Coaching** | | | | | |
| **UAN** | **ILM unit number** | **Unit title** | **Level** | **Credit Value** | **GLH** |
| Y/617/2841 | 8585-300 | Understanding Good Practice in Coaching within an Organisational Context | 3 | 3 | 9 |
| D/617/2842 | 8585-301 | Undertaking Coaching within an Organisational Context | 3 | 4 | 12 |
| M/617/2845 | 8585-303 | Reflecting on Coaching Skills within an Organisational Context | 3 | 3 | 8 |

To achieve the Level 3 Certificate in Effective Coaching the learner must achieve three mandatory units.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 3 Certificate in Effective Coaching** | | | | | |
| **UAN** | **ILM unit number** | **Unit title** | **Level** | **Credit Value** | **GLH** |
| Y/617/2841 | 8585-300 | Understanding Good Practice in Coaching within an Organisational Context | 3 | 3 | 9 |
| H/617/2843 | 8585-302 | Undertaking an Extended Period of Coaching within an Organisational Context | 3 | 7 | 14 |
| M/617/2845 | 8585-303 | Reflecting on Coaching Skills within an Organisational Context | 3 | 3 | 8 |

Total Qualification Time (TQT)

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

TQT is comprised of the following two elements:

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| Title and level | GLH | TQT | Credit |
| Level 3 Award in Effective Coaching | 29 | 97 | 10 |
| Level 3 Certificate in Effective Coaching | 31 | 130 | 13 |

Centre requirements

Approval

Centres must ensure they are approved by ILM to offer the qualifications before commencing their delivery. Centres must submit a learner journey plan (formerly known as a scheme of work), lesson plans etc. Once approved, the qualification will be listed on a Centre's Walled Garden Catalogue. Centres should liaise with their Account Manager to obtain add-on approval.

Resource requirements

***Occupational competence requirements***

Centres must demonstrate that staff who are actively involved in the delivery of the qualification meet the occupational competence requirements determined by ILM. It is also the Centre's responsibility to inform ILM of any changes to staffing by completing a Centre Update on Walled Garden and uploading a CV for any new staff members. Centres are responsible for updating the Centre Staffing Matrix.

Tutors, Assessors, and Internal Quality Assurers must demonstrate that they:

* Have current, credible expertise in coaching relevant to the level(s)/units they are assessing or quality assuring.
* Maintain their knowledge and keep themselves up-to-date with developments in coaching.

***Evidence of occupational competence***

ILM qualifications are derived from the Regulated Qualifications Framework (RQF) Level Descriptors and are designed to develop learner's knowledge, understanding and skills which are then assessed through a range of work related assessments and onscreen tests.

Centre Tutors, Assessors and Internal Quality Assurers are therefore required as a team to have a combination of appropriate competences in learning, assessment and internal quality assurance methodologies. This must be underpinned by knowledge and experience of coaching. This should be relevant to the qualifications being delivered and the learners undertaking them.

Occupational requirements checklists cannot therefore be prescriptive, and the evidence indicators are offered as guidance. Centre staff will only be expected to meet a range of the evidence indicators. The table below shows the generic occupational competence requirements of Tutors, Internal Quality Assurers and/or Assessors.

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

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

Learner entry requirements

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

***Age restrictions***

ILM cannot accept any registrations for learners under 16 as these qualifications are not approved for under 16s.

Time constraints

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

Delivering the qualification

Initial assessment

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

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

Induction

Each programme must start with a short induction of at least one hour and two hours of tutorial support and should include written information for learners covering:

* An outline of the qualification and the related learner support available.
* The aim of the ILM Level 3 Award or Certificate in Effective Coaching.
* Expectations of, and benefits to, the individual and where relevant, their employer.
* Format of the programme – content, hours, attendance, delivery methods, etc.
* The assessment requirements, including assessment criteria.
* Roles and responsibilities of Centre staff, learners and ILM.
* Learning and study skills, including reference to use of library, internet and any open or online learning to be used.
* Information on tutorial support, advice and guidance, equal opportunities, appeals procedures, authenticity and plagiarism.
* Student Membership of the Institute of Leadership & Management and benefits.

The following is recommended for each of these qualiﬁcations:

|  |  |
| --- | --- |
| Induction | Tutorial support |
| 1 hour induction | At least 2 hours of tutorial support over and above the indicative guided learning hours. |

Supporting documentation and resources

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

|  |  |
| --- | --- |
| Description | How to access |
| ILM Digital Credentials | [www.credly.com/org/ilm/badge/level-3-award-in-effective-coaching-8585-11](https://www.credly.com/org/ilm/badge/level-3-award-in-effective-coaching-8585-11)  Level 3 Award in Effective Coaching - 8585-11  [www.credly.com/org/ilm/badge/level-3-certificate-in-effective-coaching-8585-21](https://www.credly.com/org/ilm/badge/level-3-certificate-in-effective-coaching-8585-21)  Level 3 Certificate in Effective Coaching - 8585-21 |
| Student Membership of the Institute of Leadership & Management | [www.institutelm.com](https://www.institutelm.com/) |

Qualification Assessment

Summary of assessment methods

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit number** | **Unit title** | **Assessment method** | **Description** |
| 8585-300 | Understanding Good Practice in Coaching within an Organisational Context | Assignment | Externally set by ILM |
| 8585-301 | Undertaking Coaching within an Organisational Context | Portfolio | Externally set by ILM |
| 8585-302 | Undertaking an Extended Period of Coaching within an Organisational Context | Portfolio | Externally set by ILM |
| 8585-303 | Reflecting on Coaching Skills within an Organisational Context | Reflective journal | Externally set by ILM |

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

Assessment strategy

The purpose of the assessment for these qualifications is to:

1. Provide a robust, valid and reliable assessment, and to ensure that the learner is able to meet all outcomes as defined in this handbook;
2. Prepare learners for undertaking practical coaching to the appropriate standard for the level of qualification.

This handbook provides information on additional assessment guidance and further details on quality assurance, judging sufficiency, grounds for referral, authenticity, communication and assessment decisions, language of assessment, access to assessment and special considerations.

Internal assessment

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

To pass all units the learner must:

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

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

Using the ILM Assessment (ILMA) Service

Please note that centres wishing to use this service **must** obtain approval before commencing delivery of the qualification. This can be obtained by contacting your External Quality Assurer (EQA) or Quality Team.

**Centres must use the ILM-developed template documents and the portfolio evidence matrix from this handbook for submission of evidence to the ILM Assessment Service.**

Recognition of prior learning (RPL)

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

Unit 300 Understanding Good Practice in Coaching within an Organisational Context

|  |  |
| --- | --- |
| UAN: | Y/617/2841 |
| Unit Level: | 3 |
| Credit value: | 3 |
| GLH: | 9 |
| Unit aim: | This unit aims to provide the learner with an understanding of the practice required for effective coaching within an organisational context |

**Learning outcome (LO 1)**

The learner will:

1 Understand effective coaching within an organisational context

**Assessment criteria**

**The learner can:**

* 1. Describe the purpose of effective coaching within an organisational context
  2. Explain the role and responsibilities of an effective coach
  3. Identify the skills, knowledge and behaviours required of an effective coach
  4. Identify how to overcome potential barriers to coaching

Depth

* 1. Definition of coaching, its benefits and uses within an organisational context (which can encompass a range of locations and environments).

Distinguish coaching from other interventions and forms of development (e.g., training, mentoring, counselling, etc.).

* 1. Coaching role and practice (e.g., facilitating learning, development, achievement of goals/potential etc. by enabling the individual to work through their own ideas, solutions).

Coaching responsibilities (e.g., agreeing and managing contracts and arrangements, planning/using appropriate tools and techniques for diagnosis and development, creating a learner focused environment, working ethically/confidentially within boundaries, concluding relationships, recording, engaging in regular supervision).

What can be supported/developed through effective coaching (e.g., goals, learning, personal development, decision making, career development, etc.)

* 1. Coaching skills and knowledge (e.g., communication, listening, questioning, goal setting, record keeping, using coaching tools, techniques and models, ethics/codes of practice, etc.).

Appropriate coach behaviour and attitudes (e.g., non-judgmental, objective, open, honest, encouraging, aware of impact of own values and beliefs).

* 1. Barriers to coaching and strategies to overcome them (e.g., time, facilities, commitment, previous experiences, resources, including barriers for individuals and within a range of contexts, etc.).

**Assessment guidance**

The learner must:

1.1 Provide a clear description of effective coaching, its benefits and uses. The learner should situate this within their own organisation or other organisational context familiar to them.

1.2 Clearly explain the role of an effective coach as distinct from other roles (e.g., mentor, trainer, supervisor, etc.) The learner should also explain the responsibilities of the coach throughout a coaching relationship and referencing any boundaries or limitations.

1.3 State and distinguish between the knowledge, skills and behaviour required to be an effective coach within their own or other organisational context. The learner may want to refer to established frameworks and/or recognised standards for coaches.

1.4 Identify two or more potential barriers to coaching relating to the coach, coachee and organisation or working context. For each potential barrier the learner should provide potential ways in which these could be overcome or minimised.

Learning outcome (LO 2)

The learner will:

2 Understand the importance of effective and ethical contracting in coaching

**Assessment criteria**

**The learner can:**

2.1 Identify methods to initiate a productive working relationship with an individual

2.2 Explain the rationale for and process of contracting in coaching

2.3 Describe what represents safe and ethical practice in coaching

Depth

2.1 Ability to build rapport and trust with an individual (e.g., methods to build rapport, effective questioning and listening, managing conversations and structure of initial contact or approach, coach cv/bio and evidence of coach’s capability/expertise, etc.).

2.2 Effective contracting rationale, process and characteristics (e.g., confidentiality, boundaries, record keeping, data protection/GDPR, timescales/frequency, expectations, stakeholders, organisational policies, relationship building/trust, ethical behaviour/power).

2.3 Legislation, policies/procedures in organisations, codes of practices (e.g., Equality Act, EMCC/AC codes of practice/ethics, relevant organisational policies, and procedures, etc.).

Ethical issues that could arise during the coaching process (e.g., stakeholder involvement, confidentiality, conflicts of interest, non-coaching issues, difference in values, dependency, etc.).

Appropriate and safe coaching environments/coaching media (virtual and physical), health and safety, lone working.

When coaching is not appropriate (e.g., coach or individual frame of mind, unsuitable goals/outcomes, lack of commitment of individual, issues are more suitable for counselling, etc.).

Assessment guidance

The learner must:

2.1 Identify at least two methods to initiate and build a productive working relationship with an individual. The learner should consider establishing rapport and the building of trust.

2.2 Explain the justification of contracting in coaching and how this process supports safe and ethical coaching practice. The learner should state what a contract should contain and explain the process to achieve successful contracting with the individual and key stakeholders within an organisational context.

2.3 Describe safe and ethical practice in coaching. The learner should consider practical safety, confidentiality and potential conflicts of interests and values. The learner may wish to reference relevant coaching frameworks, codes of ethics or standards.

Learning outcome (LO 3)

The learner will:

3 Understand the process of effective coaching within their own workplace

**Assessment criteria**

**The learner can:**

3.1 Explain how to manage a coaching process using a recognised coaching model

3.2 Describe a range of coaching tools or techniques that can be used to identify preferences and agree goals or outcomes to facilitate the coaching process

3.3 Explain methods for monitoring and reviewing progress towards goals

Depth

3.1 Coaching models and their use (e.g., GROW/TGROW, OSCAR, ACHIEVE, etc.), ways of using models and processes effectively, strengths and limitations of each.

Coaching processes (e.g., building rapport and trust, goal setting, active listening, questioning technique, proposing, guiding, advising and giving feedback, etc.).

3.2 Coaching tools and resources including diagnostics (e.g., learning styles, assessment tools, competencies, personality profiles, self-assessment tools, visuals, role play, etc.).

Learning styles/learning theory.

Coaching processes (e.g., building rapport and trust, goal setting, active listening, questioning technique, giving feedback, etc.).

3.3 Assessment, monitoring and review methods (e.g., self-reflection, feedback from others, measuring tools for progress/competency/achievement, etc.).

Assessment guidance

The learner must:

3.1 Explain how to use a recognised coaching model for effective coaching. The learner should identify the strengths and weaknesses of the model and clarify how it can be used to manage the coaching process, supporting with relevant examples or context.

3.2 Describe a minimum of three tools or techniques that can be used to facilitate the coaching process. The learner should include information on ways to assess the needs and preferences of individuals and approaches to agreeing goals and outcomes for coaching.

3.3 Describe two or more methods for monitoring and reviewing progress and consider their relative effectiveness in assessing progress towards and achievement of goals.

Learning outcome (LO 4)

**The learner will:**

4 Understand the role of recording, reflection and supervision in coaching within their own practice or other contexts

**Assessment criteria**

**The learner can:**

4.1 Explain the purpose of coaching records for coach and coachee

4.2 Justify the importance of reflective practice and supervision within a coaching context

**Depth**

4.1 Coaching records, contracts/agreements, diagnostics, plans, session records/coaching diary, coach reflection, coachee records, oral feedback from coachee and others, surveys, written questions.

Use of coaching records for monitoring progress, achievement, reflection, review, coach development and supervision.

Confidentiality, data protection/GDPR.

4.2 Definition of reflective practice (e.g., Kolb, Rolfe, Schön, etc.)

The value of reflection on current and future coaching.

Links to planning CPD.

Definition of supervision, supervision processes/sources of, expectations of coaching associations in regard to supervision.

**Assessment guidance**

**The learner must:**

4.1 Explain the purpose and importance of coaching records. The learner should provide information on the different types of coaching records and their use and consider relevant legislation with regard to confidentiality and data management. The learner could add context with reference to their own organisations’ recording systems.

4.2 Justify the use of reflective practice and the role of supervision in coaching. The learner may wish to reference relevant coaching frameworks, codes of ethics or standards and their own experience.

Assessment requirements

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

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

Unit 301 Undertaking Coaching within an Organisational Context

|  |  |
| --- | --- |
| UAN: | D/617/2842 |
| Unit Level: | 3 |
| Credit value: | 4 |
| GLH: | 12 |
| Unit aim: | This unit requires learners to undertake a minimum of 6 hours of effective coaching within an organisational context plus a 1 hour meeting with their supervisor/tutor. Learners will be able to identify areas for improvement through ongoing review and feedback. |

**Learning outcome (LO 1)**

The learner will:

1 Be able to plan and organise a minimum of 6 hours of effective coaching with a maximum of two individuals

**Assessment criteria**

**The learner can:**

1.1 Produce a plan for effective coaching to take place for 6 hours

1.2 Agree appropriate topics, goals and/or outcomes relevant to the context of individual(s) being coached

1.3 Agree an appropriate and confidential contract with individual(s) and other stakeholders

Depth

1.1 Coach/individual planning and preparation for best outcomes (e.g., mental, physical, resources/tools, time, space, etc.).

Coaching environment (e.g., safety, suitability, etc.).

1.2 Relevant areas for coaching as an intervention (e.g., work related goals, learning goals, career aspirations and development, business development, personal development, etc.).

1.3 Types of contract, content of contract (e.g., timescales, expectations, boundaries, etc.).

Contracting process, aligning with organisational policies and/or ethical codes of practice.

Coaching contexts (e.g., virtual, face-to-face, etc.).

Assessment guidance

The learner must:

1.1 Provide evidence that they have planned for 6 hours of coaching and show how the planning included agreeing the location or approach for coaching, the timing and duration of sessions, considered the goals and outcomes of the coachee and any resources.

1.2 Clearly state the goals and/or outcomes agreed with the individual(s) being coached and how these are relevant to their context. It must be shown how these were agreed and what processes were followed.

1.3 Provide evidence of an appropriate contract or agreement with individuals (coachees) and any other relevant stakeholders (e.g., their manager or other relevant individuals). They should show that confidentiality has been highlighted and any other aspects of ethical coaching. The full scope of coaching arrangements should be considered.

Learning outcome (LO 2)

The learner will:

2 Be able to undertake and record a minimum of 6 hours of effective coaching with a maximum of two individuals

**Assessment criteria**

**The learner can:**

2.1 Use diagnostic or assessment tools to effectively coach within an organisational context

2.2 Use a recognised model of coaching during the coaching process which supports the individual to achieve their goals

2.3 Demonstrate the knowledge, skills and behaviours of an effective and ethical coach, including communication techniques of questioning and listening

2.4 Record an auditable coaching process from initial contact to completion

Depth

2.1 Diagnostic or assessment tools, learning styles, SWOT, 360 feedback, etc.

2.2 Coaching models (e.g., GROW/TGROW, OSCAR, ACHIEVE, etc.), ways of using models and processes effectively.

Tools and techniques that enable and empower individual(s) to achieve goals (e.g., use of a coaching model, goal setting activities, visual aids, role play, challenging beliefs, solution focused thinking, etc.).

2.3 Knowledge – for example of a coaching model, and tools and techniques, etc.

Skills – effective communication (e.g., listening, questioning), reflection, using coaching models, etc.

Behaviours – for example fairness, objective, creative, intuitive, calm, empathetic, showing characteristics of integrity, honesty and professionalism, adhering to ethical codes/organisational policies, taking ethical issues to tutorials/supervision, being non-judgmental, etc.

2.4 Record keeping, relevant information (e.g., individual’s progress towards goals, etc.), collecting feedback from individuals, coaching record systems.

Feedback collection processes (e.g., oral, written, questionnaires, individual(s), stakeholder, etc.).

Clear and legible records.

Assessment guidance

The learner must:

2.1 Provide a minimum of two examples of how diagnostic or assessment tools were used to identify individual needs and show how the tools used are linked to the coaching goals and the agreed outcomes.

2.2 Clearly show they have followed a recognised model to coach individuals and how using this model has supported individuals to achieve their goals.

2.3 Demonstrate that within the coaching process they have used the knowledge, skills and behaviours required of an effective coach. The learner must describe how the communication techniques of questioning and listening were used and show how these contributed to effective coaching. Observations of the learner’s coaching by a supervisor/tutor and any feedback received by the learner may be used as evidence.

2.4 Provide evidence of how they have monitored and maintained records of coaching over the 6 hours coaching from initial contact with coaches through to conclusion.

Learning outcome (LO 3)

The learner will:

3 Be able to gather evidence of ongoing review of their own coaching practice

**Assessment criteria**

The learner can:

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

3.2 Gather ongoing feedback on effectiveness of their coaching for each session and show evidence of this

3.3 Review and evidence own ability to use effective communication skills, including questioning, listening and giving feedback in order to facilitate coaching practice

3.4 Summarise the outcomes of ongoing supervision for a minimum of 1 session of effective coaching to improve practice

Depth

3.1 Reflective practice in coaching. Use of reflective log to reflect to capture learning points and plan for improvement.

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

3.3 Communication skills and techniques (e.g., non-verbal, use of silence, types of questioning, listening, use of feedback, etc.).

3.4 Feedback from supervisor on coaching process, knowledge, skills and techniques. Use of feedback to improve effective coaching.

Assessment guidance

The learner must:

3.1 Provide evidence of having undertaken reflection as part of their coaching and highlight the key learning points they have taken from this practice to support their improvement and development as a coach.

3.2 Collect and include ongoing feedback received from individuals, supervisors or other stakeholders about the effectiveness of their coaching across the sessions. Show how the feedback for use in reviewing progress, improvement and development has been considered.

3.3 Show they have reviewed their communication skills, including questioning, listening and providing feedback, in coaching and demonstrate how this has facilitated effective coaching with individuals.

3.4 Provide a summary of supervision sessions over a minimum of 1 session showing the outcomes of these and how this informs their future coaching practice.

Assessment requirements

This unit will be internally assessed through an ILM set portfolio of evidence which is marked by the centre and is subject to internal and external quality assurance.

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

Learners will agree with their assessor appropriate evidence which reflects their role and responsibility. Learners can use one piece of evidence to prove their skills across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed with a separate piece of evidence.

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

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

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

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

Unit 302 Undertaking an Extended Period of Coaching within an Organisational Context

|  |  |
| --- | --- |
| UAN: | H/617/2843 |
| Unit Level: | 3 |
| Credit value: | 7 |
| GLH: | 14 |
| Unit aim: | This unit requires learners to undertake a minimum of 12 hours of effective coaching within an organisational context plus a 2 hour meeting with their supervisor/tutor. Learners will be able to identify areas for improvement through ongoing review and feedback. |

**Learning outcome (LO 1)**

The learner will:

1 Be able to plan and organise a minimum of 12 hours of effective coaching with a maximum of two individuals

**Assessment criteria**

**The learner can:**

* 1. Produce a plan for effective coaching to take place for 12 hours
  2. Agree appropriate topics, goals and/or outcomes relevant to the context of individual(s) being coached
  3. Agree an appropriate and confidential contract with individual(s) and other stakeholders

Depth

* 1. Coach/individual planning and preparation for best outcomes (e.g., mental, physical, resources/tools, time, space, etc.).

Coaching environment (e.g., safety, suitability, etc.).

* 1. Relevant areas for coaching as an intervention (e.g., work related goals, learning goals, career aspirations and development, business development, personal development, etc.).
  2. Types of contract, content of contract (e.g., timescales, expectations, boundaries, etc.).

Contracting process, aligning with organisational policies and/or ethical codes of practice.

Coaching contexts (e.g., virtual, face-to-face, etc.).

Assessment guidance

The learner must:

1.1 Provide evidence that they have planned for 12 hours of coaching and show how the planning included agreeing the location or approach for coaching, the timing and duration of sessions, considered the goals and outcomes of the coachee and any resources.

1.2 Clearly state the goals and/or outcomes agreed with the coachee and how these are relevant to their context. It must be shown how these were agreed and what processes were followed.

1.3 Provide evidence of an appropriate contract or agreement with individuals (coachees) and any other relevant stakeholders (e.g., their manager or other relevant individuals). They should show that confidentiality has been highlighted and any other aspects of ethical coaching. The full scope of coaching arrangements should be considered.

Learning outcome (LO 2)

The learner will:

2 Be able to undertake and record a minimum of 12 hours of effective coaching with a maximum of two individuals

**Assessment criteria**

**The learner can:**

2.1 Use diagnostic or assessment tools to effectively coach within an organisational context

2.2 Use a recognised model of coaching during the coaching process which supports the individual(s) to achieve their goals

2.3 Demonstrate the knowledge, skills and behaviours of an effective and ethical coach, including communication techniques of questioning and listening

2.4 Record an auditable coaching process from initial contact to completion

Depth

2.1 Diagnostic or assessment tools, learning styles, SWOT, 360 feedback, etc.

2.2 Coaching models (e.g., GROW/TGROW, OSCAR, ACHIEVE, etc.), ways of using models and processes effectively.

Tools and techniques that enable and empower individual(s) to achieve goals (e.g., use of a coaching model, goal setting activities, visual aids, role play, challenging beliefs, solution focused thinking, etc.).

2.3 Knowledge (e.g., of a coaching model, and tools and techniques, etc.)

Skills – effective communication (e.g., listening, questioning, reflection, using coaching models, etc.).

Behaviours (e.g., fairness, objective, creative, intuitive, calm, empathetic, showing characteristics of integrity, honesty and professionalism, adhering to ethical codes/organisational policies, taking ethical issues to tutorials/supervision, being non-judgmental, etc.).

2.4 Record keeping, relevant information, (e.g., individual’s progress towards goals, etc.), collecting feedback from individuals, coaching record systems.

Feedback collection processes (e.g., oral, written, questionnaires, individual(s), stakeholder, etc.).

Clear and legible records.

Assessment guidance

The learner must:

2.1 Provide a minimum of two examples of how diagnostic or assessment tools were used to identify individual needs and show how the tools used are linked to the coaching goals and the agreed outcomes.

2.2 Clearly show they have followed a recognised model to coach individuals and how using this model has supported individuals to achieve their goals.

2.3 Demonstrate that within the coaching process they have used the skills, knowledge and behaviour required of an effective coach. The learner must describe how the communication techniques of questioning and listening were used and show how these contributed to effective coaching. Observations of the learner’s coaching by a supervisor/tutor and any feedback received by the learner may be used as evidence.

2.4 Provide evidence of how they have monitored and maintained records of coaching over the 12 hours coaching from initial contact with coachee through to conclusion.

In exceptional circumstances and where all other options have been exhausted, a coach may be permitted to work with a third individual in order to complete the required number of hours. The centre should keep a record of the reasons that the Learning Outcome of maximum 2 individuals has not been met and the options that have been considered before resorting to this solution.

Exceptional circumstances may include:

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

Other options to consider might be:

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

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

Learning outcome (LO 3)

The learner will:

3 Be able to gather evidence of ongoing review of their own coaching practice

**Assessment criteria**

**The learner can:**

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

3.2 Gather ongoing feedback on effectiveness of their coaching for each session and show evidence of this

3.3 Review and evidence own ability to use effective communication skills, including questioning, listening, and giving feedback in order to facilitate coaching practice

3.4 Summarise the outcomes of ongoing supervision for a minimum of 2 sessions of effective coaching to improve practice

Depth

3.1 Reflective practice in coaching. Use of reflective log to reflect to capture learning points and plan for improvement.

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

3.3 Communication skills and techniques (e.g., non-verbal, use of silence, types of questioning, listening, use of feedback, etc.).

3.4 Feedback from supervisor on coaching process, knowledge, skills and techniques. Use of feedback to improve effective coaching.

Assessment guidance

The learner must:

3.1 Provide evidence of having undertaken reflection as part of their coaching and highlight the key learning points they have taken from this practice to support their improvement and development as a coach.

3.2 Collect and include ongoing feedback received from individuals, supervisors or other stakeholders about the effectiveness of their coaching across the sessions. Show how the feedback for use in reviewing progress, improvement and development has been considered.

3.3 Show they have reviewed their communication skills, including questioning, listening and providing feedback, in coaching and demonstrate how this has facilitated effective coaching with individuals.

3.4 Provide a summary of supervision over a minimum of 2 sessions showing the outcomes of these and how this informs their future coaching practice.

Assessment requirements

This unit will be internally assessed through an ILM set portfolio of evidence which is marked by the centre and is subject to internal and external quality assurance.

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

Learners will agree with their assessor appropriate evidence which reflects their role and responsibility. Learners can use one piece of evidence to prove their skills across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed with a separate piece of evidence.

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

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

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

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

Unit 303 Reflecting on Coaching Skills within an Organisational Context

|  |  |
| --- | --- |
| UAN: | M/617/2845 |
| Unit Level: | 3 |
| Credit value: | 3 |
| GLH: | 8 |
| Unit aim: | This unit aims for the learner to reflect on their ability to perform effectively as a coach within an organisational context |

**Learning outcome (LO 1)**

The learner will:

1 Be able to review the effectiveness of their coaching practice

**Assessment criteria**

**The learner can:**

* 1. Examine the effectiveness of their own coaching practice based on evidence, including records, supervision, and feedback
  2. Identify own strengths and areas for improvement of their own knowledge, skills, and behaviour, including communication and interpersonal skills

Depth

* 1. Coaching records, journal, diaries, competency frameworks (e.g., Industry standards AC, EMCC, ICF, etc.).

Supervision/feedback.

1.2 SWOT analysis, models and processes of reflective practice and self-assessment.

Key coaching knowledge, skills, behaviours, and ethics in practice.

**Assessment guidance**

The learner must:

1.1 Based on the evidence provided (e.g., coaching records, coachee and other feedback, supervisor feedback, etc.), examine the effectiveness of coaching practice. This evidence could be a written summary, professional discussion or presentation.

1.2 Provide a statement or record that clearly identifies their areas of strength and areas for improvement within their coaching practice, including their knowledge, skills and behaviour, including communication and interpersonal skills.

Learning outcome (LO 2)

The learner will:

2 Be able to plan for their own development in coaching

**Assessment criteria**

**The learner can:**

2.1 Review own coaching ability to identify future development opportunities, including the use of questioning, listening and communication strategies

2.2 Produce a relevant development plan covering a minimum of 6 months, including timescales and measures of success

Depth

2.1 Development opportunities suitable for coaching (e.g., training, peer coaching, supervision, professional conferences, webinars, etc.) .

Benefits of joining professional associations.

2.2 Ways to present a development plan for coaches.

Benefits of discussing a development plan with a supervisor.

Methods of monitoring progress and reviewing a development plan.

Assessment guidance

The learner must:

2.1 Provide evidence showing that from a review of their own coaching they have identified relevant and suitable opportunities for future development. These opportunities should include specific development of questioning, listening and communication strategies.

2.2 Produce a personal development plan for a minimum of 6 months. This should include clear timescales and show how they will measure success for each development goal. Their plan should link to evidence of and reflections on their coaching practice including discussions with their supervisor.

Assessment requirements

This unit will be internally assessed through an ILM set reflective journal which is marked by the centre and subject to internal and external quality assurance.

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

Learners will agree with their assessor appropriate evidence which reflects their role and responsibility. Learners can use one piece of evidence to prove their skills across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed with a separate piece of evidence.

This unit requires learners to reflect on and evaluate their coaching skills and allows evidence to be gathered from either 301 or 302 as a basis for learner reflection and their future development as a coach.

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

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

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

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

Assessment Guidance

This appendix provides further information on how to assess all internally-assessed units.

**Quality assurance**

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

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

**Setting for assessment**

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

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

**Judging sufficiency**

Judging the sufficiency of a learner’s piece of work is often a key aspect in assessment. The test of whether the evidence is of sufficient quantity and quality is very much informed by the qualification level and, in particular, by the verb used in the relevant assessment criterion. The higher levels expect a fuller learner response with greater breadth and depth.

Sufficiency indicators are provided in the results sheets. In addition, assessors, tutors and learners must examine the verb used in the assessment criterion. At Level 3, lower level of demand assessment verbs such as ‘identify’, ‘describe’ and ‘explain’ are commonly used in criteria. Definitions of key assessment verbs can be found in the [ILM Assessment terminology](https://www.i-l-m.com/assessment-and-resources/assessment-guidance) document.

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

**Grounds for referral**

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

**Authenticity**

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

**Communication of assessment decisions**

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

**Language of assessment**

Assessment of all units for the qualifications will be available in English. All learner work must be in English.

**Access to assessment**

Both external and internal assessments need to be administered fairly to all learners.

Access arrangements allow learners to show what they know and can do without changing the demands of the assessment. For example, through the use of readers, scribes and Braille question papers. Access arrangements are agreed before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to access the assessment.

**Special considerations**

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

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

Appendix 1 Unit 300 - Assessment Brief

Assessment instructions

**General guidance**

This is a formal assessment for which the quality and accuracy of your work will be assessed. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills to complete the tasks below.

**Tasks context**

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

**Conditions of assessment**

You must carry out the tasks by yourself. You may research and collect the information you want to use under unsupervised conditions.

**Authenticity of work**

The work submitted should be your own work. You must acknowledge any work that is not your own using a recognised referencing notation and present direct quotes from other sources in quotation marks.

You must make a formal declaration of authenticity (ie. that the work is your own). This is a prerequisite for an assessment to take place because no investigation for plagiarism can be carried out without this confirmation.

**Types of evidence and word count**

A written report is the main way to complete the task. If an alternative assessment method is used (e.g., a presentation, professional discussion, etc.), approval must be gained in advance. Your training provider will need to contact the Quality Team to discuss this.

The suggested word count for this unit is 2,500 - 3,500 words, not including appendices.

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

Assignment Tasks

You are about to become an internal coach in an organisational setting or start working as an external coach within one or more organisations.

You have been asked to provide detailed information to clarify what coaching is, its purpose and potential along with information about the coaching role, requirements, processes, tools, techniques, recording systems and standards for best practice. This will provide an opportunity for you to show your knowledge and understanding gained from your learning programme, own experience, study and research.

Provide an answer for ALL of the following tasks:

**Task 1**

In this task, you are showing your comprehensive understanding of the concept of coaching and what it is to be a coach. You should introduce the rationale for coaching to your organisation by:

1.1 Describing the purpose of effective coaching within the organisation.

1.2 Explaining both the roles and responsibilities of an effective coach within the organisation, setting out clearly what is expected of a coach at each stage of the coaching relationship from initiation to completion.

1.3 Setting out the key knowledge and skills and behaviours that coaches will need to carry out the role effectively.

1.4 Identifying two or more potential barriers to coaching which may be encountered by the coach, the individual(s) being coached and the organisation. You should suggest ways to overcome or minimise the identified barriers within your work setting.

**Task 2**

In this task, you are showing that you understand how to start and develop effective coaching relationships with individuals and stakeholders as appropriate to your context. You will need to provide details of how and why contracting could take place as well as showing a general good knowledge of what is meant by safe and ethical practices in coaching by:

2.1 Identifying how coaches will commence coaching with an individual from the initial contact and how they will build good relationships in their coaching by building rapport and establishing trust.

2.2 Explaining why effective contracting should take place between coach and the individual and where appropriate stakeholders, including the process of establishing the contract as well as the content and nature of the contract.

2.3 Providing reassurances to the organisation by describing how coaching will be carried out in a safe and ethical environment.

**Task 3**

In this task, you are showing that you understand how effective coaching can be delivered by using models, tools and techniques to illustrate the various stages in the coaching process by:

3.1 Explaining how to manage a coaching process and proposing a recognised model that is most appropriate to the organisation and the individuals being coached.

3.2 Describing three or more tools and techniques that you propose using to identify individual goals and how they take into account individual preferences and needs. The tools or techniques should be appropriate to the organisation and the individual(s) being coaching.

3.3 Explaining how you propose to monitor and review individual progress towards goals, including a minimum of two methods.

**Task 4**

In this task, you should show your understanding of the role that record keeping plays during the coaching process referencing any legal considerations. You should interpret the term ‘reflective practice’ and set it within a coaching context. You will need to make the case for coaching supervision and explore ways in which a coach can monitor their own progress by:

4.1 Explaining why coaches are required to document and maintain coach and coachee records paying close attention to ensuring best practice is adopted.

4.2 Justifying why reflective practice and supervision are important within a coaching context, including what may happen if the coach does not reflect or undergo supervision.

Appendix 2 Unit 300 Result Sheet

**Understanding Good Practice in Coaching within an Organisational Context**

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

| Assessment Criteria (AC) | | Sufficiency descriptors  *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)* | | Assessor feedback on AC | Pass / Referral (delete as applicable) |
| --- | --- | --- | --- | --- | --- |
| Referral | Pass |
| **Learning Outcome 1 Understand effective coaching within an organisational context** | | | | | |
| AC 1.1  Describe the purpose of effective coaching within an organisational context | | * The purpose of effective coaching has not been described or is incomplete, incorrect or inappropriate * The description is not set within an organisational context | * A sufficient, appropriate and correct description is provided of the purpose of effective coaching and is placed within an organisational context |  | Pass / Referral |
| AC 1.2  Explain the role and responsibilities of an effective coach | | * The roles and responsibilities of the coach have not been explained or are inaccurate or are not specific to coaching * Only the role or only the responsibilities of an effective coach have been explained | * A sufficient, appropriate and correct explanation has been provided for both the roles and responsibilities of an effective coach |  | Pass / Referral |
| AC 1.3  Identify the skills, knowledge and behaviours required of an effective coach | | * Skills, knowledge or behaviours have not been identified or are incomplete incorrect or inappropriate to role of the coach * All three areas have not been identified | * A sufficient, appropriate and correct identification of skills and knowledge and behaviours (all three areas) are appropriate to the role of an effective coach |  | Pass / Referral |
| AC 1.4  Identify how to overcome potential barriers to coaching | | * Potential barriers are not identified, or the barriers identified are incorrect or inappropriate to coaching * Only one potential barrier has been identified * Ways to overcome the identified potential barriers are not apparent | * A sufficient, appropriate and correct identification of two or more potential barriers to coaching is given * Ways to overcome the identified two or more potential barriers are provided |  | Pass / Referral |
| Learning Outcome 1 comments (optional): |  | | | | |
| QA comments (optional): |  | | | | |

| Assessment Criteria (AC) | | Sufficiency descriptors  *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)* | | Assessor feedback on AC | Pass / Referral (delete as applicable) |
| --- | --- | --- | --- | --- | --- |
| Referral | Pass |
| **Learning Outcome 2 Understand the importance of effective and ethical contracting in coaching** | | | | | |
| AC 2.1  Identify methods to initiate a productive working relationship with an individual | | * Methods to initiate productive working relationship are not identified * Methods identified are imprecise or inappropriate to initiating coaching * Only one method of initiating the productive working relationship with an individual is identified | * At least two methods of initiating a productive working relationship with an individual are identified |  | Pass / Referral |
| AC 2.2  Explain the rationale for and process of contracting in coaching | | * Has not explained rationale and/or the process for contracting * The explanation given is incomplete or inaccurate | * A sufficient, appropriate and correct explanation of the rationale for and process of contracting in coaching is provided |  | Pass / Referral |
| AC 2.3  Describe what represents safe and ethical practice in coaching | | * Safe and ethical practice has not been described or description is imprecise or does not directly address safe and ethical practice | * A sufficient, appropriate and correct description of recognisable practice for safe and ethical coaching is provided |  | Pass / Referral |
| Learning Outcome 2 comments (optional): |  | | | | |
| QA comments (optional): |  | | | | |

| Assessment Criteria (AC) | | Sufficiency descriptors  *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)* | | Assessor feedback on AC | Pass / Referral (delete as applicable) |
| --- | --- | --- | --- | --- | --- |
| Referral | Pass |
| **Learning Outcome 3 Understand the process of effective coaching within their own workplace** | | | | | |
| AC 3.1  Explain how to manage a coaching process using a recognised coaching model | | * Has not explained how to manage the coaching process * The explanation of the coaching process is imprecise or does not follow recognised model | * A sufficient, appropriate and correct explanation of how to manage a coaching process using a recognised coaching model is provided |  | Pass / Referral |
| AC 3.2  Describe a range of coaching tools and techniques that can be used to identify preferences and agree goals or outcomes to facilitate the coaching process | | * A description of tools and techniques is not provided or is inaccurate or inappropriate to coaching * How the tools and techniques described can be used to identify preferences and agree goals or outcomes to facilitate the coaching process is unclear or incorrect * A description of fewer than three coaching tools and techniques is given | * A sufficient, appropriate and correct description of three or more tools or techniques used to identify preferences and agree goals or outcomes, appropriate to coaching * How the tools and techniques described can be used to identify preferences and agree goals or outcomes to facilitate the coaching process is clear and correct |  | Pass / Referral |
| AC 3.3  Explain methods for monitoring and reviewing progress towards goals | | * Only one method for monitoring and reviewing progress towards goals is explained * Two or more methods are stated or described without explanation of how they support progress towards goals | * A sufficient, appropriate and correct explanation of two or more methods for both monitoring and reviewing is provided and are specific to progress towards goals |  | Pass / Referral |
| Learning Outcome 3 comments (optional): |  | | | | |
| QA comments (optional): |  | | | | |

| Assessment Criteria (AC) | | Sufficiency descriptors  *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)* | | | | Assessor feedback on AC | | | Pass / Referral (delete as applicable) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Referral | | Pass | |
| **Learning Outcome 4 Understand the role of recording, reflection and supervision in coaching within their own practice or other contexts** | | | | | | | | | |
| AC 4.1  Explain the purpose of coaching records for coach and coachee | | * Explanation has not been provided of the purpose of coaching records * Explanation is imprecise or does not address purpose of recording for both coach and coachee | | * A sufficient, appropriate and correct explanation of the purpose of coaching records is provided * The explanation specifically and accurately relates to the use of recording for both coach and coachee | |  | | | Pass / Referral |
| AC 4.2  Justify the importance of reflective practice and supervision within a coaching context | | * Has not provided a case or justification for reflective practice and supervision within a coaching context * A description or explanation is given of reflective practice and supervision within a coaching context rather than a justification or argument | | * A sufficient, appropriate and correct justification of reflective practice and supervision, clearly demonstrating importance of each within a coaching context | |  | | | Pass / Referral |
| Learning Outcome 4 comments (optional): |  | | | | | | | | |
| QA comments (optional): |  | | | | | | | | |
| Unit Outcome (delete as applicable): | **PASS / REFERRAL** | | **Date:** | |  | | **Signature of Assessor:** |  | |
| Unit Outcome (delete as applicable): | **PASS / REFERRAL** | | **Date of QA check:** | |  | | **Signature of QA:** |  | |

Appendix 3 Unit 301/ Unit 302 – Portfolio

Assessment instructions

**Portfolio of evidence**

These units are internally assessed via a portfolio of evidence which is assessed by the Centre and subject to internal and external quality assurance.

The portfolio of evidence must be valid, fit for purpose and based on the unit assessment criteria.

To pass each internally assessed unit, the learner must:

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

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

**Types of evidence**

Centres can choose the way evidence is gathered to be included in the portfolio for these units as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria. A balance of evidence types can be produced in order to demonstrate learners’ understanding and competence.

Suggested types of evidence to cover internally assessed units is provided as part of the assessment guidance for each unit. ILM have provided templates to support the capturing of evidence for the practical units but for those centres wishing to use their own documentation, suggested types of evidence to cover each AC is also provided. **NB: For centres wishing to use the ILM Assessment Service the Templates provided MUST be used.**

Only portfolios captured electronically will be accepted for external quality assurance purposes. Should a paper-based format be required due to accessibility requirements this must be agreed in advance with ILM.

The learner should pay close attention to the assessment verbs in order to meet the assessment requirements for a Pass grade, this will include introductions and summaries of information to bring the individual evidence examples together into a coherent document.

Centres may opt to use their own methods of evidence collection or use the examples provided in the handbook as appendices. Whichever method of presenting evidence is selected, the learner must complete a portfolio evidence document and present this at the beginning of their portfolio after the authentication sheet(s).

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

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

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

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

**Documents to complete:**

* Coaching Diary - for the learner to plan, structure and record the coaching sessions.
* Reflective Log – for the learner to log after each session to reflect on the session completed. This can also be used for evidence towards the Reflective Journal in unit 303 (Reflecting on Coaching Skills within an Organisational Context).
* Feedback to coach from individual being coached – at the end of each session the learner should ask for feedback and could ask the coachee to complete the feedback sheet or obtain feedback in another way.
* Outcomes of a supervision session – for the learner to receive feedback on coaching sessions from the supervisor/tutor.
* Continuous Professional Development (CPD) plan - for evidence towards the Reflective Journal in unit 303 (Reflecting on Coaching Skills within an Organisational Context).
* Feedback on the learner’s coaching – for the supervisor/tutor to observe the learner in practice and provide feedback.

Appendix 4 Units 301/302/303 Portfolio of Evidence Examples

| Unit 301  Undertaking Coaching within an Organisational Context | Centre Devised Materials | ILM Templates provided |
| --- | --- | --- |
| **Section One** | | |
| AC 1.1  Produce a plan for effective coaching to take place for 6 hours | * Coaching plans for 6 hours, with clear goals or outcomes | Coaching Diary |
| AC 1.2  Agree appropriate topics, goals and/or outcomes relevant to the context of individual(s) being coached | * Records of the topics, goals and/or outcomes agreed with the individual(s) * A statement or record describing the process followed to agree initial topic, goals and or outcomes with the individual(s) | Coaching Diary |
| AC 1.3  Agree an appropriate and confidential contract with individual(s) and other stakeholders | * An agreed and anonymised contract between coach and individual (coachee or client), signed and dated by all parties (including stakeholders if relevant). The contract should include the full scope of coaching arrangements (i.e., confidentiality, hours, timescales, cancellations and recording) * A statement or record describing how the learner contracted ethically with their individual(s) and in line with any organisational policies or recognised codes of practice | Coaching Diary |
| **Section Two** | | |
| AC 2.1  Use diagnostic or assessment tools to effectively coach within an organisational context | * Coaching records/log/diary which show diagnostic/assessment tools used with coachee * A statement or record describing how tools were used if this is not detailed in records | Coaching Diary |
| AC 2.2  Use a recognised model of coaching during the coaching process which supports the individual to achieve their goals | * Coaching records/log/diary which show a recognised model used in 6 hours of coaching and/or a statement or record describing how the model was used if records do not detail this | Coaching Diary |
| AC 2.3  Demonstrate the knowledge, skills and behaviours of an effective and ethical coach, including communication techniques of questioning and listening | * Coaching records/log/diary describing knowledge, skills and behaviours used in coaching sessions * A statement or record describing knowledge, skills and behaviours used in coaching sessions and/or record of observation by tutor/supervisor of coaching session delivered (or audio record listened to) with feedback | Coaching Diary |
| AC 2.4  Record an auditable coaching process from initial contact to completion | * Coaching records that cover the whole process from initial contracting, coaching sessions, progress records, feedback and conclusion. | Coaching Diary |
| **Section Three** | | |
| AC 3.1  Reflect on each session and identify key learning to support continuous professional development | * Written statement of conclusions drawn from each of the sessions | Reflective Log |
| AC 3.2  Gather ongoing feedback on effectiveness of their coaching for each session and show evidence of this | * Written evidence reflecting on 6 hours of coaching using feedback from coachees, stakeholders (if relevant) and tutors/supervisors | Feedback to coach from individual being coached |
| AC 3.3  Review and evidence own ability to use effective communication skills, including questioning, listening and giving feedback in order to facilitate coaching practice | * Written statement providing review of own communication skills and how this develops own coaching practice | Feedback on the learner’s coaching |
| AC 3.4  Summarise the outcomes of ongoing supervision for a minimum of 1 session of effective coaching to improve practice | * Summary of supervision sessions with outcomes to improve own coaching practice clearly stated | Outcomes of a supervision session  Feedback on the learner’s coaching |

| Unit 302  Undertaking an Extended Period of Coaching within an Organisational Context | Centre Devised Materials | ILM Templates provided |
| --- | --- | --- |
| **Section One** | | |
| AC 1.1  Produce a plan for effective coaching to take place for 12 hours | * Coaching plans for 12 hours, with clear goals or outcomes | Coaching Diary |
| AC 1.2  Agree appropriate topics, goals and/or outcomes relevant to the context of individual(s) being coached | * Records of the topics, goals and/or outcomes agreed with the individual(s) * A statement or record describing the process followed to agree initial topic, goals and or outcomes with the individual(s) | Coaching Diary |
| AC 1.3  Agree an appropriate and confidential contract with individual(s) and other stakeholders | * An agreed and anonymised contract between coach and individual (coachee or client), signed and dated by all parties (including stakeholders if relevant). The contract should include the full scope of coaching arrangements (i.e., confidentiality, hours, timescales, cancellations and recording) * A statement or record describing how the learner contracted ethically with their individual(s) and in line with any organisational policies or recognised codes of practice | Coaching Diary |
| **Section Two** | | |
| AC 2.1  Use diagnostic or assessment tools to effectively coach within an organisational context | * Coaching records/log/diary which show diagnostic/assessment tools used with coachee * A statement or record describing how tools were used if this is not detailed in records | Coaching Diary |
| AC 2.2  Use a recognised model of coaching during the coaching process which supports the individual to achieve their goals | * Coaching records/log/diary which show a recognised model used in 12 hours of coaching and/or a statement or record describing how the model was used if records do not detail this | Coaching Diary |
| AC 2.3  Demonstrate the knowledge, skills and behaviours of an effective and ethical coach, including communication techniques of questioning and listening | * Coaching records/log/diary describing knowledge, skills and behaviours used in coaching sessions * A statement or record describing knowledge, skills and behaviours used in coaching sessions and/or record of observation by tutor/supervisor of coaching session delivered (or audio record listened to) with feedback | Coaching Diary |
| AC 2.4  Record an auditable coaching process from initial contact to completion | * Coaching records/log/diary which show diagnostic/assessment tools used with coachee * A statement or record describing how tools were used if this is not detailed in records | Coaching Diary |
| **Section Three** | | |
| AC 3.1  Reflect on each session and identify key learning to support continuous professional development | * Written statement of conclusions drawn from each of the sessions | Reflective Log |
| AC 3.2  Gather ongoing feedback on effectiveness of their coaching for each session and show evidence of this | * Written evidence reflecting on 12 hours of coaching using feedback from coachees, stakeholders (if relevant) and tutors/supervisors | Feedback to coach from individual being coached |
| AC 3.3  Review and evidence own ability to use effective communication skills, including questioning, listening and giving feedback in order to facilitate coaching practice | * Written statement providing review of own communication skills and how this develops own coaching practice | Feedback on the learner’s coaching |
| AC 3.4  Summarise the outcomes of ongoing supervision for a minimum of 2 sessions of effective coaching to improve practice | * Summary of supervision sessions with outcomes to improve own coaching practice clearly stated | Outcomes of a supervision session  Feedback on the learner’s coaching |

Appendix 5 Unit 301/302/303 Example Documents to Record Portfolio of Evidence

Portfolio evidence matrix

This completed matrix must be included in your portfolio of evidence for learners undertaking Unit 301.

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

| Unit 301  Undertaking Coaching within an Organisational Context | Portfolio Evidence Titles | Reference Number |
| --- | --- | --- |
| **Section One** | | |
| AC 1.1  Produce a plan for effective coaching to take place for 6 hours |  |  |
| AC 1.2  Agree appropriate topics, goals and/or outcomes relevant to the context of individual(s) being coached |  |  |
| AC 1.3  Agree an appropriate and confidential contract with individual(s) and other stakeholders |  |  |
| **Section Two** | | |
| AC 2.1  Use diagnostic or assessment tools to effectively coach within an organisational context |  |  |
| AC 2.2  Use a recognised model of coaching during the coaching process which supports the individual(s) to achieve their goals |  |  |
| AC 2.3  Demonstrate the knowledge, skills and behaviours of an effective and ethical coach, including communication techniques of questioning and listening |  |  |
| AC 2.4  Record an auditable coaching process from initial contact to completion |  |  |
| **Section Three** | | |
| AC 3.1  Reflect on each session and identify key learning to support continuous professional development |  |  |
| AC 3.2  Gather on-going feedback on effectiveness of their coaching for each session and show evidence of this |  |  |
| AC 3.3  Review and evidence own ability to use effective communication skills, including questioning, listening and giving feedback in order to facilitate coaching practice |  |  |
| AC 3.4  Summarise the outcomes of on-going supervision for a minimum of 1 session of effective coaching to improve practice |  |  |
| **Section Three** | | |
| AC 3.1  Reflect on each session and identify key learning to support continuous professional development |  |  |
| AC 3.2  Gather on-going feedback on effectiveness of their coaching for each session and show evidence of this |  |  |
| AC 3.3  Review and evidence own ability to use effective communication skills, including questioning, listening and giving feedback in order to facilitate coaching practice |  |  |
| AC 3.4  Summarise the outcomes of on-going supervision for a minimum of 1 session of effective coaching to improve practice |  |  |

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

Alternatively, learners following unit 302 should include this example in their portfolio.

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

| Unit 302  Undertaking an Extended Period of Coaching within an Organisational Context | Portfolio Evidence Titles | Reference Number |
| --- | --- | --- |
| **Section One** | | |
| AC 1.1  Produce a plan for effective coaching to take place for 12 hours |  |  |
| AC 1.2  Agree appropriate topics, goals and/or outcomes relevant to the context of individual(s) being coached |  |  |
| AC 1.3  Agree an appropriate and confidential contract with individual(s) and other stakeholders |  |  |
| **Section Two** | | |
| AC 2.1  Use diagnostic or assessment tools to effectively coach within an organisational context |  |  |
| AC 2.2  Use a recognised model of coaching during the coaching process which supports the individual(s) to achieve their goals |  |  |
| AC 2.3  Demonstrate the knowledge, skills and behaviours of an effective and ethical coach, including communication techniques of questioning and listening |  |  |
| AC 2.4  Record an auditable coaching process from initial contact to completion |  |  |
| **Section Three** | | |
| AC 3.1  Reflect on each session and identify key learning to support continuous professional development |  |  |
| AC 3.2  Gather on-going feedback on effectiveness of their coaching for each session and show evidence of this |  |  |
| AC 3.3  Review and evidence own ability to use effective communication skills, including questioning, listening and giving feedback in order to facilitate coaching practice |  |  |
| AC 3.4  Summarise the outcomes of on-going supervision for a minimum of 2 sessions of effective coaching to improve practice |  |  |

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

Coaching Diary – Units 301/302

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Coach** | |  | |
| **Client Ref/ID** | |  | |
| **Start Date of Activity** | |  | |
| **Total number of hours completed** | |  | |
| **Upon completion of the coaching activity:** | | | |
| **Signature of Coach** |  | **Date** |  |
| **Signature of Coachee** |  | **Date** |  |

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

**AC1.1 Produce a plan for effective coaching to take place for 6 hours (unit 301) or 12 hours (unit 302)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Brief profile of the client** | | | |
|  | | | |
| **What are the anticipated benefits of coaching for this client?** | | | |
|  | | | |
| Where will you meet for the sessions? | | | |
|  | | | |
| What makes this venue suitable? | | | |
|  | | | |
| **Planned duration of the sessions** |  | **Number of Sessions** |  |

**AC 1.2 Agree appropriate topics, goals and/or outcomes relevant to the context of individual(s) being coached**

|  |
| --- |
| What are the client’s goals or outcomes, relevant to their context? |
|  |

**AC1.3 Agree an appropriate and confidential contract with individual(s) and other stakeholders**

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

The Coaching Contract

**In signing this agreement, all parties agree:**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Signature of Coach** |  | **Date** |  |
| **Signature of Client** |  | **Date** |  |
| **Signature of Stakeholder(s)** |  | **Date** |  |

(client signature can be anonymised prior to submission)

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

**AC 2.1 Use diagnostic or assessment tools to effectively coach within an organisational context**

|  |  |
| --- | --- |
| Client ref/ID |  |
| Name of diagnostic used |  |

Outcome of diagnostics used with the client:

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

Client’s SWOT

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

**AC 2.2 Use a recognised model of coaching during the coaching process which support the individual(s) to achieve their goals**

**AC 2.3 Demonstrate the knowledge, skills and behaviours of an effective and ethical coach, including communication techniques of questioning and listening**

**AC 2.4 Record an auditable coaching process from initial contact to completion**

**For completion by the coach when carrying out their coaching sessions with an individual. This page will require photocopying and completion for each coaching session with an individual**

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

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

Reflective Log – Units 301/302

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

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

**(This Reflective Log document covers 2 sessions and will require photocopying)**

|  |  |  |  |
| --- | --- | --- | --- |
| Client Ref/ID |  | Name of Coach |  |

|  |  |  |
| --- | --- | --- |
|  | **Session date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Session date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **How well did you use questioning in the session? Please give examples** |  |  |
| **How well did you use listening in the session? Please give examples** |  |  |
| **What was the impact of the feedback given to the client at this session?** |  |  |
| **What feedback did you receive from the client?** |  |  |
| **How could you improve your coaching for the next session?** |  |  |

Continuous Professional Development (CPD) Plan – Unit 303

**The completion of this Continuous Professional Development (CPD) Plan can be used as evidence for unit 303 (Reflecting on Coaching Skills within an Organisational Context)**

**Unit 303 AC 2.1 Produce a relevant development plan covering a minimum of 6 months, including timescales and measures of success**

**Detail below how you plan to develop yourself over the next six months**

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Coach |  | Date |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area for Development** | **How will I do it?** | **What support will I need, including resources?** | **When will I do it?** | **What will success look like?** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Feedback to coach from individual being coached - Units 301/302

**To the coachee - please complete the following at the end of each of your coaching sessions to enable your coach to develop their skills and review the effectiveness of the coaching programme.**

**AC 3.2 Gather on-going feedback on effectiveness of their coaching for each session and show evidence of this**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of Coach |  | Client ref/ID |  | Date |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Key coach attributes** | **Please rate your coach** | | | | | | | | | | | |
| Builds rapport | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | excellent |
| Is non-judgemental | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | excellent |
| Shows listening skills | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | excellent |
| Uses questioning skills to help me self-reflect | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | excellent |
| Has a structured approach to sessions | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | excellent |
| Is friendly | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | excellent |
| Helps me set my goals | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | excellent |
| Shows empathy | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | excellent |
| Shows respect | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | excellent |
| Is supportive | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | excellent |
| Maintains confidentiality | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | excellent |
| Has patience | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | excellent |
| Gives feedback when appropriate | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | excellent |
| Accepts feedback | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | excellent |
| Helps me achieve my goals | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | excellent |
| **Please describe your overall experience of coaching with your coach and to what extent you achieved your goals** | | | | | | | | | | | | |
| **If you have given any low scores, please suggest how your coach could improve?** | | | | | | | | | | | | |

Feedback on the Learner’s Coaching - Units 301/302

**Unit 301 - AC 3.4 Summarise the outcomes of on-going supervision for a minimum of 1 session of effective coaching to improve practice**

**Unit 302 - AC 3.4 Summarise the outcomes of on-going supervision for a minimum of 2 sessions of effective coaching to improve practice**

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

|  |  |
| --- | --- |
| **Name of coach** |  |
| **Observation/Recording** |  |
| **Name of supervisor/tutor** |  |
| **Date** |  |

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

Outcomes of Supervision - Units 301/302

**Unit 301 - AC 3.4 Summarise the outcomes of on-going supervision for a minimum of 1 session of effective coaching to improve practice**

**Unit 302 - AC 3.4 Summarise the outcomes of on-going supervision for a minimum of 2 sessions of effective coaching to improve practice**

|  |  |
| --- | --- |
| **Name of coach** |  |

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

Appendix 6 Unit 301 Result Sheet

**Undertaking Coaching within an Organisational Context**

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

| Assessment Criteria (AC) | Sufficiency descriptors  *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)* | | Assessor feedback on AC | Pass / Referral (delete as applicable) |
| --- | --- | --- | --- | --- |
| Referral | Pass |
| **Learning Outcome 1 Be able to plan and organise a minimum of 6 hours of effective coaching with a maximum of two individuals** | | | | |
| AC 1.1  Produce a plan for effective coaching to take place for 6 hours | * Plan is not provided or is incomplete or does not fully evidence requirements for 6 hours coaching | * A sufficient, appropriate and correct plan for 6 hours coaching is provided |  | Pass / Referral |
| AC 1.2  Agree appropriate topics, goals and/or outcomes relevant to the context of individual(s) being coached | * Goals and/or outcomes relevant to individuals being coached have not been provided * Agreed topics, goals and/or outcomes are imprecise or not appropriate to coaching within the individual’s context | * Provides sufficient evidence of agreeing topics, goals and/or outcomes appropriate to coaching within the individual’s context |  | Pass / Referral |
| AC 1.3  Agree an appropriate and confidential contract with individual(s) and other stakeholders | * An appropriate contract or agreement has not been produced * The contract or agreement is incomplete or imprecise or does not relate to coaching specifically * The agreement covers only individual(s) or stakeholders but not both | * A sufficient, appropriate and correct example of a contract has been provided for the purpose of effective coaching. * The agreement covers individual(s) and other relevant stakeholders |  | Pass / Referral |
| Learning Outcome 1 comments (optional): |  | | | |
| QA comments (optional): |  | | | |

| Assessment Criteria (AC) | Sufficiency descriptors  *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)* | | Assessor feedback on AC | Pass / Referral (delete as applicable) |
| --- | --- | --- | --- | --- |
| Referral | Pass |
| **Learning Outcome 2 Be able to undertake and record a minimum of 6 hours of effective coaching with a maximum of two individuals** | | | | |
| AC 2.1  Use diagnostic or assessment tools to effectively coach within an organisational context | * Records do not show diagnostic or assessment tools used within coaching * Tools and diagnostics are imprecisely used or not appropriate to coaching in organisational context * Only one diagnostic or assessment tool has been evidenced | * Provides sufficient evidence of correctly using a minimum of two diagnostic or assessment tools, appropriate to coaching in organisational context |  | Pass / Referral |
| AC 2.2  Use a recognised model of coaching during the coaching process which supports the individual to achieve their goal | * Has not provided evidence of using a recognised model of coaching * The model used is inaccurate or is not appropriate to coaching | * Provides sufficient evidence of using a recognised model of coaching and is appropriate to the individual in achieving their goal |  | Pass / Referral |
| AC 2.3  Demonstrate the knowledge, skills and behaviours of an effective and ethical coach, including communication techniques of questioning and listening | * Has not demonstrated evidence of applying knowledge and skills and behaviours * Evidence is incomplete and does not fully address knowledge, skills and behaviours in a coaching context * The use of knowledge or skills or behaviours is demonstrated, but not all three * Questioning and listening techniques are not apparent in the evidence | * Demonstrates sufficient evidence of using the knowledge and skills and behaviours required of an effective and ethical coach * Provides sufficient evidence of using questioning and listening techniques |  | Pass / Referral |
| AC2.4  Record an auditable coaching process from initial contact to completion | * Has not provided an auditable record of the coaching process * The record is incomplete or does not cover the whole coaching process from initial contact to completion | * Provides a sufficient auditable record of coaching process from initial contact to completion |  | Pass / Referral |
| Learning Outcome 2 comments (optional): |  | | | |
| QA comments (optional): |  | | | |

| Assessment Criteria (AC) | Sufficiency descriptors  *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)* | | | | Assessor feedback on AC | | | Pass / Referral (delete as applicable) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Referral | | Pass | |
| **Learning Outcome 3 Be able to gather evidence of ongoing review of their own coaching practice** | | | | | | | | |
| AC 3.1  Reflect on each session and identify key learning to support continuous professional development | * Has not provided evidence of reflecting on own coaching experience for each session * Evidence is incomplete or lacking detail or does not link to own continuous professional development | | * A sufficient reflective summary is provided for each session that highlights learning and supports own continuous development | |  | | | Pass / Referral |
| AC 3.2  Gather ongoing feedback on effectiveness of their coaching for each session and show evidence of this | * Has not provided evidence of gathering feedback or the evidence is insufficient in covering each of the sessions | | * Provides sufficient evidence that feedback has been gathered from each coaching session | |  | | | Pass / Referral |
| AC 3.3  Review and evidence own ability to use effective communication skills, including questioning, listening and giving feedback in order to facilitate coaching practice | * Review has not been provided of own ability to use effective communication * Review is incomplete or does not cover questioning, listening and giving feedback within the coaching process | | * A sufficient review of own ability to use effective communication that covers questioning, listening and giving feedback is provided | |  | | | Pass/Referral |
| AC 3.4  Summarise the outcomes of on-going supervision for a minimum of one session of effective coaching to improve practice | * Has not provided evidence of one supervision session * The summary provided is insufficient and does not state outcomes or does not relate specifically to coaching practice | | * Provides a clear set of outcomes to improve practice relating to at least one supervised coaching session | |  | | | Pass / Referral |
| Learning Outcome 3 comments (optional): |  | | | | | | | |
| QA comments (optional): |  | | | | | | | |
| Unit Outcome (delete as applicable): | **PASS / REFERRAL** | **Date:** | |  | | **Signature of Assessor:** |  | |
| Unit Outcome (delete as applicable): | **PASS / REFERRAL** | **Date of QA check:** | |  | | **Signature of QA:** |  | |

Appendix 7 Unit 302 Result Sheet

**Undertaking an Extended Period of Coaching within an Organisational Context**

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

| Assessment Criteria (AC) | Sufficiency descriptors  *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)* | | Assessor feedback on AC | Pass / Referral (delete as applicable) |
| --- | --- | --- | --- | --- |
| Referral | Pass |
| **Learning Outcome 1 Be able to plan and organise a minimum of 12 hours of effective coaching with a maximum of two individuals** | | | | |
| AC 1.1  Produce a plan for effective coaching to take place for 12 hours | * Plan is not provided or is incomplete or does not fully evidence requirements for 12 hours coaching | * A sufficient, appropriate and correct plan for 12 hours coaching is provided |  | Pass / Referral |
| AC 1.2  Agree appropriate topics, goals and/or outcomes relevant to the context of individual(s) being coached | * Goals or outcomes relevant to individuals being coached have not been provided * Agreed topics, goals or outcomes are imprecise or not appropriate to coaching within the individual’s context | * Provides sufficient evidence of agreeing topics, goals and/or outcomes appropriate to coaching within the individual’s context |  | Pass / Referral |
| AC 1.3  Agree an appropriate and confidential contract with individual(s) and other stakeholders | * An appropriate contract or agreement has not been produced * The contract or agreement is incomplete or imprecise or does not relate to coaching specifically * The agreement covers only individual(s) or stakeholders but not both | * A sufficient, appropriate and correct contract has been provided for the purpose of effective coaching * The agreement covers individual(s) and other relevant stakeholders |  | Pass / Referral |
| Learning Outcome 1 comments (optional): |  | | | |
| QA comments (optional): |  | | | |

| Assessment Criteria (AC) | Sufficiency descriptors  *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)* | | | Assessor feedback on AC | Pass / Referral (delete as applicable) |
| --- | --- | --- | --- | --- | --- |
| Referral | | Pass |
| **Learning Outcome 2 Be able to undertake and record a minimum of 12 hours of effective coaching with a maximum of two individuals** | | | | | |
| AC 2.1  Use diagnostic or assessment tools to effectively coach within an organisational context | | * Records do not show diagnostic or assessment tools used within coaching * Tools and diagnostics are imprecisely used or not appropriate to coaching in organisational context * Only one diagnostic or assessment tool has been evidenced | * Provides sufficient evidence of correctly using a minimum of two diagnostic or assessment tools, appropriate to coaching in organisational context |  | Pass / Referral |
| AC 2.2  Use a recognised model of coaching during the coaching process which supports the individual(s) to achieve their goals | | * Has not provided evidence of using a recognised model of coaching * The model used is inaccurate or is not appropriate to coaching | * Provides sufficient evidence of using a recognised model of coaching and is appropriate to the individual in achieving their goal |  | Pass / Referral |
| AC 2.3  Demonstrate the knowledge, skills and behaviours of an effective and ethical coach, including communication techniques of questioning and listening | | * Has not demonstrated evidence of applying knowledge, skills and behaviours * Evidence is incomplete and does not fully address knowledge, skills and behaviours in a coaching context * The use of knowledge or skills or behaviours is demonstrated, but not all three * Questioning and listening techniques are not apparent in the evidence | * Demonstrates sufficient evidence of using the knowledge, skills and behaviours required of an effective and ethical coach * Provides sufficient evidence of using questioning and listening techniques |  | Pass / Referral |
| AC2.4  Record an auditable coaching process from initial contact to completion | | * Has not provided an auditable record of the coaching process * The record is incomplete or does not cover the whole coaching process from initial contact to completion | * Provides a sufficient auditable record of coaching process from initial contact to completion |  | Pass / Referral |
| Learning Outcome 2 comments (optional): | |  | | | |
| QA comments (optional): | |  | | | |

| Assessment Criteria (AC) | Sufficiency descriptors  *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)* | | | | Assessor feedback on AC | | | Pass / Referral (delete as applicable) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Referral | | Pass | |
| **Learning Outcome 3 Be able to gather evidence of ongoing review of their own coaching practice** | | | | | | | | |
| AC 3.1  Reflect on each session and identify key learning to support continuous professional development | * Has not provided evidence of reflecting on own coaching experience for each session * Evidence is incomplete or lacking detail or does not link to own continuous professional development | | * A sufficient reflective summary is provided for each session that highlights learning and supports own continuous professional development | |  | | | Pass / Referral |
| AC 3.2  Gather ongoing feedback on effectiveness of their coaching for each session and show evidence of this | * Has not provided evidence of gathering feedback or the evidence is insufficient in covering each of the sessions | | * Provides sufficient evidence that feedback has been gathered from each coaching session | |  | | | Pass / Referral |
| AC 3.3  Review and evidence own ability to use effective communication skills, including questioning, listening and giving feedback in order to facilitate coaching practice | * Review has not been provided of own ability to use effective communication * Review is incomplete or does not cover questioning and listening and giving feedback within the coaching process | | * A sufficient review of own ability to use effective communication that covers questioning and listening and giving feedback is provided | |  | | | Pass / Referral |
| AC 3.4  Summarise the outcomes of on-going supervision for a minimum of one session of effective coaching to improve practice | * Has not provided evidence of one supervision session * The summary provided is insufficient and does not state outcomes or does not relate specifically to coaching practice | | * Provides a clear set of outcomes to improve practice relating to at least one supervised coaching session | |  | | | Pass / Referral |
| Learning Outcome 3 comments (optional): |  | | | | | | | |
| QA comments (optional): |  | | | | | | | |
| Unit Outcome (delete as applicable): | **PASS / REFERRAL** | **Date:** | |  | | **Signature of Assessor:** |  | |
| Unit Outcome (delete as applicable): | **PASS / REFERRAL** | **Date of QA check:** | |  | | **Signature of QA:** |  | |

Appendix 8 Unit 303 – Reflective Journal

Assessment instructions

**Reflective Journal**

This unit is internally assessed via a reflective journal, which provides a holistic and reflective review that links with the supplementary evidence of practice collected in unit 301/302, which is assessed by the Centre and subject to internal and external quality assurance.

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

To pass each internally assessed unit, the learner must:

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

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

**Types of evidence**

Centres can choose the way evidence is gathered for inclusion in the reflective journal for this unit if the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria. A balance of evidence types can be produced to demonstrate learners’ understanding and competence.

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

Only reflective journals captured electronically will be accepted for external quality assurance purposes. Should a paper-based format be required due to accessibility requirements this must be agreed in advance with ILM.

The learner should pay close attention to the assessment verbs in order to meet the assessment requirements for a Pass grade, this will include introductions and summaries of information to bring the individual evidence examples together into a coherent document.

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

Reflective Journal examples

The evidence the learner has presented for unit 301 or 302 will provide formative evidence towards the holistic reflective review in the Reflective Journal for this unit (303). The learner is now required to review their coaching skills holistically and complete all Learning Outcomes of this unit by producing summary statements for each assessment criteria.

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

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

The following matrix shows examples of the types of evidence that centres can collate for unit 303.

| Unit 303  Reflecting on Coaching Skills within an Organisational Context | Centre Devised Materials | ILM Templates provided |
| --- | --- | --- |
| **Section One** | | |
| AC 1.1  Examine the effectiveness of their own coaching practice based on evidence, including records, supervision and feedback | Referencing the evidence collected for unit 301/302, the learner presents a summary examination of the effectiveness of their coaching practice. | Referencing the evidence collected for unit 301/302, the learner presents a summary examination of the effectiveness of their coaching practice. **Learners using the ILM Assessment service must re-present the evidence for unit 301/302:**   * Coaching Diary * Reflective Log * Feedback to coach from individual being coached * Outcomes of a supervision session * Feedback on the learner’s coaching |
| AC 1.2  Identify own strengths and areas for improvement of their own knowledge, skills and behaviour, including communication and interpersonal skills | A learner statement or record which identifies relevant strengths and areas for improvements focusing on knowledge, skills and behaviour, including communication and interpersonal skills. | Referencing the evidence collected in unit 301/302 and a new summary examination, this statement or record identifies relevant strengths and areas for improvements focusing on knowledge, skills and behaviour, including communication and interpersonal skills. **Learners using the ILM Assessment service must re-present the evidence for unit 301/302:**   * Coaching Diary * Reflective Log * Feedback to coach from individual being coached * Outcomes of a supervision session * Feedback on the learner’s coaching |
| **Section Two** | | |
| AC 2.1  Review own coaching ability to identify future development opportunities, including the use of questioning, listening and communication strategies | A learner statement or record which outlines a review of own coaching ability and identifies future development opportunities which include the use of questioning, listening and communication strategies. | Referencing the evidence collected in unit 301/302 and a new summary examination, this statement or record outlines a review of own coaching ability and identifies future development opportunities which include the use of questioning, listening and communication strategies. **Learners using the ILM Assessment service must re-present the evidence for unit 301/302:**   * Coaching Diary * Reflective Log * Feedback to coach from individual being coached * Outcomes of a supervision session * Feedback on the learner’s coaching |
| AC 2.2  Produce a relevant development plan covering a minimum of 6 months, including timescales and measures of success | A Development Plan for a minimum of 6 months which includes clear targets/goals and details of development in relevant areas, (discussed with supervisor/tutor)  Development Plan should include timescales and ways in which success will be measured | **Learners using the ILM Assessment service must re-present the evidence for unit 301/302:**   * Continuous Professional Development (CPD) Plan |

Reflective Journal evidence matrix

This completed matrix must be included in your reflective journal.

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

| Unit 303  Reflecting on Coaching Skills within an Organisational Context | Reflective Journal Evidence Title | Reference Number |
| --- | --- | --- |
| **Section One** | | |
| AC 1.1  Examine the effectiveness of their own coaching practice based on evidence, including records, supervision and feedback |  |  |
| AC 1.2  Identify own strengths and areas for improvement of their own knowledge, skills and behaviour, including communication and interpersonal skills |  |  |
| **Section Two** | | |
| AC 2.1  Review own coaching ability to identify future development opportunities, including the use of questioning, listening and communication strategies |  |  |
| AC 2.2  Produce a relevant development plan covering a minimum of 6 months, including timescales and measures of success |  |  |

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

Appendix 9 Unit 303 Result sheet

**Reflecting on Coaching Skills within an Organisational Context**

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

| Assessment Criteria (AC) | Sufficiency descriptors  *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)* | | Assessor feedback on AC | Pass / Referral (delete as applicable) |
| --- | --- | --- | --- | --- |
| Referral | Pass |
| **Learning Outcome 1** Be able to review the effectiveness of their coaching practice | | | | |
| AC 1.1  Examine the effectiveness of their own coaching practice based on evidence, including records, supervision and feedback | * An appropriate statement or recorded evidence, examining own coaching practice, has not been produced * Evidence or statement provided does not examine effectiveness using own records, records of supervision and feedback received | * A sufficient statement or written evidence is provided that examines own coaching practice * Evidence is based on own records and supervision and feedback received on coaching practice |  | Pass / Referral |
| AC 1.2  Identify own strengths and areas for improvement of their own knowledge, skills and behaviour, including communication and interpersonal skills | * Has not identified own strengths and areas for improvement * Evidence is incomplete and does not fully address all three areas of knowledge and skills and behaviour, including both communication and interpersonal skills | * Has sufficiently identified own strengths and areas for improvement * Has addressed knowledge and skills and behaviour, including communication and interpersonal skills |  | Pass / Referral |
| Learning Outcome 1 comments (optional): |  | | | |
| QA comments (optional): |  | | | |

| Assessment Criteria (AC) | Sufficiency descriptors  *(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)* | | | | Assessor feedback on AC | | Pass / Referral (delete as applicable) |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Referral | | Pass | |
| **Learning Outcome 2** Be able to plan for their own development in coaching | | | | | | | |
| AC 2.1  Review own coaching ability to identify future development opportunities, including the use of questioning, listening and communication strategies | * A review of own coaching ability to identify future development opportunities has not been provided * Review does not provide strategies specific to all three areas of questioning, listening and communication | | * A sufficient review of own coaching ability has been provided * Review identifies opportunities to develop questioning and listening and communication strategies | |  | | Pass / Referral |
| AC 2.2  Produce a relevant development plan covering a minimum of 6 months, including timescales and measures of success | * Has not produced a relevant development plan for minimum of 6 months * Plan produced does not clearly identify timescales and measures of success | | * A sufficient and relevant plan has been produced for 6 months that has clearly identified timescales and measures of success | |  | | Pass / Referral |
| Learning Outcome 2 comments (optional): |  | | | | | | |
| QA comments (optional): |  | | | | | | |
| Unit Outcome (delete as applicable): | **PASS / REFERRAL** | **Date:** |  | **Signature of Assessor:** | |  | |
| Unit Outcome (delete as applicable): | **PASS / REFERRAL** | **Date of QA check:** |  | **Signature of QA:** | |  | |

Appendix 10 Conducting Professional Discussions

**Purpose**

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

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

**Planning the discussion**

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

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

**Facilitating the discussion**

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

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

**Recording the discussion**

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

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

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

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

**Common mistakes when conducting a professional discussion**

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

Useful Information

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

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We believe that great leaders can come from anywhere. With the right support, anyone can grow and develop to make a real difference to their team and organisation. Which is why we help individuals from all levels to realise and apply their potential, so that the organisations they work for can reap the benefits.

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