

8580 Level 5 Coaching and Mentoring

Unit specifications, assignments and
mark sheets



Title:	Reviewing own ability as a management coach or mentor	
Level:	5	
Credit value:	3	
Unit guided learning hours:	7	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Be able to assess your own skills, behaviours and knowledge as a coach and mentor	1.1 Conduct an evidenced assessment analysis of your own ability as a coach and/or mentor relating to knowledge, skills and behaviours	1.2 Using this analysis critically review your strengths and weaknesses in relation to your skills, behaviours and knowledge as a coach or mentor
2 Be able to critically review and reflect on the effectiveness of your own practice as a coach or mentor	2.1 Critically review the coaching activity undertaken looking at the process, patterns and outcomes	2.2 Critically evaluate your own skills as a coach or mentor focussing particularly on your self-awareness, approach, communication skills, and relationship management
	2.3 Discuss how you ensure your coaching or mentoring is ethical and non-judgemental	2.4 Provide evidence of reflecting on actual coaching or mentoring activity by using examples and evidence
3 Be able to demonstrate how you have developed and how you plan to develop in the future as a coach or mentor	3.1 Explain and reflect on the effectiveness of tutorial supervision	3.2 Provide evidence of how you have recorded and logged your own progress and development as a coach or mentor
	3.3 Provide a linked and relevant plan for your future development for a minimum of the next twelve months	
Additional information about the unit		
Unit purpose and aim(s)	To enable managers to review their ability to perform effectively as management coaches or mentors.	

Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Coaching & Mentoring 2012 NOS: LSI CM01, LSI CM02, LSI CM03, LSI CM04, LSI CM05, LSI CM08, LSI CM09
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Equivalencies agreed for the unit (if required)	D5.02 – Reviewing own ability as a management coach or mentor
Location of the unit within the subject/sector classification system	15.3 - Business Management
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Skills, abilities, knowledge of an effective coach and mentor • Models of reflective practice (e.g. Kolb, critical incidents, arcs of attention) • SWOT and PESTLE Analysis • Self assessment tools and techniques • Coaching and mentoring codes of conduct (e.g. Association for Coaching, EMCC, etc)
2	<ul style="list-style-type: none"> • Non-combative challenging strategies to alter inappropriate attitudes and behaviour • Recognition of client needs beyond coach's competence (personal social or psychological problems, learning difficulties or disabilities) and available support services • Negotiation strategies and techniques • Factors determining workplace relationships – organisational, task and personal – and their impact on work performance and the coaching or mentoring process • Strategies and techniques for addressing and improving poor personal relationships in the workplace
3	<ul style="list-style-type: none"> • Verbal and non-verbal communication skills (questioning, listening, analysis of non-verbal communication, reflection and summarising skills), in person, by telephone and by email • Nature and value of networks, analysis of personal networks and development of networking skills • Managing self and time to build and sustain networks

Title:	Undertaking management coaching or mentoring in the workplace	
Level:	5	
Credit value:	5	
Unit guided learning hours:	12	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Be able to plan and prepare for management coaching or mentoring programmes based on identified developmental needs and goals	1.1 Explain the rationale for coaching or mentoring for one or more clients and formally agree a contract with one or more clients	1.2 Identify individual developmental needs and agree goals, in line with organisational, divisional and/or team goals
	1.3 Plan and prepare a short coaching or mentoring programme with one or more clients to complete a minimum of twelve hours of formal coaching activity	
2 Be able to undertake and record at least twelve hours of formal coaching or mentoring activity with one or more clients	2.1 Complete a minimum of twelve hours of coaching or mentoring activity with one or more clients	2.2 Critically review your use of a range of diagnostic coaching and mentoring tools and techniques
	2.3 Assess your ability to build relationships and use effective communication techniques of questioning, listening and giving feedback	2.4 Maintain appropriate overview records of goals, discussion and outcomes including progress towards goals
3 Be able to reflect and review own management coaching or mentoring practice	3.1 Collect feedback on own coaching or mentoring practice on the effectiveness of coaching or mentoring interventions in enabling the achievement of agreed goals and show evidence of this within the coaching / mentoring diary	3.2 Review coaching or mentoring activity and holistically explore this for patterns and personal learning and areas for improvement
	3.3 Reflect on own coaching or mentoring practice (including evidence of supervision / tutorial feedback)	

Additional information about the unit	
Unit purpose and aim(s)	To enable learners to demonstrate their ability to undertake a workplace management coaching or mentoring programme.
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Coaching & Mentoring 2012 NOS: LSI CM03, LSI CM04, LSI CM05, LSI CM06, LSI CM07, LSI CM08, LSI CM09, LSI CM10
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Equivalencies agreed for the unit (if required)	D5.03 - Undertaking management coaching or mentoring in the workplace
Location of the unit within the subject/sector classification system	15.3 - Business Management
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Techniques for goal identification • Learning and development outcomes – behavioural, cognitive and emotional
2	<ul style="list-style-type: none"> • Characteristics of effective coaching and mentoring plans • Criteria for developing coherent and logical order for coaching and mentoring activity • Learning and personality preferences characteristics and their assessment – range of learning and personality inventories for individuals and teams available (e.g. Honey and Mumford, Argyris's double loop learning, Kolb's learning cycle, Myers Briggs, 16PF, Belbin) – their use and analysis • Coaching and mentoring tools and techniques • Models of coaching and mentoring able to contribute to performance improvement (examples of models that may be used include: performance coaching/life coaching, GROW Model, Gardner's Multiple Intelligences, Myers-Briggs, hemispherical dominance, transformational learning, Johari's window, NLP, and other psycho-social models) • Recording and monitoring coaching or mentoring activities • Strategies for coaching or mentoring • Planning principles and practices for coaching or mentoring sessions • Methodologies and criteria for analysing materials and information supporting coaching or

	<p>mentoring</p> <ul style="list-style-type: none"> • Action planning and review
3	<ul style="list-style-type: none"> • Strategies and practices for building effective relationships • Behaviours to encourage openness, honesty, and trust and their significance in mentoring and coaching • Reflection and social interaction as strategies for self-knowledge and improvement – concepts of the reflective practitioner, theory and behaviour • Use and completion of personal reflection log

Title:	Undertaking an extended period of management coaching or mentoring in the workplace	
Level:	5	
Credit value:	29	
Unit guided learning hours:	20	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Be able to plan and prepare for management coaching or mentoring programmes based on identified developmental needs and goals	1.1 Explain the rationale for coaching or mentoring for a minimum of six clients and formally agree a contract with each client	1.2 Identify individual developmental needs and agree goals, in line with organisational, divisional and/or team goals with each client
	1.3 Plan and prepare for a short coaching or mentoring programme with a minimum of six clients	
2 Be able to undertake and record at least hundred hours of formal coaching or mentoring activity	2.1 Complete a minimum of hundred hours of coaching or mentoring activity with six or more clients	2.2 Critically evaluate your use of a range of diagnostic coaching and mentoring tools and techniques
	2.3 Assess your ability to build relationships and use effective communication techniques of questioning, listening and giving feedback	2.4 Maintain appropriate overview records of goals, discussions and outcomes including progress towards goals
3 Be able to reflect and review own management coaching or mentoring practice	3.1 Collect feedback from coaching clients and other stakeholders (if appropriate) on the effectiveness on coaching interventions in enabling the achievement of agreed goals	3.2 Summarise coaching and mentoring activity and holistically explore this for patterns and personal learning and areas for improvement
	3.3 Reflect on and review own coaching or mentoring practice (including evidence of supervision / tutorial feedback)	
4 Be able to use supervision and reflective learning to develop and improve own management coaching or	4.1 Negotiate and agree with coaching supervisor/tutor a contract, and demanding but realistic personal learning and development	

mentoring practice	<p>goals for the hundred hours of management coaching or mentoring practice</p> <p>4.2 Reflect and summarise the coaching or mentoring activity making links to the different coaching or mentoring relationships, activities and challenges</p> <p>4.3 Evaluate the impact and effectiveness of the coaching activity or mentoring activity at an individual and organisational level</p>
Additional information about the unit	
Unit purpose and aim(s)	To enable learners to develop and improve their performance, under supervision, as management coaches or mentors and as reflective practitioners.
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Coaching & Mentoring 2012 NOS: LSI CM03, LSI CM04, LSI CM05, LSI CM06, LSI CM07, LSI CM08, LSI CM09, LSI CM10
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Equivalencies agreed for the unit (if required)	N/A
Location of the unit within the subject/sector classification system	15.3 - Business Management
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Techniques for assessing the learning and development of a client • Learning and development outcomes – behavioural, cognitive and emotional • Learning styles and personality characteristics and their assessment – range of learning and personality inventories for individuals and teams available (e.g. Honey and Mumford, Myers Briggs, 16PF, Belbin) – their use and analysis • Learning and development strategies appropriate to different learning and personality styles
2	<ul style="list-style-type: none"> • Characteristics of effective learning plans • Criteria for developing coherent and logical order for learning and development

	<ul style="list-style-type: none"> • Recording and monitoring coaching or mentoring activities • Strategies for coaching or mentoring • Planning principles and practices for coaching or mentoring sessions • Methodologies and criteria for analysing materials and information supporting coaching or mentoring • Action planning and review
3	<ul style="list-style-type: none"> • The nature, purpose and practice of individual, group and peer supervision • Setting and reviewing demanding but realistic personal learning goals • Using reflection and critical review as a technique for learning and improving own performance • Using a personal development plan to set demanding but realistic goals and manage own continuous improvement and personal development
4	<ul style="list-style-type: none"> • Nature and value of networks, analysis of personal networks and development of networking skills • Managing self and time to build and sustain networks • Use of networks to support own and others' CPD

Assignment Task for Unit: Reviewing own ability as a management coach or mentor

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK</p> <p>This assessment requires you to reflect on your performance as a coach and/or mentor.</p> <p>Self awareness is a key characteristic of effective coaches and mentors. You are not expected to be perfect in this role, but to clearly demonstrate your own awareness of how well you are performing and what you need to do to improve in the future.</p> <p>Note: <i>You should plan to spend approximately 22 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The suggested word count for this assignment is between 2500-3000 words. However individuals have different writing styles, and there is no penalty if the word-count range is exceeded or not met – as long as the assessment criteria are adequately covered.</i></p> <p><i>Check your assignment carefully prior to submission using the assessment criteria.</i></p>	
<i>Please use the sub-headings shown below when structuring your Assignment</i>	Assessment Criteria
<p>Assess and reflect on own abilities as management coach and/or mentor</p> <p>Complete and evidence summary of your own abilities as a coach and/or mentor.</p> <p>You should include methods of assessment, tools and techniques to evidence your analysis. This may include:</p> <ul style="list-style-type: none"> • Feedback on your abilities or performance as a coach and/or mentor. • Evaluations based around some of the coaching competencies or around your own identified strengths and weaknesses. • Feedback from others (clients, stakeholders, others). • Reflection on SWOT and Action Plan. 	<ul style="list-style-type: none"> • Conduct an evidenced assessment analysis of your own ability as a coach and/or mentor relating to knowledge, skills and behaviours (<i>16 marks</i>) • Using this analysis critically review your strengths and weaknesses in relation to your skills, behaviours and knowledge as a coach or mentor (<i>16 marks</i>)
<p>Review the effectiveness of your own practice as a coach or mentor</p> <p>To reflect effectively you should:</p> <ul style="list-style-type: none"> • Use the coaching diary to evaluate your skills as a coach or mentor. • Discuss communication skills, relationship management and ethical considerations when coaching or mentoring. • Identify your weaknesses / development 	<ul style="list-style-type: none"> • Critically review the coaching activity undertaken looking at the process, patterns and outcomes (<i>12 marks</i>) • Critically evaluate your own skills as a coach or mentor focussing particularly on your self-awareness, approach, communication skills, and relationship management (<i>12 marks</i>) • Discuss how you ensure your coaching or mentoring is ethical and non-judgemental (<i>8 marks</i>) • Provide evidence of reflecting on actual coaching or

needs using examples.	mentoring activity by using examples and evidence (12 marks)
<p>Reflections on your performance as a mentor or coach</p> <p>Reflect on and review your performance, informed by feedback from participants and observers, where available, with a particular emphasis on how well your assessment of your strengths and weaknesses was confirmed, what you were able to do to overcome any weaknesses and build on your strengths and what future actions you can take to develop yourself further as a coach or mentor.</p>	<ul style="list-style-type: none"> • Explain and reflect on the effectiveness of tutorial supervision (8 marks) • Provide evidence of how you have recorded and logged your own progress and development as a coach or mentor (8 marks) • Provide a linked and relevant plan for your future development for a minimum of the next twelve months (8 marks)
By submitting I confirm that this assignment is my own work	

Assignment Task for Unit: Undertaking management coaching or mentoring in the workplace

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK</p> <p>You are required to demonstrate the practical application of coaching or mentoring in practice within an organisational, managerial or professional role.</p> <p>You should undertake a minimum of 12 hours of formal and contracted coaching or mentoring, and be able to show how you have reflected on your performance.</p> <p>Note: <i>You should have a discussion with your coaching supervisor (usually the tutor) to assist in your performance reflection. You should also collect feedback from those observing your coaching or mentoring sessions. This could include feedback from your supervisor or peers.</i></p> <p><i>You should plan to spend approximately 29 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The suggested word count for this assignment is between 2500-3000 words (excluding appendices). However individuals have different writing styles, and there is no penalty if the word-count range is exceeded or not met – as long as the assessment criteria are adequately covered.</i></p> <p><i>Check your assignment carefully prior to submission using the assessment criteria.</i></p>	
<i>Please use the sub-headings shown below when structuring your Assignment</i>	Assessment Criteria
<p>Plan and prepare for coaching or mentoring programmes</p> <p>Provide evidence of planning, contracting and agreeing coaching or mentoring programmes with one or more individuals.</p>	<ul style="list-style-type: none"> • Explain the rationale for coaching or mentoring for one or more clients and formally agree a contract with one or more clients (8 marks) • Identify individual developmental needs and agree goals, in line with organisational, divisional and/or team goals (8 marks) • Plan and prepare a short coaching or mentoring programme with one or more clients to complete a minimum of twelve hours of formal coaching activity (4 marks)
<p>Undertake coaching sessions</p> <p>Maintain an auditable diary of coaching records to show that you have delivered a minimum of 12 hours' coaching and/or mentoring showing that you have:</p> <ul style="list-style-type: none"> • identified individual development needs and agreed goals for the programme; • planned individual sessions and organised the materials and resources needed to support them; • delivered and recorded the coaching; 	<ul style="list-style-type: none"> • Complete a minimum of twelve hours of coaching or mentoring activity with one or more clients (16 marks) • Critically review your use of a range of diagnostic coaching and mentoring tools and techniques (12 marks) • Assess your ability to build relationships and use effective communication techniques of questioning, listening and giving feedback (12 marks) • Maintain appropriate overview records of goals, discussion and outcomes including progress towards goals (12 marks)

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<ul style="list-style-type: none"> • reviewed individuals' progress; • critically reflected on your own performance relating to relationships, tools, techniques and communication skills. 	
<p>Reflections on your performance as a coach or mentor</p> <p>Reflect on and review your performance, informed by feedback from participants and observers.</p>	<ul style="list-style-type: none"> • Collect feedback on own coaching or mentoring practice on the effectiveness of coaching or mentoring interventions in enabling the achievement of agreed goals and show evidence of this within the coaching / mentoring diary (<i>8 marks</i>) • Review coaching or mentoring activity and holistically explore this for patterns and personal learning and areas for improvement (<i>12 marks</i>) • Reflect on own coaching or mentoring practice (including evidence of supervision / tutorial feedback) (<i>8 marks</i>)
<p>By submitting I confirm that this assignment is my own work</p>	

Assignment Task for Unit: Undertaking an extended period of management coaching or mentoring in the workplace

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK</p> <p>You are required to demonstrate practical application of coaching or mentoring in practice within an organisational, managerial or professional role.</p> <p>You should undertake a minimum of 100 hours of formal and contracted coaching or mentoring with six or more clients, and be able to show how you have reflected on your performance.</p> <p>Note: <i>You should have extended discussions over time with your coaching supervisor (usually the tutor) to assist in your performance reflection. You should also collect feedback from those observing your coaching or mentoring sessions. This could include feedback from your supervisor or peers.</i></p> <p><i>You should plan to spend approximately 250 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The suggested word count for this assignment is between 3000-4000 words (excluding appendices). However individuals have different writing styles, and there is no penalty if the word-count range is exceeded or not met – as long as the assessment criteria are adequately covered.</i></p> <p><i>Check your assignment carefully prior to submission using the assessment criteria.</i></p>	
<i>Please use the sub-headings shown below when structuring your Assignment</i>	Assessment Criteria
<p>Plan and prepare for coaching or mentoring programmes</p> <p>Provide evidence of planning, contracting and agreeing coaching or mentoring programmes with a minimum of 6 clients.</p>	<ul style="list-style-type: none"> • Explain the rationale for coaching or mentoring for a minimum of six clients and formally agree a contract with each client (4 marks) • Identify individual developmental needs and agree goals, in line with organisational, divisional and/or team goals with each client (4 marks) • Plan and prepare for a short coaching or mentoring programme with a minimum of six clients (4 marks)
<p>Undertake coaching sessions</p> <p>Maintain an auditable diary of coaching records to show that you have delivered a minimum of 100 hours' coaching and/or mentoring showing that you have:</p> <ul style="list-style-type: none"> • identified individual development needs and agreed goals for the programme; • planned individual sessions and organised the materials and resources needed to support them; • delivered and recorded the coaching; • reviewed individuals' progress; • critically reflected on your own 	<ul style="list-style-type: none"> • Complete a minimum of hundred hours of coaching or mentoring activity with six or more clients (16 marks) • Critically evaluate your use of a range of diagnostic coaching and mentoring tools and techniques (12 marks) • Assess your ability to build relationships and use effective communication techniques of questioning, listening and giving feedback (8 marks) • Maintain appropriate overview records of goals, discussions and outcomes including progress towards goals (8 marks)

<p>performance relating to relationships, tools, techniques and communication skills.</p>	
<p>Reflections on your performance as a coach or mentor</p> <p>Reflect on and review your performance, informed by feedback from participants and observers.</p>	<ul style="list-style-type: none"> • Collect feedback from coaching clients and other stakeholders (if appropriate) on the effectiveness on coaching interventions in enabling the achievement of agreed goals (<i>8 marks</i>) • Summarise coaching and mentoring activity and holistically explore this for patterns and personal learning and areas for improvement (<i>8 marks</i>) • Reflect on and review own coaching or mentoring practice (including evidence of supervision / tutorial feedback) (<i>8 marks</i>)
<p>Use supervision to develop during extended coaching or mentoring activity</p> <p>Show how you have used additional support and tutorial supervision to reflect on your practice as a coach or mentor and to evaluate the effectiveness of the intervention.</p>	<ul style="list-style-type: none"> • Negotiate and agree with coaching supervisor/tutor a contract, and demanding but realistic personal learning and development goals for the hundred hours of management coaching or mentoring practice (<i>8 marks</i>) • Reflect and summarise the coaching or mentoring activity making links to the different coaching or mentoring relationships, activities and challenges (<i>8 marks</i>) • Evaluate the impact and effectiveness of the coaching activity or mentoring activity at an individual and organisational level (<i>4 marks</i>)
<p>By submitting I confirm that this assignment is my own work</p>	

MARK SHEET – Reviewing own ability as a management coach or mentor

Centre Number :		Centre Name :		
Learner Registration No :		Learner Name:		
<p>INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET</p> <p>Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.</p> <p>Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a 'Pass' or 'Referral' in the box (below right). In order to pass the unit every AC must receive a 'Pass.'</p> <p>Where marks are awarded according to the degree to which the learner's evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).</p> <p>Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the 'pass' descriptor, that indicates it should attract 10 marks out of 20, if a 'good pass' then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements.</p>			<p>1. Learner named above confirms authenticity of submission.</p> <p>2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.</p> <p>However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></p>	
Learning Outcome / Section 1: Be able to assess your own skills, behaviours and knowledge as a coach and mentor				
Assessment Criteria (AC)	Sufficiency Descriptors <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			Assessor feedback on AC
AC 1.1 Conduct an evidenced assessment analysis of your own ability as a coach and/or mentor relating to knowledge, skills and behaviours	Referral [ca. 4/16]	Pass [8/16]	Good Pass [ca. 12/16]	/ 16 (min. of 8) Pass or Referral
	<ul style="list-style-type: none"> There is no evidenced assessment analysis, or it is insufficiently evidenced or the evidence is inappropriate 	<ul style="list-style-type: none"> A limited but appropriate assessment analysis of own ability as a coach and/or mentor based on sufficient and relevant evidence 	<ul style="list-style-type: none"> Comprehensive and detailed assessment analysis of own ability as a coach and/or mentor using detailed and appropriate examples and evidence 	
AC 1.2 Using this analysis critically review your strengths and weaknesses in relation to your skills, behaviours and knowledge as a coach or mentor	Referral [ca. 4/16]	Pass [8/16]	Good Pass [ca. 12/16]	Assessor feedback on AC
	<ul style="list-style-type: none"> There is no critical review of your strengths and weaknesses in relation to your skills, behaviours and knowledge as a coach and/or mentor or the critical review is inappropriate and deficient or the critical review does not cover all three – skills, behaviours and knowledge 	<ul style="list-style-type: none"> A limited but sufficient and appropriate critical review based on the analysis looks at both strengths and weaknesses in relation to all three areas - skills, behaviours and knowledge Critical review uses models of coaching and/or mentoring 	<ul style="list-style-type: none"> A detailed and appropriate critical review looks at own strengths and weaknesses across a comprehensive range of skills, knowledge, behaviours and knowledge as a coach and/or mentor based a combination of evidenced analysis and theoretical models 	

	<ul style="list-style-type: none"> The critical review does not use any models of coaching or mentoring 			/ 16 (min. of 8)	Pass or Referral
Section comments (optional):			Verification comments (optional):		
Learning Outcome / Section 2: Be able to critically review and reflect on the effectiveness of your own practice as a coach or mentor					
Assessment Criteria (AC)	Sufficiency Descriptors <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			Assessor feedback on AC	
AC 2.1 Critically review the coaching activity undertaken looking at the process, patterns and outcomes	Referral [ca. 3/12]	Pass [6/12]	Good Pass [ca. 9/12]		
	<ul style="list-style-type: none"> The is no critical review of the coaching or mentoring activity undertaken, or the critical review is inappropriate or deficient, or the critical review does not look at the process, patterns and outcomes, or the critical review looks at process or patterns or outcomes but not all three, or the coaching or mentoring activity is merely described with no critical review using a combination of evidence and theoretical models and practice to make an in-depth judgement on the coaching activity 	<ul style="list-style-type: none"> A limited but sufficient and appropriate critical review looks at the process, patterns and outcomes of the coaching or mentoring activity using a combination of evidence and theoretical models and practice to make an in-depth judgement on a narrow but sufficient range of the coaching activity 	<ul style="list-style-type: none"> A detailed and appropriate critical review looks at the process, patterns and outcomes of the coaching or mentoring activity using a combination of evidence and theoretical models and practice to make an in-depth judgement on the whole of the coaching or mentoring activity 	/ 12 (min. of 6)	Pass or Referral
AC 2.2 Critically evaluate your own skills as a coach or mentor focussing particularly on your self-awareness, approach, communication skills, and relationship management	Referral [ca. 3/12]	Pass [6/12]	Good Pass [ca. 9/12]		
	<ul style="list-style-type: none"> Own skills as a coach or mentor have not been critically evaluated, or the critical evaluation is inappropriate or deficient, or the critical evaluation does not focus on self-awareness, approach, communication skills, and relationship management, or the critical evaluation focuses on self-awareness or approach 	<ul style="list-style-type: none"> A limited but sufficient and appropriate critical evaluation of a narrow but sufficient range of own skills as a coach or mentor focuses on self-awareness, approach, communication skills, and relationship management to provide a conclusion or recommendations 	<ul style="list-style-type: none"> A detailed and appropriate critical evaluation of the full range of own skills as a coach or mentor focuses on self-awareness, approach, communication skills, and relationship management to provide a conclusion or recommendations 	/ 12	Pass or Referral

	or communication skills or relationship management but not all four, or own skills as a coach or mentor are merely described with no critical evaluation to provide a conclusion or recommendations			(min. of 6)	
AC 2.3 Discuss how you ensure your coaching or mentoring is ethical and non-judgemental	Referral [ca. 2/8]	Pass [4/8]	Good Pass [ca. 6/8]	Assessor feedback on AC	
	<ul style="list-style-type: none"> How you ensure your coaching or mentoring is ethical and non-judgemental is not discussed, or the discussion is incorrect, inappropriate or deficient, or ensuring ethical or non-judgemental is discussed but not both 	<ul style="list-style-type: none"> How you ensure your coaching or mentoring is ethical and non-judgemental is correctly and appropriately discussed, although the outcomes of the discussion are limited and/or imprecise 	<ul style="list-style-type: none"> How you ensure your coaching or mentoring is ethical and non-judgemental is correctly and appropriately discussed to provide detailed and precise outcomes 		/ 8 (min. of 4)
AC 2.4 Provide evidence of reflecting on actual coaching or mentoring activity by using examples and evidence	Referral [ca. 3/12]	Pass [6/12]	Good Pass [ca. 9/12]	Assessor feedback on AC	
	<ul style="list-style-type: none"> No evidence of reflecting on actual coaching or mentoring activity is provided, or the reflection is inappropriate or deficient, or no appropriate examples and evidence is provided, or coaching or mentoring activity is merely described with no reflection, or the reflection is inappropriate or deficient, or the reflection does not engage in a process of learning to develop what might be an improvement to coaching or mentoring 	<ul style="list-style-type: none"> Limited but sufficient and appropriate examples and evidence is provided of reflecting on actual coaching or mentoring activity, although the process of learning is imprecise and/or improvements to coaching or mentoring activity are tentative 	<ul style="list-style-type: none"> Comprehensive and appropriate examples and evidence is provided of reflecting on actual coaching or mentoring activity and applying a clear and precise process or model of learning to create appropriate and defined improvements 		/ 12 (min. of 6)
Section comments (optional):			Verification comments (optional):		

Learning Outcome / Section 3: Be able to demonstrate how you have developed and how you plan to develop in the future as a coach or mentor					
Assessment Criteria (AC)	Sufficiency Descriptors <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			Assessor feedback on AC	
	Referral [ca. 2/8]	Pass [4/8]	Good Pass [ca. 6/8]		
AC 3.1 Explain and reflect on the effectiveness of tutorial supervision	<ul style="list-style-type: none"> There is no explanation and/or reflection on the effectiveness of tutorial supervision, or the explanation and reflection is incorrect, inappropriate or deficient, or tutorial supervision has merely been described with no account of the practices of supervision to explain how it worked and/or the reflection does not engage in a process of learning to develop what might be an improvement on the effectiveness of tutorial supervision 	<ul style="list-style-type: none"> A limited but sufficient explanation and reflection provides an appropriate account of a narrow but sufficient range of the practices of tutorial supervision to explain how it worked, although the process of reflective learning is imprecise and/or improvements to tutorial supervision arising out of reflection are tentative 	<ul style="list-style-type: none"> A detailed and correct explanation provides an appropriate and full account of all of the practices of tutorial supervision to explain how it worked together with a clear and precise process or model of learning to reflect on tutorial supervision and to create appropriate and defined improvements for tutorial supervision 		
				/ 8 (min. of 4)	
AC 3.2 Provide evidence of how you have recorded and logged your own progress and development as a coach or mentor	<ul style="list-style-type: none"> There is no evidence or insufficient evidence of how you have recorded and logged your own progress and development as a coach or mentor, or the evidence is incorrect or inappropriate, or the presentation and/or content of the evidence does not show how you have developed as a coach or mentor 	<ul style="list-style-type: none"> Limited but sufficient and appropriate evidence of how you have recorded and logged your own progress and development as a coach or mentor is provided, although the evidence for how you have developed is imprecise 	<ul style="list-style-type: none"> Comprehensive and appropriate evidence of how you have recorded and logged your own progress and development as a coach or mentor is provided that clearly and precisely demonstrates how you have developed as a coach or mentor 	Assessor feedback on AC	
				/ 8 (min. of 4)	

AC 3.3 Provide a linked and relevant plan for your future development for a minimum of the next twelve months	Referral [ca. 2/8]	Pass [4/8]	Good Pass [ca. 6/8]	Assessor feedback on AC	
	<ul style="list-style-type: none"> A linked and relevant plan for your future development for a minimum of the next twelve months is not provided, or is inappropriate or deficient, or a plan is provided that is for less than twelve months 	<ul style="list-style-type: none"> A limited but sufficient and appropriate linked and relevant plan for your future development is provided for a minimum of the next twelve months 	<ul style="list-style-type: none"> A comprehensive and appropriate linked and relevant plan for your future development is provided for a minimum of the next twelve months 		
Section comments (optional):			Verification comments (optional):		
				/ 8 (min. of 4) Pass or Referral	
				/ 100 TOTAL MARKS	
Assessor's Decision			Quality Assurance Use		
Outcome (<i>delete as applicable</i>): PASS / REFERRAL		Signature of Assessor: Date:	Outcome (<i>delete as applicable</i>): PASS / REFERRAL		Signature of QA: Date of QA check:

MARK SHEET – Undertaking management coaching or mentoring in the workplace

Centre Number :		Centre Name :		
Learner Registration No :		Learner Name:		
<p>INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET</p> <p>Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.</p> <p>Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a 'Pass' or 'Referral' in the box (below right). In order to pass the unit every AC must receive a 'Pass.'</p> <p>Where marks are awarded according to the degree to which the learner's evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).</p> <p>Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the 'pass' descriptor, that indicates it should attract 10 marks out of 20, if a 'good pass' then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements.</p>			<p>1. Learner named above confirms authenticity of submission.</p> <p>2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.</p> <p>However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></p>	
Learning Outcome / Section 1: Be able to plan and prepare for management coaching or mentoring programmes based on identified developmental needs and goals				
Assessment Criteria (AC)	Sufficiency Descriptors <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			Assessor feedback on AC
AC 1.1 Explain the rationale for coaching or mentoring for one or more clients and formally agree a contract with one or more clients	Referral [ca. 2/8]	Pass [4/8]	Good Pass [ca. 6/8]	/ 8 (min. of 4) Pass or Referral
	<ul style="list-style-type: none"> There is no evidence that the rationale for coaching or mentoring for one or more clients has been explained, or the evidence is inappropriate or deficient, or the rationale is incorrect, inappropriate or deficient A contract with each client has not been formally agreed, or the contract is incorrect, inappropriate or deficient 	<ul style="list-style-type: none"> There is limited but sufficient evidence that the rationale for coaching or mentoring has been explained, although the reasons and arguments presented for the rationale are limited but correct and sufficient and do not cover the full scope of effective contracting A limited but correct and appropriate formal contract with each client has been agreed 	<ul style="list-style-type: none"> Detailed evidence is provided that the rationale for coaching or mentoring has been explained and the reasons and arguments presented for the rationale are correct and comprehensive and cover the full scope of effective contracting A detailed, correct and appropriate formal contract with each client has been agreed 	
AC 1.2 Identify individual developmental needs and agree goals, in line with organisational, divisional and/or team goals	Referral [ca. 2/8]	Pass [4/8]	Good Pass [ca. 6/8]	Assessor feedback on AC
	<ul style="list-style-type: none"> Individual development needs of each client have not been identified, or are inappropriate or deficient, or are in line with organisational or divisional/team goals but not both, or why they have been identified is wholly indeterminate There is no evidence that individual 	<ul style="list-style-type: none"> A narrow but sufficient and appropriate range of individual development needs of each client have been identified, although why they are in line with organisational, divisional and/or team goals is imprecise 	<ul style="list-style-type: none"> A wide and appropriate range of individual development needs of each client have been identified and each are precisely and specifically in line with organisational, divisional and/or team goals 	

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	goals for each client have been agreed, or individual goals are not based on developmental needs or are otherwise inappropriate or deficient, or individual goals are in line with organisational or divisional/team goals but not both, or why the individual goals are in line with organisational, divisional and/or team goals is wholly indeterminate	<ul style="list-style-type: none"> Limited but sufficient evidence is provided that appropriate individual goals based on developmental needs for each client have been agreed, although why they are in line with organisational, divisional and/or team goals is imprecise 	<ul style="list-style-type: none"> Detailed evidence is provided that appropriate individual goals based on developmental needs for each client have been agreed and each are precisely and specifically in line with organisational, divisional and/or team goals 			
				/ 8 (min. of 4)	Pass or Referral	
AC 1.3 Plan and prepare a short coaching or mentoring programme with one or more clients to complete a minimum of twelve hours of formal coaching activity	Referral [ca. 1/4]	Pass [2/4]	Good Pass [ca. 3/4]	Assessor feedback on AC		
	<ul style="list-style-type: none"> A short coaching or mentoring programme with one or more clients has not been planned and prepared, or the preparation and/or planning is incorrect, inappropriate or deficient, or a programme has been planned or prepared but not both, or the programme is not based upon identified development needs and agreed goals of all clients There is insufficient evidence that twelve hours of formal coaching activity has been completed 	<ul style="list-style-type: none"> A sufficient short coaching or mentoring programme has been correctly and appropriately planned and prepared to complete 12 hours of coaching activity with one client, based upon identified development needs and agreed goals of the client, although additional work on planning and/or preparation is required for full implementation 	<ul style="list-style-type: none"> A detailed short coaching or mentoring programme has been thoroughly planned and prepared, ready for full implementation, to complete over 12 hours of coaching activity with several clients, based upon identified development needs and agreed goals of all clients. 		/ 4 (min. of 2)	Pass or Referral
Section comments (optional):			Verification comments (optional):			
Learning Outcome / Section 2: Be able to undertake and record at least twelve hours of formal coaching or mentoring activity with one or more clients						
Assessment (AC)	Criteria	Sufficiency Descriptors <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			Assessor feedback on AC	
AC 2.1 Complete a minimum of twelve hours of coaching or mentoring activity with one or more clients	Referral [ca. 4/16]	Pass [8/16]	Good Pass [ca. 12/16]			
	<ul style="list-style-type: none"> There is no evidence that a minimum of twelve hours of coaching activity with one or more clients has been completed, or the evidence is incorrect, inappropriate or deficient 	<ul style="list-style-type: none"> There is limited but sufficient evidence that a minimum of twelve hours of coaching activity with one or more clients has been completed, 	<ul style="list-style-type: none"> Comprehensive evidence that a minimum of twelve hours of coaching activity with one or more clients has been completed 		/ 16 (min. of 8)	Pass or Referral

<p>AC 2.2 Critically review your use of a range of diagnostic coaching and mentoring tools and techniques</p>	<p>Referral [ca. 3/12]</p> <ul style="list-style-type: none"> No critical review is provided of the use of a range of diagnostic coaching or mentoring tools and techniques, or the range is deficient, or the evidence is incorrect, inappropriate or deficient, or the diagnostic coaching and mentoring tools and techniques are incorrect or have been used incorrectly or inappropriately 	<p>Pass [6/12]</p> <ul style="list-style-type: none"> A limited but sufficient critical review is provided of the correct and appropriate use of a sufficient but narrow range of appropriate diagnostic coaching and mentoring tools and techniques 	<p>Good Pass [ca. 9/12]</p> <ul style="list-style-type: none"> Comprehensive critical review is provided of the correct and appropriate use of a wide range of appropriate diagnostic coaching and mentoring tools and techniques over the full scope of the coaching activity 	<p>Assessor feedback on AC</p>	
					<p>/ 12 (min. of 6)</p>
<p>AC 2.3 Assess your ability to build relationships and use effective communication techniques of questioning, listening and giving feedback</p>	<p>Referral [ca. 3/12]</p> <ul style="list-style-type: none"> There is no evidence that own ability to build relationships and use effective communication techniques of questioning, listening and giving feedback has been assessed, or the assessment is incorrect, inappropriate or deficient, or the ability to build relationships or use effective communication techniques of questioning, listening and giving feedback has been assessed, but not both 	<p>Pass [6/12]</p> <ul style="list-style-type: none"> A limited but sufficient and appropriate assessment of own ability to build relationships And the use of effective communication techniques of questioning, listening and giving feedback correctly and appropriately using a narrow range of appropriate coaching skills 	<p>Good Pass [ca. 9/12]</p> <ul style="list-style-type: none"> A comprehensive assessment is provided of own ability to build relationships And the use of effective communication techniques of questioning, listening and giving feedback using a wide range of appropriate coaching skills over the full scope of the coaching activity 	<p>Assessor feedback on AC</p>	
					<p>/ 12 (min. of 6)</p>
<p>AC 2.4 Maintain appropriate overview records of goals, discussion and outcomes including progress towards goals</p>	<p>Referral [ca. 3/12]</p> <ul style="list-style-type: none"> Appropriate overview records have not been maintained, or overview records are incorrect, inappropriate, incomplete or otherwise deficient, or overview records of goals or discussion or outcomes including progress towards goals have been maintained but not all 	<p>Pass [6/12]</p> <ul style="list-style-type: none"> Limited but sufficient evidence is provided that adequate and appropriate overview records of goals, discussion and outcomes including progress towards goals have been correctly maintained, although the overview records may be restricted to one part of the coaching activity. 	<p>Good Pass [ca. 9/12]</p> <ul style="list-style-type: none"> Comprehensive evidence is provided that thorough overview records of goals, discussion and outcomes including progress towards goals have been correctly maintained in detail over the full scope of the coaching activity. 	<p>Assessor feedback on AC</p>	
					<p>/ 12 (min. of 6)</p>
<p>Section comments (optional):</p>			<p>Verification comments (optional):</p>		

Learning Outcome / Section 3: Be able to reflect and review own management coaching or mentoring practice				
Assessment Criteria (AC)	Sufficiency Descriptors <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			Assessor feedback on AC
	Referral [ca. 2/8]	Pass [4/8]	Good Pass [ca. 6/8]	
AC 3.1 Collect feedback on own coaching or mentoring practice on the effectiveness of coaching or mentoring interventions in enabling the achievement of agreed goals and show evidence of this within the coaching / mentoring diary	<ul style="list-style-type: none"> Feedback on own coaching or mentoring practice has not been collected and evidenced within the coaching / mentoring diary, or feedback is inappropriate or deficient, or the range of feedback is insufficient relative to the scope of the coaching or mentoring practice 	<ul style="list-style-type: none"> Limited but sufficient and appropriate feedback on own coaching or mentoring practice has been collected and evidenced within the coaching / mentoring diary 	<ul style="list-style-type: none"> Detailed and appropriate feedback that covers the full scope of own coaching or mentoring practice has been collected and evidenced within the coaching / mentoring diary 	
				/ 8 (min. of 4)
AC 3.2 Review coaching or mentoring activity and holistically explore this for patterns and personal learning and areas for improvement	<ul style="list-style-type: none"> Coaching or mentoring activity has not been reviewed, or the review is incorrect, inappropriate or deficient, or is insufficient relative to the scope of the coaching or mentoring practice The review has not been holistically explored for patterns and personal learning and areas for improvement, or has been holistically explored for patterns or personal learning or areas for improvement but not all three The holistic exploration is incorrect, inappropriate or deficient or is insufficient relative to the scope of the summary and/or the coaching or mentoring practice 	<ul style="list-style-type: none"> A limited but sufficient and appropriate review of the coaching or mentoring activity is provided The review has been correctly and appropriately holistically explored for patterns and personal learning and areas for improvement, although the links and relationships between patterns, personal learning and areas for improvement are imprecise 	<ul style="list-style-type: none"> A comprehensive and appropriate review of all aspects of the coaching or mentoring activity is provided The review has been correctly and appropriately holistically explored for patterns and personal learning and areas for improvement with clearly defined and precise links and relationships between all patterns, personal learning and areas for improvement 	Assessor feedback on AC
				/ 12 (min. of 6)

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AC 3.3 Reflect on own coaching or mentoring practice (including evidence of supervision / tutorial feedback)	Referral [ca. 2/8]	Pass [4/8]	Good Pass [ca. 6/8]	Assessor feedback on AC	
	<ul style="list-style-type: none"> There is no reflection on own coaching or mentoring practice, or the reflection is inappropriate or deficient, or the reflection does not engage in a process of learning to develop what might be an improvement on own coaching or mentoring practice, or the reflection does not include evidence of supervision / tutorial feedback Own coaching or mentoring practice is not reviewed, or the review is incorrect, inappropriate or deficient, or the review does not include evidence of supervision/tutorial feedback, or own coaching or mentoring practice is merely described with no review to make a judgement using a combination of evidence, theoretical model(s) or practice 	<ul style="list-style-type: none"> A limited but appropriate reflection on own coaching or mentoring practice includes evidence of supervision / tutorial feedback, although the process of learning is imprecise and/or improvements to coaching and mentoring activity are tentative A limited but correct reflection the use of a combination of evidence, theoretical model(s) or practice to make a judgement, although the evidence base for the judgement is limited in relation to the scope of the coaching or mentoring practice 	<ul style="list-style-type: none"> A full and appropriate reflection on own coaching or mentoring practice includes evidence of supervision / tutorial feedback and applies a clear and precise process or model of learning to create appropriate and defined improvements to coaching and mentoring activity A comprehensive and appropriate review of own coaching or mentoring practice includes evidence of supervision/tutorial feedback and uses a combination of evidence, theoretical model(s) or practice to make a judgement using a wide evidence base that covers the full scope of the coaching or mentoring practice 		
			/ 8 (min. of 4)		Pass or Referral
Section comments (optional):			Verification comments (optional):		
				/ 100 TOTAL MARKS	
Assessor's Decision			Quality Assurance Use		
Outcome (delete as applicable): PASS / REFERRAL		Signature of Assessor: Date:	Outcome (delete as applicable): PASS / REFERRAL		Signature of QA: Date of QA check:

MARK SHEET – Undertaking an extended period of management coaching or mentoring in the workplace

Centre Number :		Centre Name :		
Learner Registration No :		Learner Name:		
<p>INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET</p> <p>Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.</p> <p>Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a 'Pass' or 'Referral' in the box (below right). In order to pass the unit every AC must receive a 'Pass.'</p> <p>Where marks are awarded according to the degree to which the learner's evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).</p> <p>Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the 'pass' descriptor, that indicates it should attract 10 marks out of 20, if a 'good pass' then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements.</p>			<p>1. Learner named above confirms authenticity of submission.</p> <p>2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.</p> <p>However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></p>	
Learning Outcome / Section 1: Be able to plan and prepare for management coaching or mentoring programmes based on identified developmental needs and goals				
Assessment Criteria (AC)	Sufficiency Descriptors <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			Assessor feedback on AC
AC 1.1 Explain the rationale for coaching or mentoring for a minimum of six clients and formally agree a contract with each client	Referral [ca. 1/4]	Pass [2/4]	Good Pass [ca. 3/4]	/ 4 (min. of 2) Pass or Referral
	<ul style="list-style-type: none"> There is no evidence that the rationale for coaching or mentoring has been discussed, or the evidence is inappropriate or deficient, or the rationale is incorrect, inappropriate or deficient A contract with each client has not been formally agreed, or the contract is incorrect, inappropriate or deficient 	<ul style="list-style-type: none"> There is limited but sufficient evidence that the rationale for coaching or mentoring has been explained although the reasons and arguments presented for the rationale are limited but correct and sufficient and do not cover the full scope of effective contracting A limited but correct and appropriate formal contract with each client has been agreed 	<ul style="list-style-type: none"> Detailed evidence is provided that the rationale for coaching or mentoring has been explained and the reasons and arguments presented for the rationale are correct and comprehensive and cover the full scope of effective contracting A detailed, correct and appropriate formal contract with each client has been agreed 	
AC 1.2 Identify individual developmental needs and agree goals, in line with organisational, divisional and/or team goals with	Referral [ca. 1/4]	Pass [2/4]	Good Pass [ca. 3/4]	Assessor feedback on AC
	<ul style="list-style-type: none"> Individual development needs of each client have not been identified, or are inappropriate or deficient, or are in line with organisational or divisional/team goals but not both, or why they have been identified is wholly 	<ul style="list-style-type: none"> A narrow but sufficient and appropriate range of individual development needs of each client have been identified, although why they are in line with organisational, divisional and/or team goals is imprecise 	<ul style="list-style-type: none"> A wide and appropriate range of individual development needs of each client have been identified and each are precisely and specifically in line with organisational, divisional and/or team goals 	

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	deficient			/ 16 (min. of 8)	Pass or Referral
AC 2.2 Critically evaluate your use of a range of diagnostic coaching and mentoring tools and techniques	Referral [ca. 3/12]	Pass [6/12]	Good Pass [ca. 9/12]	Assessor feedback on AC	
	<ul style="list-style-type: none"> No evidence is provided of the use of a range of diagnostic coaching and mentoring tools and techniques, or the range is deficient, or the evidence is incorrect, inappropriate or deficient, or the diagnostic coaching and mentoring tools and techniques are incorrect or have been used incorrectly or inappropriately 	<ul style="list-style-type: none"> A limited but sufficient critical evaluation and appropriate assessment of own evidence is provided of the correct and appropriate use of a sufficient but narrow range of appropriate diagnostic coaching and mentoring tools and techniques 	<ul style="list-style-type: none"> Comprehensive evidence of critical evaluation is provided of the correct and appropriate use of a wide range of appropriate diagnostic coaching and mentoring tools and techniques over the full scope of the coaching activity 	/ 12 (min. of 6)	Pass or Referral
AC 2.3 Assess your ability to build relationships and use effective communication techniques of questioning, listening and giving feedback	Referral [ca. 2/8]	Pass [4/8]	Good Pass [ca. 6/8]	Assessor feedback on AC	
	<ul style="list-style-type: none"> There is no evidence that the ability to build relationships and use effective communication techniques of questioning, listening and giving feedback has been demonstrated, or the evidence is incorrect, inappropriate or deficient, or the ability to build relationships or use effective communication techniques of questioning, listening and giving feedback has been demonstrated but not both 	<ul style="list-style-type: none"> A Limited but sufficient and appropriate assessment of own ability to build relationships And the—use of effective communication techniques of questioning, listening and giving feedback has been demonstrated correctly and appropriately using a narrow range of appropriate coaching skills 	<ul style="list-style-type: none"> A Comprehensive assessment of own ability—to build relationships And—the use of effective communication techniques of questioning, listening and giving feedback has been demonstrated correctly and appropriately using a wide range of appropriate coaching skills over the full scope of the coaching activity 	/ 8 (min. of 4)	Pass or Referral
AC 2.4 Maintain appropriate overview records of goals, discussions and outcomes including progress towards goals	Referral [ca. 2/8]	Pass [4/8]	Good Pass [ca. 6/8]	Assessor feedback on AC	
	<ul style="list-style-type: none"> Appropriate overview records have not been maintained, or overview records are incorrect, inappropriate, incomplete or otherwise deficient, or overview records of goals or discussion or outcomes including progress towards goals have been maintained but not all three 	<ul style="list-style-type: none"> Limited but sufficient evidence is provided that appropriate overview records of goals, discussions and outcomes including progress towards goals have been correctly maintained] 	<ul style="list-style-type: none"> Comprehensive evidence is provided that appropriate overview records of goals, discussion and outcomes including progress towards goals have been correctly maintained over the full scope of the coaching activity 	/ 8 (min. of 4)	Pass or Referral

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Section comments (optional):		Verification comments (optional):		
Learning Outcome / Section 3: Be able to reflect and review own management coaching or mentoring practice				
Assessment Criteria (AC)	Sufficiency Descriptors <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			Assessor feedback on AC
	Referral [ca. 2/8]	Pass [4/8]	Good Pass [ca. 6/8]	
AC 3.1 Collect feedback from coaching clients and other stakeholders (if appropriate) on the effectiveness on coaching interventions in enabling the achievement of agreed goals	<ul style="list-style-type: none"> There is no evidence that feedback has been requested from coaching or mentoring clients and other stakeholders (if appropriate), or feedback is inappropriate or deficient, or the range of feedback is insufficient relative to the scope of the coaching or mentoring interventions, or the feedback is not focused on measuring the effectiveness of coaching or mentoring interventions in enabling the achievement of agreed goals 	<ul style="list-style-type: none"> There is limited but sufficient evidence that appropriate feedback focused on the effectiveness of coaching or mentoring interventions in enabling the achievement of agreed goals has been requested from coaching or mentoring clients and other stakeholders (if appropriate), although the feedback covers a limited but sufficient scope of the coaching or mentoring interventions and/or criteria for effectiveness are imprecise 	<ul style="list-style-type: none"> Detailed evidence is provided that comprehensive and appropriate feedback aligned to precise criteria for judging the effectiveness of coaching or mentoring interventions in enabling the achievement of agreed goals has been requested from coaching or mentoring clients and other stakeholders (if appropriate) 	/ 8 (min. of 4) Pass or Referral
	<ul style="list-style-type: none"> Coaching or mentoring activity has not been summarised, or the summary is incorrect, inappropriate or deficient or is insufficient relative to the scope of the coaching or mentoring practice The summary has not been holistically explored for patterns and personal learning and areas for improvement, or has been holistically explored for patterns or personal learning or areas for improvement but not all three The holistic exploration is incorrect, inappropriate or deficient or is insufficient relative to the scope of the 	<ul style="list-style-type: none"> A limited but sufficient and appropriate summary of the coaching or mentoring activity is provided The summary has been correctly and appropriately holistically explored for patterns and personal learning and areas for improvement, although the links and relationships between patterns, personal learning and areas for improvement are imprecise 	<ul style="list-style-type: none"> A comprehensive and appropriate summary of all aspects of the coaching or mentoring activity is provided The summary has been correctly and appropriately holistically explored for patterns and personal learning and areas for improvement with clearly defined and precise links and relationships between all patterns, personal learning and areas for improvement 	
AC 3.2 Summarise coaching and mentoring activity and holistically explore this for patterns and personal learning and areas for improvement	<ul style="list-style-type: none"> Coaching or mentoring activity has not been summarised, or the summary is incorrect, inappropriate or deficient or is insufficient relative to the scope of the coaching or mentoring practice The summary has not been holistically explored for patterns and personal learning and areas for improvement, or has been holistically explored for patterns or personal learning or areas for improvement but not all three The holistic exploration is incorrect, inappropriate or deficient or is insufficient relative to the scope of the 	<ul style="list-style-type: none"> A limited but sufficient and appropriate summary of the coaching or mentoring activity is provided The summary has been correctly and appropriately holistically explored for patterns and personal learning and areas for improvement, although the links and relationships between patterns, personal learning and areas for improvement are imprecise 	<ul style="list-style-type: none"> A comprehensive and appropriate summary of all aspects of the coaching or mentoring activity is provided The summary has been correctly and appropriately holistically explored for patterns and personal learning and areas for improvement with clearly defined and precise links and relationships between all patterns, personal learning and areas for improvement 	/ 8 (min. of 4) Pass or Referral

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	summary and/or the coaching or mentoring practice				
AC 3.3 Reflect on and review own coaching or mentoring practice (including evidence of supervision / tutorial feedback)	Referral [ca. 2/8]	Pass [4/8]	Good Pass [ca. 6/8]	Assessor feedback on AC	
	<ul style="list-style-type: none"> Own coaching or mentoring practice is not reviewed, or the review is incorrect, inappropriate or deficient, or the review does not include evidence of supervision/tutorial feedback, or own coaching or mentoring practice is merely described with no review to make a judgement using a combination of evidence, theoretical model(s) or practice There is no reflection on own coaching or mentoring practice, or the reflection is inappropriate or deficient, or does not include evidence of supervision/tutorial feedback, or the reflection does not engage in a process of learning to develop what might be an improvement to own coaching or mentoring practice 	<ul style="list-style-type: none"> Own coaching or mentoring practice is correctly and appropriately reviewed, including evidence of supervision/tutorial feedback, to make a judgement using a combination of evidence, theoretical model(s) or practice, although the evidence base for the judgement is limited in relation to the scope of the coaching or mentoring practice A limited but appropriate reflection on own coaching or mentoring practice includes evidence of supervision / tutorial feedback, although the process of learning is imprecise and/or improvements to coaching or mentoring activity are tentative 	<ul style="list-style-type: none"> Own coaching or mentoring practice is correctly and appropriately reviewed, including evidence of supervision/tutorial feedback, to make a judgement using a combination of evidence, theoretical model(s) or practice that reflects the full scope of the coaching or mentoring practice A full and appropriate reflection on own coaching or mentoring practice includes evidence of supervision / tutorial feedback and applies a clear and precise process or model of learning to create appropriate and defined improvements 		
			/ 8 (min. of 4)		
Section comments (optional):			Verification comments (optional):		
Learning Outcome / Section 4: Be able to use supervision and reflective learning to develop and improve own management coaching or mentoring practice					
Assessment Criteria (AC)	Sufficiency Descriptors <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			Assessor feedback on AC	
AC 4.1 Negotiate and agree with coaching supervisor/tutor a contract, and demanding but realistic personal learning and development goals for the	Referral [ca. 2/8]	Pass [4/8]	Good Pass [ca. 6/8]	Assessor feedback on AC	
	<ul style="list-style-type: none"> There is no evidence that a contract has been negotiated and agreed, or the contract is inappropriate or deficient Personal learning and development goals are not realistic, or are inappropriate or deficient, or do not sufficiently 	<ul style="list-style-type: none"> Sufficient evidence is provided that a limited but appropriate contract has been discussed and agreed A sufficient but narrow range of realistic and appropriate personal learning and development goals sufficiently 	<ul style="list-style-type: none"> Comprehensive evidence is provided that a detailed and appropriate contract has been discussed and agreed A wide range of realistic and appropriate personal learning and development goals reflect the full scope of hundred hours 		
			/ 8 (min. of 4)		
			Pass or Referral		

Awarded by City & Guilds.

Mark sheet – Undertaking an extended period of management coaching or mentoring in the workplace

Version 1.0 (February 2017)

hundred hours of management coaching or mentoring practice	reflect the scope of hundred hours of coaching or mentoring	reflect the scope of hundred hours of coaching or mentoring	of coaching or mentoring		
AC 4.2 Reflect and summarise the coaching or mentoring activity making links to the different coaching or mentoring relationships, activities and challenges	Referral [ca. 2/8]	Pass [4/8]	Good Pass [ca. 6/8]	Assessor feedback on AC	
	<ul style="list-style-type: none"> Coaching or mentoring activity has not been summarised, or the summary is incorrect, inappropriate or deficient or is insufficient relative to the scope of the coaching or mentoring practice The summary has not made sufficient correct and appropriate links to the different coaching or mentoring relationships, activities and challenges, or links have been made to the different coaching or mentoring relationships or activities or challenges but not all three There is no reflection on own coaching or mentoring practice, or the reflection is inappropriate or deficient, or the reflection does not engage in a process of learning to develop what might be an improvement on own coaching or mentoring practice, or the reflection does not make sufficient and appropriate links to the different coaching or mentoring relationships and activities and challenges 	<ul style="list-style-type: none"> A limited but sufficient and appropriate summary of the coaching or mentoring activity is provided that includes limited but sufficient, correct and appropriate links to a narrow but sufficient range of coaching or mentoring relationships, activities and challenges A limited but appropriate reflection on own coaching or mentoring practice includes correct and appropriate links to a narrow but sufficient range of coaching or mentoring relationships, activities and challenges, although the process of learning is imprecise and/or improvements to coaching or mentoring activity are tentative 	<ul style="list-style-type: none"> A comprehensive and appropriate summary of the coaching or mentoring activity is provided that includes detailed, correct and appropriate links to the full range of coaching or mentoring relationships, activities and challenges A full and appropriate reflection on own coaching or mentoring practice includes correct and appropriate links to the full range of coaching or mentoring relationships, activities and challenges and applies a clear and precise process or model of learning to create appropriate and defined improvements 		
				/ 8 (min. of 4)	Pass or Referral

AC 4.3 Evaluate the impact and effectiveness of the coaching activity or mentoring activity at an individual and organisational level	Referral [ca. 1/4]	Pass [2/4]	Good Pass [ca. 3/4]	Assessor feedback on AC	
	<ul style="list-style-type: none"> The impact and effectiveness of the coaching or mentoring has not been evaluated, or has been evaluated at an individual or organisational level but not both, or the impact and effectiveness has been merely described with no evaluation to provide a conclusion and/or recommendations for improvement 	<ul style="list-style-type: none"> A limited but appropriate evaluation of the impact and effectiveness of the coaching or mentoring at an individual and an organisational level provides a conclusion and/or recommendations for improvement, although the evidence base for the evaluation is limited 	<ul style="list-style-type: none"> A comprehensive evaluation of the impact and effectiveness of the coaching or mentoring at an individual and an organisational level uses a wide and appropriate evidence base to provide a conclusion and/or recommendations for improvement 		
Section comments (optional):			Verification comments (optional):		
			/ 100 TOTAL MARKS		
Assessor's Decision			Quality Assurance Use		
Outcome (delete as applicable): PASS / REFERRAL		Signature of Assessor: Date:	Outcome (delete as applicable): PASS / REFERRAL		Signature of QA: Date of QA check:

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About City & Guilds

Since 1878 we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We work with governments, organisations and industry stakeholders to help shape future skills needs across industries. We are known for setting industry-wide standards for technical, behavioural and commercial skills to improve performance and productivity. We train teams, assure learning, assess cohorts and certify with digital credentials. Our solutions help to build skilled and compliant workforces.

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