



# ILM Level 5

## Coaching & Mentoring

# Certificate

## Syllabus & Information



# inspired2learn

COACHING & MENTORING



**ILM Level 5 Certificate Effective Coaching & Mentoring - Syllabus Information Pack**

- Get started straight away with **FREE workshops** later in 2020
- Graduate level study and internationally recognised qualification
- Distance learning supported by a wealth of learning materials and an experienced and qualified personal tutor, plus eLearning
- Flexible assignment deadlines to fit in with your busy schedule
- Unlimited distance learning support and coaching supervision
- **FREE** membership of the Association for Coaching for one year
- **Payment plans and payment holidays available during COVID-19 restrictions – pay a small deposit and start now!**

## Qualification Fee £1,795

Course fees include the following (a two year option is also available):

- A selection of published coaching books and a personal tutor
- Membership of the Association for Coaching for one year
- An induction pack with everything you need to get started
- Optional training course - 4 days of free high quality training and learning materials
- Unlimited email and telephone support and formal coaching supervision for 2 years
- On line access to a wealth of coaching resources via the ILM and inspired2learn websites
- All fees and assessment services for your ILM qualification – 1 year deadline for completion

## Qualification structure

There are three units of study:

- 1. Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context** (written assignment)
- 2. Undertaking Effective Coaching or Mentoring within an Organisational Context** (18 hours)  
Submission of a detailed coaching diary
- 3. Reviewing Own Ability as a Coach or Mentor within an Organisational Context** (written assignment)

## Learning approach

You can choose how you prefer to study and there are no compulsory learning methods (such as attending training) or timescales. We also offer the option to attend a 4-day training course FREE. Dates are published on our website. We will provide you with access to a wealth of learning resources via our website (e.g. articles, journals, research papers, coaching tools and templates). You will also have access to the ILM's on line learning materials.

You will receive ongoing and unlimited supervision, advice and support for the duration of your qualification. Different people complete the ILM Level 5 Certificate in Effective Coaching and Mentoring at different rates, according to work demands and lifestyle. There are no fixed deadlines for assignments and you have two years to complete. It is possible to complete your qualification within a few months, or over a much longer timescale. You are in control of setting your own deadlines and we will help you every step of the way. A cheaper one year option is available.

**All workshops until July have been cancelled due to COVID-19. Instead, we will offer a selection of virtual workshops and tutorials.**

## Enrolment, payment and other practical arrangements

**Enrolment** – we will send you an enrolment form, which includes a summary of your current experience and aims for the programme and qualification. This helps us to tailor support to your individual needs and aspirations.

**Payment** You have the option to pay the full fee in advance or set up a payment plan. • Payment plans and payment holidays available during COVID-19 restrictions – pay a small deposit and start now! This qualification is available using the MOD's Enhanced Learning Credits (ELCAS provider number 7065).

**Tutor support**– we promise that your tutor will be quick to respond to your requests and questions during normal working hours. We pride ourselves on the excellent personal support that we provide. You will have a named tutor whom you can contact whenever you like for help via phone and email.

## About inspired2learn

Established in 2002 by Clare and Barrie Smale, inspired2learn has a proven track record in the provision of coaching and ILM coaching qualifications to the public, private and charitable sectors.

Clare Smale, the expert tutor for the qualification programme, is an extremely experienced and active executive coach and coach supervisor. She has been training coaches for many years. Clare is the published author of two coaching books:

- The A-Z Coaching Handbook
- Transform your goals with VISION.

Clare's coaching cards are also very popular and are a free gift to all ILM qualification students, along with a copy of The A-Z Coaching Handbook. Clare is a member of the EMCC, AC, AOCs and ANLP.



**inspired2learn**

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**Full details of the ILM Level 5 Certificate in Effective Coaching & Mentoring can be found on the next few pages, including units of study.**

## **The ILM Level 5 Certificate in Effective Coaching and Mentoring**

The Certificate in Effective Coaching and Mentoring is an ideal qualification for managers with significant responsibility for coaching and mentoring as part of their day-to-day role. It also develops those learners planning to move into a development role or start a career as a freelance coach and mentor.

### **Benefits for individuals**

- Get a critical understanding of the role and responsibilities of the workplace coach and mentor
- Deepen your understanding of how coaching and mentoring can impact an organisation
- Be able to assess your own skills, behaviours and knowledge as a coach and mentor
- Provide evidence of your own development as a coach and mentor through the qualification
- Plan your further development
- Plan, deliver and review coaching and mentoring in your organisation.

### **Benefits for employers**

- Ensure the managers you develop as coaches or mentors are properly equipped with the skills, knowledge and ethical understanding they need
- Develop a coaching and mentoring culture in your organisation, so that managers are able to provide effective support for the development of others and improve their performance.

There are three mandatory units in this qualification.

The first unit, 'Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context' aims to enable learners to understand the role and contribution of coaching and mentoring and build a business case. The second unit requires learners to demonstrate their ability to plan, deliver and review at least 18 hours of coaching and mentoring in the workplace. The third unit, 'Reviewing Own Ability as a Coach or Mentor within an Organisational Context' aims to give learners the ability to critically review their own personal qualities, skills and competence.

There is also the option to top up this qualification to a Level 5 Diploma by completing an additional 39 hours of coaching (additional costs apply).

### **Study Options**

- Start any time and begin working on the written assignments
- Distance Learning option available for those with prior training and experience

## Qualification Overview

Title and level	GLH	TQT	ILM number	Accreditation number
Level 5 Certificate in Effective Coaching and Mentoring	42	160	8588-21/24	603/3758/8

To achieve the Level 5 Certificate in Effective Coaching and Mentoring the learner must achieve three mandatory units.

UAN *	ILM unit number	Unit title	Level	Credit Value	GLH **
D/617/2906	8588-500	Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context	5	6	20
H/617/2907	8588-501	Undertaking Effective Coaching or Mentoring within an Organisational Context	5	5	12
M/617/2909	8588-503	Reviewing Own Ability as a Coach or Mentor within an Organisational Context	5	5	10

\* Credit Value

\*\* Guided Learning Hours

The total guided learning hours for this qualification is 42. This includes the delivery of units, induction and tutorial support. Your qualification is structured to meet your personal needs and the guided learning hours will include a mix of workshops, distance learning materials, face to face tutorials and telephone coaching.

i2I will provide you with access to materials to help you undertake supported self-study. You will need to record the ongoing amount and format of your learning hours and your tutor will discuss and monitor this with you on a regular basis.

## Your induction

You will receive a short face to face induction of about two hours, including the following written information:

- an outline of the qualification and the related learner support available (including the Study Guide which can be downloaded from [www.i-l-m.com](http://www.i-l-m.com))
- FREE ILM studying membership and benefits for the duration of your qualification (register on line)
- 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 on-line learning to be used
- information on tutorial support, advice and guidance, equal opportunities, appeals procedures, authenticity and plagiarism

You will also receive coaching / mentoring supervision. The term *coaching supervision* refers to the process by which coaches are supported in their development to perform effectively This includes tutoring/training, coaching/mentoring, peer coaching/peer mentoring and similar activities in one-to-one or group situations to facilitate the development of yourself as a coach and as a reflective practitioner. It also includes time spent with you in preparing plans, coaching diaries and reflective logs which will be used for assessment purposes. You won't be observed or accompanied during coaching / mentoring practice by your tutor, although you will be encouraged to seek feedback from your coachees (and your employer where relevant).

## Unit 500

# Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context

<b>UAN:</b>	D/617/2906
<b>Unit Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	20
<b>Unit aim:</b>	This unit aims to provide learners with an understanding of the skills, principles and practice required for effective coaching or mentoring within an organisational context

### Learning outcome (LO 1)

#### The learner will:

- 1 Understand the purpose of coaching and mentoring within an organisational context

### Assessment criteria

#### The learner can:

- 1.1 Define what coaching and mentoring is within an organisational context, explaining the similarities and differences between coaching and mentoring
- 1.2 Evaluate how the organisational context affects coaching or mentoring
- 1.3 Present the business rationale for using coaching or mentoring to benefit individuals and organisations
- 1.4 Assess how the impact of coaching or mentoring can be measured for individuals and organisations
- 1.5 Identify potential barriers to coaching or mentoring and develop appropriate strategies to minimise these barriers

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## Depth

- 1.1 Current definitions of coaching and mentoring (eg Rogers, Starr, etc.)  
Differences and overlaps between coaching and mentoring,  
Circumstances when coaching or mentoring are the best or most suitable intervention.
- 1.2 Organisational factors that may affect coaching or mentoring, such as:
- Structure, culture and performance and the role coaching or mentoring has in supporting effective performance
  - Values, ethics and principles within the organisations
  - Support for coaching or mentoring internally (eg policies, procedures, strategies and senior level support, etc.)
- Review and evaluation of current evidence, research, etc. in coaching or mentoring
- 1.3 The business rationale for coaching or mentoring (eg for professional development, strategic goals, personal development, problem solving, improving individual or organisational performance, etc.)
- 1.4 Measurement against individual and organisational objectives relating to coaching or mentoring.  
Measures to assess the impact of coaching or mentoring (eg financial returns, Kirkpatrick, etc.)
- 1.5 Potential barriers to effective coaching or mentoring (eg time, resources, attitudes, beliefs, values, ownership, etc.)  
Potential barriers may be individual or organisational.  
Strategies to minimise or overcome these potential barriers.  
Organisational context and receptiveness for coaching or mentoring.

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## Assessment guidance

### The learner must:

- 1.1 Provide clear definitions of both coaching and mentoring and describe the similarities and differences between them. Include a definition for coaching and an explanation of how this works within an organisational context. Include a definition of mentoring and an explanation



of how this works within an organisational context. Provide at least two similarities and two differences between coaching and mentoring.

1.2 Evaluate organisational factors that may affect coaching or mentoring, such as structure, culture performance and stakeholder expectations. Consideration must be given to the impact of values, ethics and principles within organisations as well as the importance of internal support. In the evaluation, include at least three factors that are affected by the organisational context.

1.3 Provide a business rationale for the decision to use coaching or mentoring (eg in order to improve individual or organisational performance, personal effectiveness, motivation and confidence, etc.)

Justify the benefits of adopting coaching or mentoring. At least two benefits to organisations and at least two benefits to individuals must be included.

1.4 Based on the business rationale, assess how the impact can be measured for individuals and organisations (eg financial returns, personal goals, aspirations, etc.) Select a model of evaluation and assess the effectiveness in measuring the impact of coaching and mentoring for both individuals and the organisation. Include at least one example of a measure for individuals and one example of a measure for the organisation.

1.5 Identify at least two potential individual and at least two potential organisational barriers to effective coaching or mentoring (eg availability, lack of time, lack of understanding, organisational commitment, lack of trained coaches or mentors, lack of financial resources, etc.) Develop possible strategies to overcome each of the potential barriers identified (eg training interventions, support from senior teams, etc.)

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## Learning outcome (LO 2)

### The learner will:

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

### Assessment criteria

#### The learner can:

- 2.1 Review the knowledge, skills and behaviours required to be an effective coach or mentor
- 2.2 Analyse the communication skills required by an effective coach or mentor
- 2.3 Review the responsibilities of the coach or mentor to manage relationships effectively
- 2.4 Review an effective coaching or mentoring model which can be followed within an organisational context
- 2.5 Justify the importance of reflective practice and supervision for an effective coach or mentor

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## Depth

- 2.1 Knowledge, skills and behaviours may include attitudes, beliefs and values

Links to theories about the relevant knowledge, skills and behaviours required to be an effective coach or mentor.

Models of coaching competencies from the professional bodies or recognised texts and research (eg AC, ICF, EMCC, etc.)

Learning styles and preferences and how they can affect coaching or mentoring.

Diagnostic and other tools/techniques to support learning and performance (eg Myers-Briggs, 180° Feedback, 360° Feedback, Emotional Intelligence, Competency Measures, etc.)

Giving and receiving feedback.

Source and potential impact of personal beliefs and values on the coaching or mentoring process.

Importance of general self-awareness for coaches or mentors.

Transactional Analysis.

- 2.2 Communication skills (eg non-verbal, use of silence, types of questioning, listening, use of feedback), social/interpersonal skills, remaining ethical and non-judgemental  
Communication theories (eg Discourse Analysis, Socio Linguistics, etc.)
  - 2.3 Importance of trust, remaining non-judgemental, empathy and support as part of building and maintaining an effective coaching or mentoring relationship.  
Legal and ethical considerations for effective relationship management.  
Confidentiality, in accordance with current legislation.
  - 2.4 Model for effective coaching and mentoring (eg GROW, OSCAR, etc.)
  - 2.5 Self-evaluation for the coach, acting on feedback from client, peers, tutors and supervisor.  
Reflection in action and reflection on action.  
Rationale for the need and benefit of reflective practice as a coach or mentor.  
Rationale for individual, group and peer supervision of coaches or mentors in practice
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### Assessment guidance

#### The learner must:

- 2.1 Review the key knowledge and skills and behaviours of an effective coach or mentor within an organisational context. Provide one referenced example for each of knowledge and skills and behaviours to support the review. Referenced examples can include key texts, recent publications, journal articles etc.
- 2.2 Analyse at least four communication skills (eg questioning, listening, use of silence, observation of non-verbal cues, paraphrasing, probing, etc.) required by an effective coach or mentor and provide reasons why each of the skills is important.
- 2.3 Review the responsibilities of the coach or mentor to ensure that they are managing the relationship effectively and remaining ethical and non-judgmental.
- 2.4 Review a model of coaching or mentoring and discuss its effectiveness within an organisational context. Models could include GROW, OSCAR, CLEAR, STEPPA, etc. The review must include the effectiveness of the model within an organisational context.
- 2.5 Justify why reflective practice and individual, peer and group supervision are important as a means of self-reflection and ongoing development for the effective coach or mentor to ensure competent practice.

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### Learning outcome (LO 3)

#### The learner will:

- 3 Understand the importance of effective contracting and management of the coaching or mentoring process

#### Assessment criteria

#### The learner can:

- 3.1 Analyse the reasons for and the characteristics of effective contracting in coaching or mentoring
- 3.2 Explain how to manage the coaching or mentoring process within an organisational context

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### Depth

- 3.1 Characteristics of effective contracting (eg physical environment, confidentiality and boundaries, stakeholder involvement (eg 2 way and 3 way contracting, contracts, timescales and frequency, etc.)  
  
Links to membership body codes of practice.  
  
Goal setting when contracting.  
  
When not to contract and how to deal with situations where contracting is inappropriate (eg conflicts of interest, lack of commitment, etc.)
- 3.2 Managing the process on an ongoing basis (eg ongoing coaching or mentoring, mid-way review, evaluating and concluding, etc.)  
  
Any model or process selected needs to be reviewed within an organisation.

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### Assessment guidance

#### The learner must:

- 3.1 Analyse the key reasons for effective contracting as part of a coaching or mentoring process. The key characteristics of a contracting process must be included (eg physical environment, confidentiality and boundaries, stakeholder involvement, 2 way and 3 way

contracting, timescales and frequency, etc.). Reference must be made to a membership body's code of practice to inform the analysis.

- 3.2 Explain the practices involved with the ongoing management of the coaching or mentoring process within an organisational context (eg effective contracting, involvement of stakeholders, building rapport, keeping effective records, etc.) and include the main stages of the process, from initial contracting to final evaluation

## **Unit 500 - Assignment Brief**

### **Assessment instructions**

#### **General guidance**

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

#### **Tasks context**

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

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 have been asked to present a report on the business rationale for Coaching and Mentoring, within either your organisation or one that you are proposing to work in, to the Senior Management Team (SMT). This report will help the SMT to further develop their understanding of the role of Coaching and Mentoring and its benefits to individuals, teams and the organisation as a whole.

There are some potential factors which would reduce the chance of success and the SMT has requested you to set out strategies for addressing how these potential factors can be addressed so that a successful programme can be achieved.

Provide an answer for ALL of the following tasks:

**The opening section of your report demonstrates your ability to be able to apply knowledge and understanding of best practice to your current context.**

**As an introduction to the report, briefly outline the situation in which you either work or intend to work, as a Coach or Mentor.**

- 1.1 Starting with definitions to base your evidence on for both coaching and mentoring, explain both their similarities and differences. You must provide a minimum of two similarities and two differences.
- 1.2 Provide an evaluation of how the organisational context affects coaching or mentoring, include at least three of these for either coaching or mentoring.
- 1.3 Present the business rationale for either coaching or mentoring, including at least two benefits to individuals and at least two benefits to organisations.
- 1.4 Make an assessment of how the impact of coaching and mentoring will be measured for both individuals and the organisation. Include at least one example of a measure for individuals and one example of a measure for the organisation
- 1.5 Looking ahead, identify at least two potential individual barriers and at least two potential organisational barriers to coaching or mentoring and develop strategies to overcome or minimise each of these potential barriers.

**In the second section of your report, create a 'fit for purpose' training proposal that will support individuals in their development as an effective coach or mentor. This proposal may be based on the theoretical aspects required for aspiring coaches or mentors.**

- 2.1 Review the required knowledge and skills and behaviours for future course content, in order for each individual to become an effective coach or mentor. Provide one referenced example for each of knowledge and skills and behaviours to support the review.

- 2.2 Communication skills are an essential part of the coaching and mentoring role, in order for the coach or mentor to be effective, conduct an analysis of the required communication skills, including at least four skills.
- 2.3 The report should include a review of the responsibilities of the coach or mentor to manage effective relationships in order to inform the job and role description of the coach or mentor. The report should also include how the coach or mentor remains ethical and non-judgmental.
- 2.4 Select and review a coaching or mentoring model that can be followed within an organisational context.
- 2.5 Provide a justification for reflective practice and individual and peer and group supervision as part of the ongoing professional development requirements of the coaches or mentors to ensure competent practice

**In order to provide a pool of established coaches and mentors within the organisation, prepare the necessary guidance and documentation that will be used as part of the contracting process and ensure a consistent approach across the organisation.**

- 3.1 Analyse the reasons for and the characteristics of an effective contracting process. Reference must be made to a membership body's code of practice to inform the analysis.
- 3.2 Provide an explanation of how to manage the coaching or mentoring process and include the main stages of the process, from initial contracting to final evaluation.



## Unit 501 Undertaking Effective Coaching or Mentoring within an Organisational Context

<b>UAN:</b>	H/617/2907
<b>Unit Level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	12
<b>Unit aim:</b>	This unit aims for the learner to undertake a minimum of 18 hours of effective coaching or mentoring within an organisational context plus a minimum of a 1 hour meeting with their supervisor. The learner will be able to identify areas for improvement through feedback and ongoing review

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### Learning outcome (LO 1)

#### The learner will:

- 1 Be able to plan and prepare effective coaching or mentoring within an organisational context

### Assessment criteria

#### The learner can:

- 1.1 Plan and prepare to deliver a coaching or mentoring programme to support a minimum of 2 and a maximum of 3 individuals over 18 hours
- 1.2 Identify individual developmental needs in the coaching or mentoring programme and agree overall goals prior to contracting
- 1.3 Agree and establish a coaching or mentoring contract which meets individual(s) and stakeholder requirements

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### Depth

- 1.1 The planning principles and practices for coaching or mentoring sessions (eg establishing the contracting process, structure of the coaching or mentoring programme, consideration for the environment, etc.)

Client goal identification and goal setting.

Coaching or mentoring tools and techniques.

Processes and models for effective coaching or mentoring (eg GROW, OSCAR, etc.)

- 1.2 Goal identification and agreement with stakeholders prior to contracting.

Use of diagnostic results to inform goal identification

Assessment tools to support learning and performance (eg Myers-Briggs, SWOT, 180° Feedback, 360° Feedback, Emotional Intelligence, Competency Measures, etc.)

Strategies for monitoring and reviewing outcomes and progress towards goals.

- 1.3 Establishing and managing the contracting process

Practical application of the contracting process (eg individual, peer and group).

Mutually agreeable contract that evidences commitment and expectations of all stakeholders and intended outcomes

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### Assessment guidance

#### The learner must:

- 1.1 Plan for the learner to complete a whole cycle of coaching or mentoring programme with a minimum of 2 and maximum of 3 individuals over at least 18 hours in total.

Evidence the planning principles and practices for coaching or mentoring sessions, such as the structure of the coaching or mentoring programme, consideration of the environment and all other associated principles and practices should be considered for the delivery of the plan.

- 1.2 Agree overall goals prior to contracting and individual developmental needs prior to contracting. These should include desired outcomes for the coaching or mentoring programme.

Indicate the use of tools for assessing clients' needs (eg SWOT, Learning Styles, 180° Feedback, Competency Measures, etc.) Include two or more individual development needs of each client.

- 1.3 Agree and establish a coaching or mentoring contract which meets individual and stakeholder requirements. This should include evidence of contracting with all individuals and stakeholders to agree mutual commitment, expectations and intended outcomes and be signed by all parties. Coaching or mentoring contracts should be agreed and established with all individuals and relevant stakeholders. This can be a generic contract which can be modified to meet individuals' requirements and should be signed by all relevant parties

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### Learning outcome (LO 2)

#### The learner will:

- 2 Be able to undertake and record at least 18 hours of effective coaching or mentoring with a minimum of 2 and a maximum of 3 individuals

## Assessment criteria

### The learner can:

- 2.1 Complete a minimum of 18 hours of effective formal coaching or mentoring with a minimum of 2 and a maximum of 3 individuals
  - 2.2 Maintain effective records of coaching or mentoring activity to include goals, progress against goals, summary discussion and outcomes
  - 2.3 Maintain evidence of feedback from supervisor and ongoing feedback from clients
  - 2.4 Maintain evidence of ongoing reflection on the coaching or mentoring sessions
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## Depth

- 2.1 Maintenance of appropriate records to evidence formal coaching or mentoring activity in line with professional practice requirements (eg ILM, EMCC, ICF, AC, etc.)
  - 2.2 Use of a coaching or mentoring diary to record sessions including review of progress against goals, summary discussion, techniques and questions used and outcomes or actions. Benefits of maintaining a diary to coach or mentor for reflective practice.
  - 2.3 Importance of, and methods of gathering feedback from client and tutor/supervisor of the coach or mentor to inform how practice can be improved.
  - 2.4 Reflective practice as a strategy for self-knowledge and improvement – concepts of the reflective practitioner. Reflection in action and on action.  
  
Use of peer support, tutorials and supervision to aid reflection. Reflection should cover communication skills, knowledge and behaviour of the coach or mentor.
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## Assessment guidance

### The learner must:

- 2.1 Provide evidence that they have undertaken and recorded effective coaching or mentoring within an organisational context for a minimum of 2 and maximum of 3 individuals of 18 hours in total in line with the professional practice requirements (eg ILM, EMCC, ICF, AC, etc.). This evidence should include session details such as date and duration. Records must be maintained of all coaching or mentoring activity undertaken.
- 2.2 Maintain comprehensive effective records of coaching or mentoring in the form of a coaching or mentoring diary to include goals, progress against goals, summary discussion, techniques and questions used, outcomes or actions and giving feedback to enable reflection on own coaching or mentoring performance in order to support ongoing professional development and practice. A comprehensive coaching or mentoring record will support the achievement of

this unit. Records should enable the learner to reflect on their coaching or mentoring performance after each session.

- 2.3 Gather and evidence feedback from clients and tutor/supervisor to enable reflection on own coaching or mentoring performance in order to support own ongoing professional development and practice. The tutor/supervisor can be an experienced coach or mentor
- 2.4 Maintain evidence of own ongoing reflection in the format of a reflective log showing detailed reflection after each coaching or mentoring session including outcomes from supervision and client feedback. This log should record own reflections on the session overall, details of models, techniques and tools used, assessment of own skills in relation to questioning and listening, relationship management (remaining ethical and non-judgmental) and improvements for next session. It should also draw upon the feedback from the client and the tutor/supervisor. A reflective log should be maintained showing ongoing reflection after each session and include outcomes of supervision/tutorial observation and client feedback.

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### Learning outcome (LO 3)

#### The learner will:

- 3 Be able to demonstrate and evidence ongoing reflection and review of own coaching or mentoring practice

#### Assessment criteria

#### The learner can:

- 3.1 Reflect on each session and identify key learning to support continuous professional development
- 3.2 Justify the tools and techniques used during the coaching or mentoring
- 3.3 Use ongoing feedback on effectiveness of own coaching or mentoring for each session and show evidence of this, including a minimum of 1 hour of supervision feedback
- 3.4 Assess and evidence own ability to use effective communication techniques including questioning, listening and giving feedback in order to facilitate coaching or mentoring practice

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### Depth

- 3.1 Use of personal reflection log showing on-going personal reflection and actions for improvement.

Manage own continuous improvement and personal development.

Reviewing future own personal development with tutor/supervisor

- 3.2 Assessment tools to support learning and performance of client (eg Myers-Briggs, SWOT, 180° Feedback, 360° Feedback, Emotional Intelligence, Competency Measures, learning style questionnaires, etc.)

Processes and models for effective coaching or mentoring (eg GROW, OSCAR, etc.)

Justification should include why the tool or technique was used for the session.

- 3.3 The purpose of gathering feedback on coaching or mentoring; communication skills, relationship building, questioning techniques, ability to follow a recognised process, behaviours to encourage openness and trust and the effectiveness of these in helping the client to achieve their goals. It must lead to effectiveness, not just a list of attributes.

Gather feedback on methods and practices for building effective relationships.

Gather feedback on communication skills and behaviours to encourage openness, honesty and trust, and their significance in coaching or mentoring.

Sources of feedback, supervisor/tutor, individual being coached/mentored, stakeholders etc. and collection processes (eg oral, written, questionnaires, individual(s), stakeholder, etc.)

- 3.4 Reflective practice as a strategy for self-knowledge and improvement.

Benefits of reflecting during the session and after the session (reflection in action and on action) covering, skills, knowledge and behaviours of the coach or mentor

Reflection should cover assessment of communication skills, knowledge and behaviour of the coach or mentor, concepts of the reflective practitioner, theory and behaviour.

Use of coaching or mentoring networks or peer support, tutorials and supervision to aid reflection

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## Assessment guidance

### The learner must:

- 3.1 Complete a reflective log which evidences own personal reflection on each coaching or mentoring session and identification of actions and management of own continuous professional development across the full scope of the coaching or mentoring activity. This must be reviewed with own tutor/supervisor.
- 3.2 Justify the use of two or more tools and techniques used during the coaching or mentoring session, with the rationale for using them and how they supported the coaching or mentoring of the individual.
- 3.3 Gather evidence, which must include ongoing verbal or written feedback (eg notes from discussion, email or completed feedback template, etc.), to measure effectiveness (eg of building effective relationships, communication skills, etc.) Evidence of 1 hour of supervision feedback must be included.

- 3.4 Record own ongoing reflections after each session and assess own ability to use effective communication techniques including questioning, listening and giving feedback in order to facilitate coaching or mentoring practice.

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## 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 verification.

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/refer.

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

- Products from the learner's work.
- Direct observation of the learner's performance by their assessor.
- Outcomes from oral or written questioning.
- Personal statements and/or reflective accounts.
- Professional discussion record.
- Authentic statements/witness testimony.
- Organisational context including own goals
- Contracting process, including stakeholders and the use of authentic evidence
- Agreeing learning goals for a maximum of 3 clients and 18 hours of coaching or mentoring
- Using a range of diagnostic tools in coaching or mentoring sessions
- Using a range of coaching or mentoring tools and an analysis of their value.
- Using types of questioning and listening skills, non-verbal behaviours
- Ethical framework and considerations for being non-judgemental
- Record keeping for all activity and maintenance of confidentiality
- Feedback evidence from coaching or mentoring clients and evaluation of findings
- Supervision evidence and records of sessions.
- Ongoing reflection and review of coaching or mentoring activity summarising the current status
- New learning and areas for improvement
- Planning with measurable outcomes

## Unit 503 Reviewing Own Ability as a Coach or Mentor within an Organisational Context

**UAN:** M/617/2909

**Unit Level:** 5

**Credit value:** 5

**GLH:** 10

**Unit aim:** This unit aims for the learner to holistically review on their ability to perform effectively as a coach or mentor within an organisational context

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### Learning outcome (LO 1)

#### The learner will:

- 1 Be able to holistically review their ability to perform effectively as a coach or mentor within an organisational context

### Assessment criteria

#### The learner can:

- 1.1 Evaluate the benefits that have been realised as a result of the coaching or mentoring undertaken
- 1.2 Reflect on their overall learning and development as a coach or mentor, including communication techniques of questioning, listening and giving feedback
- 1.3 Conduct a comprehensive evidenced based assessment of their own ability as an effective coach or mentor

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### Depth

- 1.1 Measurement against objectives relating to coaching or mentoring.  
Tools and techniques to evaluate the benefits of coaching or mentoring (eg KPIs, Kirkpatrick, etc.)  
Measurement against personal goals and aspirations.



- 1.2 Reflection should focus on self-awareness, communication skills and relationship management, communication techniques, including questioning, listening and giving feedback
  - 1.3 Knowledge, skills and behaviours of an effective coach or mentor, ethical behaviours and non-judgemental attitude  
Self-assessment tools and techniques.  
Models of coaching or mentoring competencies from the professional bodies or regarded texts or research (eg EMCC, ICF, AC etc.).
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### Assessment guidance

#### The learner must:

- 1.1 Evaluate the benefits of the coaching or mentoring undertaken. Consideration must be given to the outcomes reached against the initial objectives.
  - 1.2 Provide a reflection of own learning and development as a coach or mentor with a particular focus on own self-awareness, communication techniques (eg questioning, listening and giving feedback, etc.), relationship management, ethical behaviours and non-judgmental attitude.
  - 1.3 Undertake a wide-ranging evidenced-based assessment drawn from feedback and personal reflection, focusing on the knowledge, skills and behaviours, relationship management, ethical behaviours and non-judgmental attitude of an effective coach or mentor. Evidence collected from unit 501 or 502 must be used to assess own ability as a coach or mentor. The learner must indicate what has been learnt and what would be undertaken differently as a result of their learning.
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### Learning outcome (LO 2)

#### The learner will:

- 2 Be able to develop a plan for their future professional development in coaching or mentoring

### Assessment criteria

#### The learner can:

- 2.1 Produce an in-depth SWOT analysis for their role as a coach or mentor
- 2.2 Produce a comprehensive personal development plan that covers a minimum duration of 12 months, detailing how this will support own development in coaching or mentoring

- 2.3 Explain how they will monitor and evaluate their own ongoing Continuing Professional Development (CPD) in relation to coaching or mentoring
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### Depth

- 2.1 In-depth SWOT analysis must be based on evidence produced
- 2.2 Develop a personal development plan for 12 months that is linked to coaching or mentoring aspirations with SMART objectives.
- 2.3 Evidence of ongoing monitoring and evaluation of CPD to ensure ongoing personal development and understanding of coaching or mentoring.
- Methods of monitoring and evaluation (eg Kirkpatrick, feedback from individuals, from coaching or mentoring practice networks, supervision, etc.)
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### Assessment guidance

#### The learner must:

- 2.1 Produce an in-depth SWOT analysis for own role as a coach or mentor primarily based on the review in Learning Outcome 1 and including references to self-awareness, communication techniques (including questioning, listening and giving feedback), relationship management, ethical behaviours and non-judgmental attitude. The learner must also include further knowledge, skills and behaviours that they would like to develop as a coach or mentor.
- 2.2 Develop a personal development plan that covers a minimum duration of 12 months which details how their ongoing development in coaching or mentoring will be supported. This plan must be linked to the learner's coaching or mentoring aspirations with SMART objectives.
- 2.3 Explain how own ongoing CPD will be monitored and evaluated

This unit requires learners to reflect on and evaluate their coaching or mentoring skills and allows evidence to be gathered from either units 501 or 502 as a basis for learner reflection and their future development as a coach.

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

- Products from the learner's work.
- Direct observation of the learner's performance by their assessor.
- Outcomes from oral or written questioning.

- Personal statements and/or reflective accounts.
- Professional discussion record.
- Authentic statements/witness testimony
- Analysis of practice
- Strengths and weaknesses analysis
- Evaluation of knowledge, skills
- Use of questioning and listening
- Evaluation of feedback from clients
- Feedback from tutorial/s supervision sessions actual evidence
- Conclusions on self-analysis and others
- Planning for personal development in the coaching or mentoring role
- Continuous Professional Development (CPD) Plan.

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