



**UNIVERSITY
CENTRE
SOUTH DEVON**

**[] PART OF
South Devon College**

PROGRAMME QUALITY HANDBOOK 2023-2024

Level 5 Certificate in Effective Coaching and Mentoring



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1. Welcome and Introduction to the ILM Level 5 Certificate in Effective Coaching and Mentoring

1.1 Welcome statement

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](http://www.southdevon.ac.uk/ucsd). It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

1.2 Programme Management

Role	Person	Email address
Personal Tutors	Lynda Breslin	lyndabreslin@southdevon.ac.uk
Programme Coordinator	Kate Philp	katephilp@southdevon.ac.uk
Higher Education Coordinator	Andrew Faulkner	andrewfaulkner@southdevon.ac.uk
Curriculum Head	Chantelle Mashiter	chantellemashiter@southdevon.ac.uk
Assistant Principal	Matt Burrows	mburrows@southdevon.ac.uk

1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development.

2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress.
3. Professional services including the Student Support Hub team, library services, employability, academic standards, and quality.

The integrated tutorial model ensures all students have a personal tutor and scheduled group and/or one-to-one Tutorials, and can access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

Your personal tutor’s role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section [Student Support Hub](#) below for more information.

The tutorial and personal development curriculum is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor.

More information about the UCSD tutorial commitment and the Learning Outcomes covered by the tutorial and personal development curriculum at Level 4 and above are available on the UCSD website at <https://www.ucsd.ac.uk/student-life/support/tutorial/>

1.5 Course Contact List

Details of your module leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via this link <https://www.ucsd.ac.uk/research-and-expertise/business-law-and-professional/>

If you have questions about a module, please contact the appropriate module leader. If you have any questions about the programme or your pastoral needs, please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

Module Leader	Contact	If part time days/hours that are worked
Lynda Breslin	lyndabreslin@southdevon.ac.uk	Tues/Wed/Thurs Only

1.6 Preparing for your programme

At UCSD, we understand that level 5 study is a big step up from previous studies. To help prepare you for the programme we recommend engaging with preparatory activities. Each year UCSD organise Stepping up to HE workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability, and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

1.7 Curriculum design principles

Programme Rationale (summary)

South Devon College has a long history of delivery of Management programmes at Higher Education level. The college currently delivers a number of professional qualifications within the Business, Law and Professional Management section and has done so successfully for a number of years. There has been a growing demand for the professionalisation of coaching to include one-to-one coaching, team coaching, leadership coaching and for coaching skills to be embedded within culture and governance infrastructures to support future ways of working. The key drivers for this programme are based on an internal CPD requirements and market research in both education and professional sectors

1.8 Teaching and Learning Strategy

The course will be delivered in formal teaching sessions containing a variety of tutor and learner centred methods. The subject will be delivered by tutors that have specialist knowledge in the topic. At the start of each unit the assignment will produce evidence of the learning outcomes and assessment criteria through the written assignment. Learners will be supported by the use of the college's virtual learning environment, Moodle as well as individual tutorials.

The programme is delivered as a face to face of study and on-programme learning will be provided for the duration of the programme. Teaching and learning activities within the programme are not just restricted to tutorials and lectures but include a wide range of strategies including seminars, professional discussions, interactive group work, independent learning, research activities, and work-based learning which are all relevant in the sector.

There is a core focus on flexible delivery models to ensure that the needs of the employers and apprentices are met. As such, the programme can also be delivered via a blended model, with some face-to-face delivery and some online learning - the proportion and delivery pattern to be agreed with the employer.

1.9 Resources to support outstanding teaching and learning.

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching space in the UCSD building, a campus wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your module guides you will be provided with a reading list that you will be able to undertake additional and further reading to support your learning.

1.10 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> and the assessment guidance on the UCSD website <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/>

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/> and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course.

1.11 Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole UCSD student body, chairs the Student Consultative Forum and works with the UCSD leadership team to act on student feedback. Additionally, a Higher Education Student Governor is nominated from the student body to represent your views in South Devon College's governance structures. Students are also asked to give early

and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

1.12 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>. By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>.

The UCSD Student Support Hub <https://www.ucsd.ac.uk/student-life/support/> is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but we are here to help and can support you to make the right decisions for you and your studies. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

HE Study Team

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge, we are here to support everyone. The team can support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better, and those for whom learning is more challenging. There is a wealth of resources on the UCSD website <https://www.ucsd.ac.uk/student-life/support/study-skills/> and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk sessions can be held face to face or on MS Teams.

HE Disability Team

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty, we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more information please visit <https://www.ucsd.ac.uk/student-life/support/disability-support>

HE Wellbeing Team

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see <https://www.ucsd.ac.uk/student-life/support/wellbeing-support/> or contact HEwellbeing@southdevon.ac.uk

HE Employability

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see <https://www.ucsd.ac.uk/employability-and-next-steps/> or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the online resources on our website <https://www.ucsd.ac.uk/stepping-up-to-higher-education/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.13 Becoming a South Devon Graduate

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit <https://www.ucsd.ac.uk/south-devon-graduate/>

Higher-level academic skills

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills and behaviours. This starts before your course begins with preparation activities online and in-person to help you develop foundational academic skills, the tutorial curriculum then scaffolds new and developing knowledge and skills with your peers throughout your course, and you can access one-to-one support from the UCSD Student Support Hub.

Positive personal attributes for your future

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment through initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and prevent, online safety activities, and opportunities to report misconduct and bullying.

Work-ready

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready through work-based learning, placement activities and assessments that reflect the real world of work, a tutorial curriculum that inspires you to reflect on your growing employability and record them in your Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate.

2. Programme Specification

2.1 Programme Details

Final award title:

- Level 5 ILM Certificate in Effective Coaching and Mentoring

Awarding organisation or Institution:

- ILM

Delivery institution(s): UCSD

Accrediting or regulating body: ILM

Exception to regulations: None

2.2 Programme Intended Learning Outcomes (ILO)

Qualification Number: **603/3758/8**

By the end of this programme the student will be able to:

Unit 500: Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context

1. Understand the purpose of coaching and mentoring within an organisational context
2. Understand the knowledge, skills and behaviours required to be an effective coach or mentor
3. Understand the importance of effective contracting and management of the coaching or mentoring process

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

1. Be able to plan and prepare effective coaching or mentoring within an organisational context
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
3. Be able to demonstrate and evidence ongoing reflection and review of own coaching or mentoring practice

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

1. Be able to holistically review their ability to perform effectively as a coach or mentor within an organisational context
2. Be able to develop a plan for their future professional development in coaching or mentoring

2.3 Applicable Policy, Procedures and Regulations

Policy/Procedure/Regulation	Provision	Comments
Regulations	UCSD / ILM	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	UCSD	
Extenuating Circumstances Policy	UCSD	
Academic Appeals	UCSD	
Assessment Policy	ILM	
Other – please stipulate		

2.7 Programme Structure

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

Level 5 Certificate in Effective Coaching and Mentoring					
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

Unit 500

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

UAN:	D/617/2906
Unit Level:	5
Credit value:	6
GLH:	20
Unit aim:	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

Depth

- 1.1 Current definitions of coaching and mentoring (e.g., 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 (e.g., 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 (e.g., 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 (e.g., financial returns, Kirkpatrick, etc.).
- 1.5 Potential barriers to effective coaching or mentoring (e.g., time, resources, attitudes, beliefs, values, ownership, etc.).
Potential barriers may be individual or organisational.
Strategies to minimise or overcome these potential barriers.

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 at least three 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.
 - 1.3 Provide a business rationale for the decision to use coaching or mentoring (e.g., 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 (e.g., 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 (e.g., 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 (e.g., 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
-

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 (e.g., 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 (e.g., 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 (e.g., non-verbal, use of silence, types of questioning, listening, use of feedback), social/interpersonal skills, remaining ethical and non-judgemental.
Communication theories (e.g., Discourse Analysis, Socio Linguistics, etc.).
- 2.3 Importance of trust, remaining non-judgmental, 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 (e.g., 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.
-

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 (e.g., 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.
-

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
-

Depth

- 3.1 Characteristics of effective contracting (e.g., physical environment, confidentiality and boundaries, stakeholder involvement (e.g., 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 (e.g., conflicts of interest, lack of commitment, etc.).

- 3.2 Managing the process on an ongoing basis (e.g., ongoing coaching or mentoring, mid-way review, evaluating and concluding, etc.).
Any model or process selected needs to be reviewed within an organisation.
-

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 (e.g., 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 (e.g., 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.
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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 501

Undertaking Effective Coaching or Mentoring within an Organisational Context

UAN:	H/617/2907
Unit Level:	5
Credit value:	5
GLH:	12
Unit aim:	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

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

Depth

- 1.1 The planning principles and practices for coaching or mentoring sessions (e.g., 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 (e.g., 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 (e.g., 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 (e.g., individual, peer and group).
Mutually agreeable contract that evidences commitment and expectations of all stakeholders and intended outcomes.

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 (e.g., 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
-

Depth

- 2.1 Maintenance of appropriate records to evidence formal coaching or mentoring activity in line with professional practice requirements (e.g., 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 (e.g., 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.
In exceptional circumstances and where all other options have been exhausted, a coach or mentor may be permitted to work with a fourth 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 3 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 3rd.
- Starting afresh with a new 3rd client.
- Hold a review with the other 2 clients 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.

- 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.

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

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 (e.g., Myers-Briggs, SWOT, 180° Feedback, 360° Feedback, Emotional Intelligence, Competency Measures, learning style questionnaires, etc.). Processes and models for effective coaching or mentoring (e.g., 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 (e.g., 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.

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 (e.g., notes from discussion, email or completed feedback template, etc.), to measure effectiveness (e.g., 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 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.

- 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.

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 / mentoring 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

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

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

Depth

- 1.1 Measurement against objectives relating to coaching or mentoring.
Tools and techniques to evaluate the benefits of coaching or mentoring (e.g., 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-judgmental attitude.
Self-assessment tools and techniques.
Models of coaching or mentoring competencies from the professional bodies or regarded texts or research (e.g., EMCC, ICF, AC etc.).

Assessment guidance

The learner must:

- 1.1 Evaluate the benefits to the coachee/mentee 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 (e.g., 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.

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

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 (e.g., Kirkpatrick, feedback from individuals, from coaching or mentoring practice networks, supervision, etc.).

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.

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 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.

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 / mentoring 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.