



inspired2learn

TRAINING & DEVELOPMENT

Self Study Information Pack

Nationally recognised on the UK qualification credit framework



Institute of
Leadership &
Management



24 Newman Road
Devizes
SN10 5LE

Tel: 0044 (0) 1225 975676
E-mail: enquiries@inspired2learn.co.uk
Web: www.inspired2learn.co.uk

Registered in England No: 4540145

VAT Registration: 794238592

Registered address: 41 St. John's Street, Devizes, UK, SN10 1BL

Updated July 2016

Thank you for enquiring about a self-study qualification with us.

This information pack will give you facts about the qualification and answers to many of your questions. We are looking forward to hearing from you and finding out more about what you want, in order that we can provide you with the best advice and our personalised attention.

Self-study with us includes unlimited telephone, Skype and email support with your tutor, and no hidden costs. You will have access to an extensive range of on-line resources and you can be sure that at all times you will receive expert advice and support from us. You will be working with a highly experienced team who have built a proven track record of success helping thousands of people over the last 15 years achieve their qualifications.

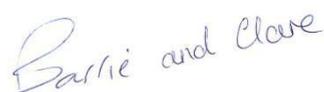
A genuine quote from Laura in Plymouth who has recently completed her Level 5 Diploma:
“..... inspired2learn have made this an easy process as they understood what was needed from the assignments and my situation. They have been extremely helpful in advising about learning materials to help with the assignments, and have marked my assignments promptly with helpful feedback. I would definitely recommend this as a route for other people”

To reassure you of our commitment to supporting you, we have an amazing money back guarantee. Our promise to you is that if for any reason you are unhappy with the level of service and support from inspired2learn during the first three months of working with us, we will refund you (subject to terms and conditions).

We admire the fact that you are interested in undertaking a self-study qualification in order to develop yourself further and gain recognition. We can relate to this on a personal level and we enjoy working with like-minded people. We have completed a level 7 self-study qualification ourselves in recent years and this personal experience helps us to support you.

We look forward to working with you.

Warm regards

A handwritten signature in blue ink that reads "Barrie and Clare". The signature is written in a cursive, flowing style.

Barrie and Clare Smale, Directors, inspired2learn

Index

Content	Section
Why self-study?	1
The role you can play	2
The role inspired2learn will play	3
Your qualification – what you will get from us	4
Choosing your qualification	5
Timescales	6
How you will be assessed	7
Our prices	8
Contact details for further enquiries	9
Supplementary information: ILM as an Awarding Body Qualification summaries & the Qualification Credit Framework Unit structure of qualifications: Level 3 Award in Mentoring Level 3 Certificate in Mentoring Level 3 Award in Coaching Level 3 Certificate in Coaching Level 3 Certificate in Coaching & Mentoring Level 5 Certificate in Coaching and Mentoring Level Level 5 Diploma in Coaching & Mentoring Level 7 Certificate in Executive Coaching & Mentoring Level 7 Diploma in Executive Coaching & Mentoring	Annex

1. Why self-study?

You may be thinking of choosing self-study for many reasons. We have already worked successfully during the last 15 years with thousands of people to help them achieve a qualification. We understand that you may want:

- flexibility to schedule your study around your professional and personal life
- flexibility to arrange contact with us across time zones
- the option to pay in one go or by instalments
- an uncomplicated and simple step by step approach
- bite size learning and the option to achieve your qualification in stages
- regular contact with your tutor
- depth and breadth of study
- to read and research new findings in coaching and mentoring
- confidence that you are engaging with experts
- support from people who care about you achieving your qualification
- empathy and reassurance
- to choose the way you study and your own timescale
- to top up your existing knowledge and gain recognition for this
- value for money
- to be supported by experts and people who care
- personalised attention
- a credible, transferable and reputable qualification
- real coaching and mentoring tools and ideas for real situations
- to be able to demonstrate return on investment for yourself and / or your employer
- minimal risk – remember our money back guarantee
- to work with a company that will provide a guarantee of excellence

“Studying whilst working full time in busy demanding role is not an easy task. It had been some time since I had completed any qualifications and I was a bit apprehensive about embarking on the Level 3 Certificate in Workplace Coaching. With the support I received from inspired2learn, I passed with flying colours. In particular Clare, was an invaluable source of support throughout the whole process. Any queries or uncertainties I encountered along the way, she happily answered providing me with much needed encouragement. I learned a great deal studying for this qualification that I intend to apply to my day to day work.” (Mark, Coventry)

We understand that you may be:

- a self starter
- someone who enjoys self-learning
- changing career, returning to work or seeking a new job
- working overseas and wanting / needing a UK recognised qualification
- paying for the qualification yourself or being sponsored by your employer
- very busy at work and / or at home
- an aspiring coach wanting to coach for the first time
- a busy manager wanting to achieve promotion to the next level
- facing redundancy or recently made redundant and wanting to strengthen your CV
- well-motivated to achieve the qualification and know that you can be self-reliant and organise yourself to undertake the reading and research required
- required to maintain an up to date track record of CPD
- living outside of the UK and require access to a recognised UK qualification
- unsure of your capability to achieve an qualification
- someone with little or no coaching / mentoring experience yet
- someone with some or extensive coaching / mentoring experience to date
- in work or currently not working
- unsure if you will get the support you need and want.

“The Diploma has strengthened my confidence and has definitely helped me become more reflective as a practitioner – I have realised that this brings much more satisfaction and meaning to my work. I really did feel inspired to learn, a cheesy comment which you no doubt hear often, but true!”

(Lisa, South Gloucestershire)

We can help you - this information pack will guide you through the process of achieving a qualification with us and answer many of your questions.

Just get in touch with us any time to find out more.

E-mail: clare@inspired2learn.co.uk or

Call: 07977 362787 or 01225 975676

Web: www.inspired2learn.co.uk

2. The role you can play

We are looking forward to working in partnership with you. From our previous work with self-study, we have found that the most successful self-study learners have the following skills and qualities:

- commitment to achieving the qualification
- self-reliance and good organisational skills
- sticking to deadlines wherever possible
- willingness to ask questions and seek guidance from us
- desire to read and research using a range of learning opportunities and materials

It helps us to help you better when you:

- tell us what is working well for you
- share interesting discoveries as you research and read, so that we can share useful resources with others
- advise us of change in circumstances that might affect your ability to meet deadlines
- give us quick feedback about difficulties you might be facing
- let us know how you are feeling

The benefits of working together and achieving a qualification with us:

- gain a widely recognised qualification
- gain a sense of personal achievement and satisfaction
- professional development and recognition
- increased knowledge
- potential for progression onto further qualifications
- a competitive edge in the job market
- avoid getting left behind in a competitive promotion / jobs environment
- demonstrate self-motivation, ability and commitment to learn and achieve
- avoid missing an opportunity for professional and personal development
- return on investment for yourself of your sponsor

3. The role inspired2learn will play

We can be involved as little or as much as you prefer. Our basic price package assumes that we will:

- have a telephone and/or e-mail conversation with you to ensure the qualification and method of study is right for you
- issue you with an induction pack that will give full details of the qualification, sources of study materials, our administration processes and assessment guidelines
- issue you with assignments and provide written guidance for completing them
- assess and verify your assignments in line with the requirements of the Institute of Leadership & Management (ILM) and within agreed timescales
- be available throughout your programme to answer basic administrative queries you have about your programme of study
- fulfil all administration and other obligations with the ILM
- give feedback to help you achieve what you want
- take an interest in you and your progress
- monitor your progress
- respond to your questions and concerns promptly
- provide a named tutor
- be committed to support you to achieve your qualification – we will keep in touch and ask you if you are OK
- provide learning resources
- be flexible to fit in with your other commitments
- empathise – we can relate to your learning experience having undertaken self-study ourselves for a level 7 coaching qualification
- challenge you to do your best
- provide opportunity to network with other self-study learners
- issue your certificate to you on successful completion of the qualification.

We can also provide additional face-to-face tutorial support (if geography allows!). This will incur additional fees depending upon your location.

4. Your qualification - what you will get from us

A self-study package with us includes everything listed below

- ILM registration fee
- assessment and verification fees
- assessment information and induction pack
- certification
- membership of the ILM giving access to ILM's extensive range of on-line resources in their Learning Zone
- access to inspired2learn's on-line study resources
- unlimited email, Skype, Facetime and telephone support
- regular updates from us with useful information such as web links, articles and other signposts to interesting resources and learning materials
- **FREE training** – join any of our open coaching courses in Wiltshire and receive the training completely free – come along as many times as you like (subject to availability).
- An amazing money back guarantee - our promise to you is that if for any reason you are unhappy with the level of service and support from inspired2learn during the first three months of working with us, we will refund you (subject to terms and conditions).

There are no hidden costs. If there is anything you would like to add to your package we can quote separately for this.

For example, some people like to arrange a face to face tutorial with us at some stage during their qualification and the cost of this will vary according to your geographical location and how much time you would like to spend with us.

Please ask us for details if this would be useful to you.

5. Choosing your qualification

It is important to choose the right qualification for you and to think about your timescale. Here is a brief guide:

The ILM's qualifications come in three different sizes:

- Award – concise qualification covering the basic knowledge and skills
- Certificate – for those wanting a more comprehensive programme in their chosen subject
- Diploma – for those looking to gain the complete range of skills, knowledge and understanding in their subject

Please see the ANNEX of this document for:

- more information about the structure of these qualifications
- details of the units of study at each level
- a summary of the qualification levels on Ofqual's Regulated Qualifications Framework (RQF)

Level 3 Award in Mentoring

Level 3 Certificate in Mentoring

Level 3 Award in Coaching

Level 3 Certificate in Coaching

Level 3 Certificate in Coaching & Mentoring

Level 5 Certificate in Coaching and Mentoring

Level 5 Diploma in Coaching & Mentoring

Level 7 Certificate in Executive Coaching & Mentoring

Level 7 Diploma in Executive Coaching & Mentoring

6. Timescales

The time to complete your qualification will vary according to your individual circumstances. One of the benefits of self-study is the flexibility to study at your own pace within the registration period allowed by the ILM.

We are often asked to suggest a timescale. The timescales depend very much on your work and personal commitments. One candidate who had recently been made redundant completed the level 5 Certificate in 6 weeks (she had plenty of time on her hands and was keen to update her CV!), whilst for others it takes the full registration period. The following target times are based on the typical time taken by previous participants with us:

Qualification	ILM registration valid for:	Suggested target time for completing your qualification
Level 3 Award - Mentoring	3 years	9 months
Level 3 Certificate - Mentoring	3 years	18 months
Level 3 Certificate - Coaching & Mentoring	3 years	18 months
Level 3 Award - Coaching	3 years	9 months
Level 3 Certificate - Coaching	3 years	18 months
Level 5 Certificate - Coaching & Mentoring	3 years	18 months
Level 5 Diploma - Coaching & Mentoring	3 years	2 - 3 years
Level 7 Certificate - Coaching & Mentoring	3 years	18 months
Level 7 Diploma - Coaching & Mentoring	3 years	2 - 3 years

7. How you will be assessed

Assessment method	Written assignments for all levels
How your assignments will be submitted	As an e-mail attachment as one Microsoft Word document
How your assignments will be marked	You assignment will be e-mailed to one of our experienced markers who will complete a mark sheet and add feedback comments in the text of your assignment. Results are PASS or REFER
How your assignments will be returned to you	By e-mail attachment
How our assessment of your work is quality checked	A sample of all marked assignments are quality checked by our Internal Verifier. 1-2 times a year we are visited by an External Verifier from the ILM, who quality checks all of our administration and assessment practices. We will electronically and securely store all of your marked assignments and other documents (e.g. your CV, job description)
How you will receive your certificate	By post to an agreed address

8. Our prices

Remember, these prices include everything listed below

- ILM registration fee, assessment and verification fees
- assessment information and induction pack
- certification
- membership of the ILM giving free access to ILM's extensive range of on-line resources in their Learning Zone
- access to inspired2learn's on-line study resources for your chosen qualification
- unlimited email, Skype and telephone support
- regular updates from us with useful information such as web links, articles and other signposts to interesting resources and learning materials
- **FREE training** – join any of our open coaching courses in Wiltshire and receive the training completely free – come along as many times as you like (subject to availability and not including the i2l conference).
- An amazing money back guarantee - our promise to you is that if for any reason you are unhappy with the level of service and support from inspired2learn during the first three months of working with us, we will refund you (subject to terms and conditions).

Qualification	Price
Level 3 Award in Mentoring	£995
Level 3 Certificate in Mentoring	£1,495
Level 3 Certificate in Coaching and Mentoring	£1,695
Level 3 Award in Coaching	£995
Level 3 Certificate in Coaching	£1,495
Level 5 Certificate in Coaching and Mentoring	£1,695
Level 5 Diploma in Coaching and Mentoring	£2,225
Level 7 Certificate in Executive Coaching and Mentoring	£2250
Level 7 Diploma in Executive Coaching and Mentoring	£2550
All prices above do not include VAT	

‘Top-up’ fees – if you progress with us to a further qualification **at the same level**, only the balance payment will be due. For example, the Level 5 Certificate completed with us costs £1,695, so the top up fee due for progression to Level 5 Diploma would be £530 (plus VAT)

You can choose your method of payment:

1. Payment in full at listed price before you begin – you can pay in full by BACS, cheque or PayPal (on line via www.inspired2learnselfstudy.com)

2. Instalment payment plan

Typical payment plan (terms & conditions apply) – Price of qualification - £995

- initial payment - £420 (includes instalment plan premium of £25)
- Three monthly payments - £150
- final payment on successful completion - £150
- Total – £1,020

Call us to find out more.

9. Further enquiries

Please do not hesitate to contact us.

e-mail: clare@inspired2learn.co.uk

Telephone: +44 (0)1225 975676 (9am - 5pm) or 07977 362787

Post : 6 Gibbs Leaze, Hilperton BA14 7QN



A trusted training provider; with a proven track record of success

Working in association with:



ANNEX

SUPPLEMENTARY INFORMATION

ILM as an Awarding Body

Qualification summaries & the Qualification Credit Framework

Unit structure of qualifications

Level 3 Award in Mentoring

Level 3 Certificate in Mentoring

Level 3 Award in Coaching

Level 3 Certificate in Coaching

Level 3 Certificate in Coaching & Mentoring

Level 5 Certificate in Coaching and Mentoring

Level 5 Diploma in Coaching & Mentoring

Level 7 Certificate in Executive Coaching and Mentoring

Level 7 Diploma in Executive Coaching and Mentoring

ILM as an awarding body

The Institute of Leadership and Management is the UK's largest awarding body for leadership and management qualifications. ILM offers a wide range of qualifications covering all aspects of leadership and management, along with specialist programmes in coaching and mentoring, HR and enterprise. Last year 90,000 people registered for an ILM qualification, gaining the crucial skills and knowledge to improve their performance at work.

Level

This is based on the level of complexity (of knowledge and skills) and autonomy (freedom from supervision) required by a learner achieving the learning outcomes of the unit. Different frameworks have different ways of expressing complexity, but they are broadly comparable.

Size

This is measured by the credit value. Each unit has a credit value and the standard for credit in most frameworks is 1 credit = ten hours of notional learning time (the total time spent by a learner on formal learning, research, reading and private study, practice and assessment, etc). A qualification's size is the sum of the credit values from all its units.

The UK nations each have their own qualification frameworks, but in general three – England, Wales and Northern Ireland (EWNI) – share the same framework. Only Scotland's framework has significant differences. The Republic of Ireland also has its own framework, and there is an overarching European framework. Below is an outline of how ILM qualifications fit into these different frameworks.

The regulatory framework in England applies solely to vocational qualifications and is the responsibility of Ofqual. This makes it possible to issue credit, and to build qualifications that reflect the needs of individual sectors and employers more easily.

Regulated Qualifications Framework (RQF)

The following table provides a brief outline about the equivalence of the ILM coaching and mentoring qualifications in the UK:

QCF Level	ILM qualification	Some equivalent academic qualifications
7	Level 7 Certificate in Executive Coaching & Mentoring	Master's degree Postgraduate certificate Postgraduate diploma
5	Level 5 Coaching & Mentoring	Foundation Degree Higher National Diploma
3	Level 3 Coaching & Mentoring	A Level

Qualification summaries

We will send you a **full syllabus as a PDF e-mail attachment on request** – please just ask.

Your commitment

You will see references to 'guided learning hours' in the qualification outlines on the following pages. For a typical unit guided learning hours will include:

- Background reading such as research
- Any contact with your i2I tutor
- Planning and writing your assignments

ILM Coaching & Mentoring Qualifications Level 3

ILM Level 3 Award in Mentoring

Credit Value:	10
Induction:	At least 1 hour
Tutorial Support:	Minimum 2 hours
Guided Learning Hours (GLH):	The overall guided learning hours for the programme depends on the specific units selected, combined with the additional induction and tutorial support cited above.
Duration:	To be completed in 3 years
Rules of Combination:	Learners are required to attain 10 credits to achieve this qualification from units 304, 305 and 307.

ILM Level 3 Certificate in Mentoring

Credit Value:	13
Induction:	At least 1 hour
Tutorial Support:	Minimum 2 hours
Guided Learning Hours (GLH):	The overall guided learning hours for the programme depends on the specific units selected, combined with the additional induction and tutorial support cited above.
Duration:	To be completed in 3 years
Rules of Combination:	Learners are required to attain 13 credits to achieve this qualification from units 304, 306 and 307.

ILM Level 3 Award in Coaching

Credit Value:	10
Induction:	At least 1 hour
Tutorial Support:	Minimum 2 hours
Guided Learning Hours (GLH):	The overall guided learning hours for the programme depends on the specific units selected, combined with the additional induction and tutorial support cited above.
Duration:	To be completed in 3 years
Rules of Combination:	Learners are required to attain 10 credits to achieve this qualification from units 300, 301 and 303.

ILM Level 3 Certificate in Coaching

Credit Value:	13
Induction:	At least 1 hour
Tutorial Support:	Minimum 2 hours
Guided Learning Hours (GLH):	The overall guided learning hours for the programme depends on the specific units selected, combined with the additional induction and tutorial support cited above.
Duration:	To be completed in 3 years
Rules of Combination:	Learners are required to attain 13 credits to achieve this qualification from units 300, 302 and 303.

Unit Code	Unit Title	Level	CV*	GLH**
8577-300	Understanding Good Practice in Workplace Coaching	3	3	9
8577-301	Undertaking Coaching in the Workplace	3	4	6
8577-302	Undertaking an Extended Period of Coaching in the Workplace	3	7	12
8577-303	Reflecting on Workplace Coaching Skills	3	3	6
8577-304	Understanding Good Practice in Workplace Mentoring	3	3	9
8577-305	Undertaking Mentoring in the Workplace	3	4	6
8577-306	Undertaking an Extended Period of Mentoring in the Workplace	3	7	12
8577-307	Reflecting on Workplace Mentoring Skills	3	3	6

ILM Level 3 Certificate in Coaching and Mentoring

Credit Value:	16
Induction:	At least 1 hour
Tutorial Support:	Minimum 4 hours
Guided Learning Hours (GLH):	The overall guided learning hours for the programme depends on the specific units selected, combined with the additional induction and tutorial support cited above.
Duration:	To be completed in 3 years
Rules of Combination:	Learners are required to attain 16 credits to achieve this qualification. Learners need to complete 2 mandatory units (300, 304) with a combined credit value of 6, and 10 credits from either optional group 1 (302, 303) or 10 credits from optional group 2 (306,307).

ILM Level 3 Certificate in Coaching and Mentoring – unit choices

Mandatory Units

Unit Code	Unit Title	Level	CV*	GLH**
8578-300	Understanding Good Practice in Workplace Coaching	3	3	9
8578-304	Understanding Good Practice in Workplace Mentoring	3	3	9

Group 1

Unit Code	Unit Title	Level	CV*	GLH**
8578-302	Undertaking an Extended Period of Coaching in the Workplace	3	7	12
8578-303	Reflecting on Workplace Coaching Skills	3	3	6

Group 2

Unit Code	Unit Title	Level	CV*	GLH**
8578-306	Undertaking an Extended Period of Mentoring in the Workplace	3	7	12
8578-307	Reflecting on Workplace Mentoring Skills	3	3	6

*Credit Value ** Guided Learning Hours

ILM Coaching & Mentoring Qualifications Level 5

ILM Level 5 Certificate in Coaching and Mentoring

Credit Value:	13
Induction:	At least 1 hour
Tutorial Support:	Minimum 2 hours
Guided Learning Hours (GLH):	The overall guided learning hours for the programme depends on the specific units selected, combined with the additional induction and tutorial support cited above.
Duration:	To be completed in 3 years
Rules of Combination:	Learners are required to gain 13 credits to achieve this qualification from units 500, 501 and 503 in group 1.

ILM Level 5 Diploma in Coaching and Mentoring

Credit Value:	37
Induction:	At least 1 hour
Tutorial Support:	Minimum 2 hours
Guided Learning Hours (GLH):	The overall guided learning hours for the programme depends on the specific units selected, combined with the additional induction and tutorial support cited above.
Duration:	To be completed in 3 years
Rules of Combination:	Learners are required to gain 37 credits to achieve this qualification from units 500, 502 and 503 in group 1.

The level 5 Units

The first unit, *'Understanding the skills, principles and practice of effective management coaching and mentoring'* aims to enable learners to understand the role and contribution of coaching and mentoring, and build a business case. The second unit, *'Reviewing own ability as a management coach or mentor'* aims to give learners the ability to critically review their own personal qualities, skills and competence. For the Certificate, the third unit requires learners are required to demonstrate their ability to plan, deliver and review at least 12 hours of coaching and mentoring in the workplace. For the Diploma, the final unit is an extended 100 hours of coaching and mentoring, with multiple clients, and there is an added focus on using supervision and reflective review to develop individual practice.

Unit	Unit Title	Level	CV*	GLH**
5015	Understanding the Skills, Principles and Practice of Effective Management Coaching and Mentoring	5	5	18
5016	Undertaking Management Coaching or Mentoring in the Workplace	5	5	12
5017	Undertaking an Extended Period of Management Coaching or Mentoring in the Workplace	5	29	20
5018	Reviewing Own Ability as a Management Coach or Mentor	5	3	7

*Credit Value

** Guided Learning Hours

ILM Coaching & Mentoring Qualifications Level 7

ILM Level 7 Certificate in Executive Coaching and Mentoring

Credit Value:	15
Induction:	At least 1 hour
Tutorial Support:	Minimum 2 hours
Guided Learning Hours (GLH):	The overall guided learning hours for the programme depends on the specific units selected, combined with the additional induction and tutorial support cited above.
Duration:	To be completed in 3 years
Rules of Combination:	Learners are required to gain 15 credits to achieve this qualification from units 700, 701 and 703 in group 1.

ILM Level 7 Diploma in Executive Coaching and Mentoring

Credit Value:	40
Induction:	At least 1 hour
Tutorial Support:	Minimum 2 hours
Guided Learning Hours (GLH):	The overall guided learning hours for the programme depends on the specific units selected, combined with the additional induction and tutorial support cited above.
Duration:	To be completed in 3 years
Rules of Combination:	Learners are required to gain 40 credits to achieve this qualification from units 700, 702 and 703 in group 1.

The level 7 Units

Unit Code	Unit Title	Level	CV*	GLH**
8581-700	Understanding the Context of Coaching and Mentoring in a Strategic Business Environment	7	5	14
8581-701	Undertaking Coaching or Mentoring at a Senior and Strategic Level	7	5	12
8581-702	Undertaking an Extended Period of Supervised Coaching or Mentoring at a Senior or Strategic Level	7	30	20
8581-703	Reflecting on Your Own Ability to Perform Effectively as a Coach or Mentor Practising at a Senior Level	7	5	21

*Credit Value

** Guided Learning Hours

Level 3 Units in more detail

Unit 3053 Title:		Understanding good practice in workplace coaching	
Learning outcomes (the learner will)		Assessment criteria (the learner can)	
1	Understand the context for effective workplace coaching	1.1	Describe and define the purpose of workplace coaching
		1.2	Explain the role and responsibilities of an effective workplace coach
		1.3	Describe the behaviours and characteristics of an effective workplace coach
		1.4	Explain how coaches should contract and manage confidentiality to coach ethically
2	Understand the process and content of effective workplace coaching	2.1	Explain how to manage a coaching process agreeing goals and following a simple coaching model
		2.2	Explain the range of tools and techniques (including diagnostic tools and those exploring learning preferences) that can be used to support effective coaching
		2.3	Explain why it is important to maintain basic records of coaching activity and what these should contain
		2.4	Recognise any potential barriers to coaching in the workplace and explain suitable strategies to overcome these barriers

Unit 3054 Title:		Undertaking coaching in the workplace	
Learning outcomes (the learner will)		Assessment criteria (the learner can)	
1	Be able to plan and organise workplace coaching sessions	1.1	Prepare and plan the coaching sessions
		1.2	Contract the scope and content of the coaching sessions
		1.3	Agree learning goals for the workplace coaching sessions
2	Be able to undertake at least six hours effective workplace coaching activity	2.1	Use diagnostic and assessment tools to effectively coach in the workplace
		2.2	Demonstrate coaching techniques of questioning and listening to effectively coach in the workplace
		2.3	Coach one or more individuals in the workplace for at least six hours
		2.4	Keep appropriate records of workplace coaching activity including progress towards goals and impact on role

<p>3 Be able to summarise and analyse a period of formal coaching within the workplace using stakeholder feedback</p>	<p>3.1 Collect feedback from coaching client(s) and show evidence within coaching diary 3.2 Reflect upon and review own workplace coaching activity 3.3 Identify areas for improvement</p>
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Unit 3055 Title:	Undertaking an extended period of coaching in the workplace
Learning outcomes (the learner will)	Assessment criteria (the learner can)
<p>1 Be able to plan and organise workplace coaching sessions</p>	<p>1.1 Prepare and plan the coaching sessions for a minimum of three candidates 1.2 Contract the scope and content of the coaching sessions 1.3 Agree learning goals for the workplace coaching sessions</p>
<p>2 Be able to undertake at least thirty six hours effective workplace coaching activity</p>	<p>2.1 Use diagnostic and assessment tools to effectively coach in the workplace 2.2 Demonstrate coaching techniques of questioning and listening to effectively coach in the workplace 2.3 Coach three or more individuals in the workplace for at least thirty six hours 2.4 Keep appropriate records of workplace coaching activity including progress towards goals and impact on role</p>
<p>3 Be able to collect feedback from coaching clients on own performance as workplace coach</p>	<p>3.1 Collect feedback from coaching clients and provide evidence within diary 3.2 Reflect and assess the effectiveness of different coaching programmes 3.3 Review own workplace coaching performance making links to the different coaching relationships, activity and challenges</p>
<p>4 Know how to use tutorial supervision to develop and improve own coaching practice and to plan own continuing development as a workplace coach</p>	<p>4.1 Review at least thirty six hours of workplace coaching practice with coaching tutor / supervisor and reflect on own coaching performance 4.2 Plan continuing personal development in coaching practice and performance in the workplace</p>

Unit 3056 Title:		Reflecting on workplace coaching skills
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Be able to assess own abilities and characteristics as a workplace coach	1.1 Conduct a reflective but evidenced analysis of your coaching practice 1.2 Identify strengths and weaknesses in your knowledge, skills and behaviour as a coach based on your reflective analysis
2	Be able reflect on own communication and interpersonal skills when coaching	2.1 Reflect on your use of questioning and listening and communication strategies when coaching 2.2 Assess the effectiveness of the feedback given to coachee(s) on performance
3	Be able to summarise coaching reflections and plan for future development needs	3.1 Draw conclusions on your own abilities as a coach to develop and improve others performance by guided conversation and questioning 3.2 Provide a relevant personal development plan based on the self-assessment of yourself as a workplace coach

Unit 3057 Title:		Understanding good practice in workplace mentoring
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand the context for effective workplace mentoring	1.1 Describe and define the purpose of workplace mentoring 1.2 Explain the role, remit and responsibilities of an effective workplace mentor 1.3 Describe the knowledge, skills and behaviour of an effective workplace mentor 1.4 Explain what a workplace mentoring contract should include to ensure a quality, ethical mentoring relationship
2	Understand the process for effective workplace mentoring	2.1 Explain how a model of mentoring can be used to manage a workplace mentoring relationship 2.2 Explain the range of tools and techniques (including diagnostic tools and those exploring learning preferences) that can be used to support effective workplace mentoring 2.3 Explain why it is important to maintain basic records of workplace mentoring and what these should contain 2.4 Identify any potential barriers to workplace mentoring and explain suitable strategies to overcome these barriers

Unit 3058 Title:		Undertaking mentoring in the workplace
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Be able to plan and organise formal workplace mentoring sessions	1.1 Prepare and plan the mentoring sessions 1.2 Contract the scope and content of the mentoring sessions 1.3 Agree goals for the workplace mentoring sessions
2	Be able to undertake at least six hours of formal workplace mentoring	2.1 Use diagnostic and assessment tools to effectively mentor in the workplace 2.2 Demonstrate mentoring techniques of questioning and listening to effectively mentor in the workplace 2.3 Mentor one or more individuals in the workplace for at least six hours 2.4 Keep appropriate records of the mentee(s) including progress towards goals and impact on role
3	Be able to summarise and analyse a period of formal mentoring within the workplace using feedback	3.1 Collect feedback from mentee(s) and show evidence within the mentoring diary 3.2 Summarise the workplace mentoring relationships 3.3 Identify where you could have approached an issue or area more effectively

Unit 3059 Title:		Undertaking an extended period of mentoring in the workplace
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Be able to plan and organise formal workplace mentoring sessions	1.1 Prepare and plan the workplace mentoring sessions 1.2 Contract the scope and content of the workplace mentoring sessions 1.3 Agree goals for the workplace mentoring sessions
2	Be able to undertake at least thirty six hours of formal workplace mentoring	2.1 Use diagnostic and assessment tools to effectively mentor in the workplace 2.2 Use mentoring techniques of questioning and listening to effectively mentor in the workplace 2.3 Mentor a minimum of three clients in the workplace for at least thirty six hours 2.4 Keep appropriate records of the workplace mentoring activity including progress towards goals and impact on role

<p>3 Be able to summarise and analyse a period of formal mentoring within the workplace using stakeholder feedback</p>	<p>3.1 Collect feedback from mentoring stakeholders (this must include the mentees) and show evidence within the mentoring diary</p> <p>3.2 Reflect and assess the effectiveness of different mentoring programmes</p> <p>3.3 Review your own workplace performance making links to different mentoring relationships, activities and challenges</p>
<p>4 Know how to use supervision to enhance workplace mentoring</p>	<p>4.1 Reflect and review on how tutorial support/supervision was used during extended mentoring practice to inform and challenge the approach taken to workplace mentoring</p> <p>4.2 Plan approach to supervision that will be adopted in future workplace mentoring activity</p>

Unit 3060 Title:	Reflecting on workplace mentoring skills
Learning outcomes (the learner will)	Assessment criteria (the learner can)
<p>1 Be able to assess own abilities and characteristics as a workplace mentor</p>	<p>1.1 Conduct a reflective but evidenced analysis of your own ability as a workplace mentor</p> <p>1.2 Relate this analysis to your skills, knowledge, behaviours and attributes as a mentor</p>
<p>2 Be able to reflect on own communication and interpersonal skills when mentoring</p>	<p>2.1 Describe your own ability to use questioning and listening and communication strategies when mentoring</p> <p>2.2 Reflect on your own interpersonal skills when offering advice and guidance when mentoring</p> <p>2.3 Assess the effectiveness of feedback given to mentees on performance</p>
<p>3 Be able to demonstrate own understanding of your effectiveness as a workplace mentor</p>	<p>3.1 Draw conclusions on your own abilities as a mentor to develop and improve others performance by sharing knowledge and experience in a way that suits their preferences and needs</p> <p>3.2 Provide a relevant personal development plan based on the self-assessment of yourself as a workplace mentor</p>

Level 5 Units in more detail

Unit 5015 Title:	Understanding the skills, principles and practice of effective management coaching and mentoring
Learning outcomes (the	Assessment criteria (the learner can)
<p>1 Understand the purpose of coaching and mentoring within an organisational context</p>	<p>1.1 Define what coaching and mentoring is within the context of an organisation and explain the similarities and differences between coaching and mentoring</p> <p>1.2 Identify potential individual, operational and organisational barriers to using coaching or mentoring and develop appropriate strategies for minimising or overcoming these</p> <p>1.3 Present the case for using coaching or mentoring to benefit individuals and organisation performance</p>
<p>2 Understand the skills, behaviours, attitudes, beliefs and values of an effective coach or mentor</p>	<p>2.1 Critically explore the knowledge, skills, and behaviour of an effective coach or mentor</p> <p>2.2 Analyse why coaches or mentors require effective communication skills</p> <p>2.3 Review the responsibilities of the coach or mentor to manage relationships (including values and power) and remain ethical and non- judgemental</p>
<p>3 Understand the role of contracting and the process to effectively coach or mentor</p>	<p>3.1 Review a model or process which should be followed when formally coaching or mentoring</p> <p>3.2 Analyse the rationale for and the characteristics of effective contracting within coaching or mentoring</p> <p>3.3 Explain the necessity of exploring the expectations and boundaries of a coaching or mentoring programme with all stakeholders</p> <p>3.4 Justify the rationale for supervision of coaches and mentors in practice</p>
<p>4 Understand the principles of effective coaching or mentoring in practice and how to evaluate benefits</p>	<p>4.1 Critically review the elements required for effective and integrated coaching or mentoring</p> <p>4.2 Analyse how the benefits of coaching or mentoring should be evaluated</p>

Unit 5016 Title:	Undertaking management coaching or mentoring in the workplace
Learning outcomes (the	Assessment criteria (the learner can)
<p>1 Be able to plan and prepare for management coaching or mentoring programmes based on identified developmental needs and goals</p>	<p>1.1 Explain the rationale for coaching or mentoring for one or more clients and formally agree a contract with one or more clients</p> <p>1.2 Identify individual developmental needs and agree goals, in line with organisational, divisional and/or team goals</p> <p>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</p>
<p>2 Be able to undertake and record at least twelve hours of formal coaching or mentoring activity with one or more clients</p>	<p>2.1 Complete a minimum of twelve hours of coaching or mentoring activity with one or more clients</p> <p>2.2 Critically review your use of a range of diagnostic coaching and mentoring tools and techniques</p> <p>2.3 Assess your ability to build relationships and use effective communication techniques of questioning, listening and giving feedback</p> <p>2.4 Maintain appropriate overview records of goals, discussion and outcomes including progress towards goals</p>
<p>3 Be able to reflect and review own management coaching or mentoring practice</p>	<p>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</p> <p>3.2 Review coaching or mentoring activity and holistically explore this for patterns and personal learning and areas for improvement</p> <p>3.3 Reflect on own coaching or mentoring practice (including evidence of supervision / tutorial feedback)</p>

Unit 5017 Title:	Undertaking an extended period of management coaching or mentoring in the workplace	
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 mentoring practice	4.1 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 4.2 Reflect and summarise the coaching or mentoring activity making links to the different coaching or mentoring relationships, activities and challenges 4.3 Evaluate the impact and effectiveness of the coaching activity or mentoring activity at an individual and organisational level	

Unit 5018 Title:	Reviewing own ability as a management coach or mentor
Learning outcomes (the	Assessment criteria (the learner can)
<p>1 Be able to assess your own skills, behaviours and knowledge as a coach and mentor</p>	<p>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</p>
<p>2 Be able to critically review and reflect on the effectiveness of your own practice as a coach or mentor</p>	<p>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</p>
<p>3 Be able to demonstrate how you have developed and how you plan to develop in the future as a coach or mentor</p>	<p>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</p>

Level 7 Units in more detail

Unit 700 Title:	Understanding the context of coaching and mentoring in a strategic business environment	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
<p>1 Know how to recognise and establish the organisational context, strategy, culture and processes for coaching or mentoring at a senior and strategic level</p>	<p>1.1 Define and differentiate between the different focus, roles, processes and environment for the two different disciplines of coaching and mentoring</p> <p>1.2 Critically review the organisational context, strategy, characteristics, culture and conditions for effective coaching or mentoring</p> <p>1.3 Evaluate alternative organisational strategies other than coaching or mentoring</p> <p>1.4 Determine the factors which impact on how coaching or mentoring are integrated at a senior, strategic and organisational level</p>	
<p>2 Know how to compare and contrast a number of contextual applications in coaching or mentoring in organisations and business environments</p>	<p>2.1 Define and critique the distinctions between various methods of coaching or mentoring including (as a minimum) executive, leadership, professional and business coaching or mentoring</p>	
<p>3 Know how to review the necessary conditions, skills and practices for effective and ethical coaching or mentoring at a senior and strategic level</p>	<p>3.1 Critically review the skills and behaviours required for ethical practice in coaching or mentoring at a senior and strategic level</p> <p>3.2 Justify the importance and role of codes of practice, contracting and supervision at this level of coaching or mentoring practice</p>	
<p>4 Know how to evaluate the contribution of coaching and mentoring relating both to the individual client and to organisational performance</p>	<p>4.1 Critically assess the contribution of coaching or mentoring to improve both individual and organisational strategic performance</p> <p>4.2 Evaluate the application of coaching or mentoring within a specific organisation or business environment</p>	

Unit 701 Title:	Undertaking coaching or mentoring at a senior and strategic level	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
<p>1 Know how to agree a contract to coach or mentor clients at a senior/strategic level</p>	<p>1.1 Establish and build effective coaching or mentoring relationships with clients at a senior/strategic level</p> <p>1.2 Discuss and evaluate clients' development and support needs and goals and agree a contract for coaching or mentoring in the context of the individual and organisation</p>	
<p>2 Be able to plan, deliver and review at least twenty hours of coaching or mentoring contact with clients at a senior/strategic level</p>	<p>2.1 Plan, prepare and maintain accurate and auditable records for twenty hours of coaching or mentoring with individual clients operating at an appropriate senior/strategic level</p> <p>2.2 Undertake appropriate coaching or mentoring contact with clients for at least twenty hours exploring outcomes and options</p> <p>2.3 Review clients' development and support needs and progress towards achieving their goals, and outcomes</p>	
<p>3 Be able to reflect on all coaching or mentoring activity, feedback and supervision</p>	<p>3.1 Participate actively in peer coaching or mentoring and other personal and professional coaching or mentoring networks</p> <p>3.2 Participate actively in supervision in order to seek feedback and advice on your own performance as a coach or a mentor</p> <p>3.3 Collect client feedback in order to develop your own performance as a coach or a mentor</p> <p>3.4 Critically reflect on the feedback and activities completed in order to identify own strengths and development needs and plan to take action to improve own executive, leadership, professional and business coaching or mentoring practice</p>	

Unit 7003 Title:	Undertaking an extended period of supervised coaching or mentoring at a senior or strategic level	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Know how to agree a contract to coach or mentor clients at a senior/strategic level	1.1 Establish and build an effective coaching or mentoring relationships with clients at a senior/strategic level 1.2 Discuss and evaluate clients' development and support needs and goals and agree a contract for coaching or mentoring in the context of these needs and goals	
2 Be able to plan, deliver and review at least a hundred hours of coaching or mentoring contact with clients at a senior/strategic level	2.1 Plan, prepare, undertake and maintain accurate and auditable records for a hundred hours of coaching or mentoring with individual clients operating at an appropriate senior/strategic level 2.2 Review clients' development and support needs and progress towards achieving their goals and, outcomes	
3 Be able to reflect on all coaching or mentoring activity, feedback and supervision	3.1 Participate actively in peer coaching or mentoring and other personal and professional coaching or mentoring networks 3.2 Provide evidence of appropriate levels of supervision for the hundred hours of coaching or mentoring completed in the form of contracts, logs and/or supervision records 3.3 Collect client feedback in order to develop your own performance as a coach or a mentor 3.4 Critically reflect on the feedback and activities completed in order to identify own strengths and development needs	
4 Be able to assess yourself against an agreed set of coaching or mentoring standards or benchmarks of best practice	4.1 Conduct a detailed self-assessment against relevant coaching or mentoring standards or benchmarks of best practice 4.2 Critically reflect on own performance as a coach and/or mentor with reference to the evidence and narrative provided	
5 Be able to plan own future development activities based on own critical reflection	5.1 Provide a detailed development action plan to address future development plans and continuous professional development requirements needs as a coach and/or mentor	

Unit 7004 Title:		Reflecting on your own ability to perform effectively as a coach or mentor practicing at a senior level	
Learning outcomes (the learner will)		Assessment criteria (the learner can)	
1	Know how to review own abilities to perform effectively as an effective coach or mentor at a senior/strategic level	1.1	Critically review your communication skills, emotional intelligence and ability to build effective relationships in a diverse social and cultural environment
		1.2	Critically review own ethical and moral values, beliefs, attitudes and personal integrity and assess the impact they may have on influencing the coaching or mentoring relationship
		1.3	Critically review your own competence to support the growth of capability, development and improved performance in others
2	Understand how the client's personal characteristics and organisational context affects coaching or mentoring relationship	2.1	Critically analyse how client's role, position, organisational context, and cultural attributes affects the coaching or mentoring relationship in practice
		2.2	Critically analyse clients' personalities, characters, value systems, knowledge, skills and experience affect the coaching or mentoring relationship
3	Be able to use reflective learning to position yourself as an effective coach or mentor	3.1	Develop a personal profile which illustrates your coaching or mentoring approach, practice and the context within which you are operating and include your contract/code of practice and any other supporting paperwork