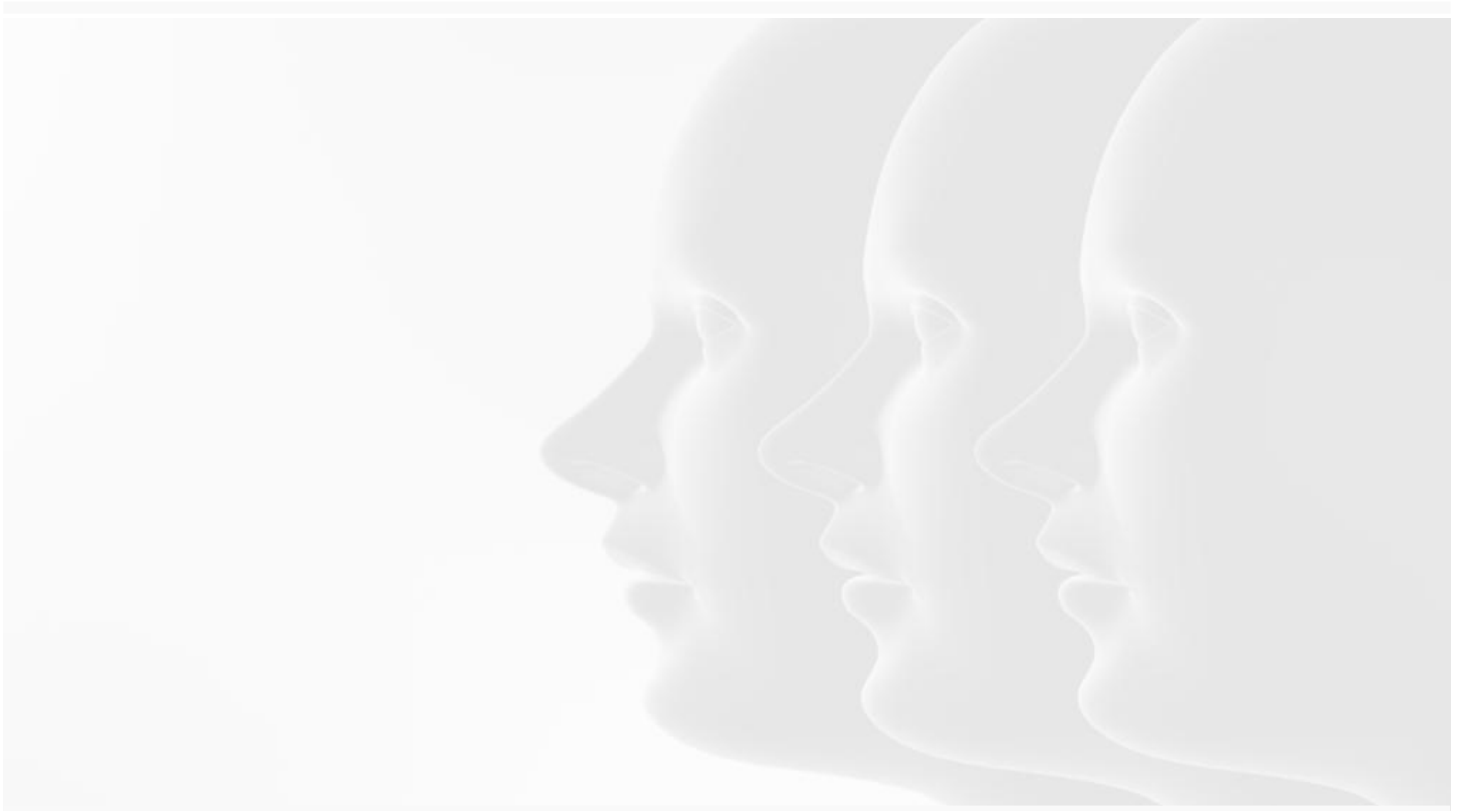




ILM Level 5 Certificate in Effective Coaching and Mentoring
Introduction to Assessments



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Summary of assessment methods

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

Unit number	Unit title	Assessment method	Description
8588-500	Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context	Assignment	Externally set by ILM
8588-501	Undertaking Effective Coaching or Mentoring within an Organisational Context	Portfolio	Externally set by ILM
8588-503	Reviewing Own Ability as a Coach or Mentor within an Organisational Context	Reflective journal	Externally set by ILM

Assessment overview

These qualifications encompass both knowledge-based and skills-based units, assessed internally and subject to both internal and external verification.

Overall assessment objective:

Demonstrate achievement of the learning outcomes for the three units through the completion of an assignment, a portfolio of coaching and mentoring and a reflective journal.

Internal assessment:

All units are internally assessed by Intuition and subject to internal and external verification.

To pass all units, you must:

- Satisfy all assessment criteria with sufficient and valid evidence
- Ensure the evidence is your own
- Achieve a "competent" (pass) rating; the only reason for referral is failure to meet one or more assessment criteria

Confidentiality and security

The confidentiality and security of all materials are maintained by Intuition and ILM personnel throughout the assessment process.

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

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

Learning outcome (LO 1)

The learner will:

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

Assessment criteria

The learner can:

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

Depth

- 1.1 Current definitions of coaching and mentoring (e.g., Rogers, Starr, etc.)
Differences and overlaps between coaching and mentoring,
Circumstances when coaching or mentoring are the best or most suitable intervention.
- 1.2 Organisational factors that may affect coaching or mentoring, such as:
 - Structure, culture and performance and the role coaching or mentoring has in supporting effective performance.
 - Values, ethics and principles within the organisations.
 - Support for coaching or mentoring internally (e.g., policies, procedures, strategies and senior level support, etc.).

Review and evaluation of current evidence, research, etc. in coaching or mentoring.

- 1.3 The business rationale for coaching or mentoring (e.g., for professional development, strategic goals, personal development, problem solving, improving individual or organisational performance, etc.).
 - 1.4 Measurement against individual and organisational objectives relating to coaching or mentoring.
Measures to assess the impact of coaching or mentoring (e.g., financial returns, Kirkpatrick, etc.).
 - 1.5 Potential barriers to effective coaching or mentoring (e.g., time, resources, attitudes, beliefs, values, ownership, etc.).
Potential barriers may be individual or organisational.
Strategies to minimise or overcome these potential barriers.
Organisational context and receptiveness for coaching or mentoring.
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Assessment guidance

The learner must:

- 1.1 Provide clear definitions of both coaching and mentoring and describe the similarities and differences between them. Include a definition for coaching and an explanation of how this works within an organisational context. Include a definition of mentoring and an explanation of how this works within an organisational context. Provide at least two similarities and two differences between coaching and mentoring.
- 1.2 Evaluate at least three organisational factors that may affect coaching or mentoring, such as structure, culture performance and stakeholder expectations. Consideration must be given to the impact of values, ethics and principles within organisations as well as the importance of internal support.
- 1.3 Provide a business rationale for the decision to use coaching or mentoring (e.g., in order to improve individual or organisational performance, personal effectiveness, motivation and confidence, etc.).
Justify the benefits of adopting coaching or mentoring. At least two benefits to organisations and at least two benefits to individuals must be included.
- 1.4 Based on the business rationale, assess how the impact can be measured for individuals and organisations (e.g., financial returns, personal goals, aspirations, etc.) Select a model of evaluation and assess the effectiveness in measuring the impact of coaching and mentoring for both individuals and the organisation. Include at least one example of a measure for individuals and one example of a measure for the organisation.
- 1.5 Identify at least two potential individual and at least two potential organisational barriers to effective coaching or mentoring (e.g., availability, lack of time, lack of understanding, organisational commitment, lack of trained coaches or mentors, lack of financial resources, etc.) Develop possible strategies to overcome each of

the potential barriers identified (e.g., training interventions, support from senior teams, etc.).

Learning outcome (LO 2)

The learner will:

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

Assessment criteria

The learner can:

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

Depth

- 2.1 Knowledge, skills and behaviours may include attitudes, beliefs and values
Links to theories about the relevant knowledge, skills and behaviours required to be an effective coach or mentor.
Models of coaching competencies from the professional bodies or recognised texts and research (e.g., AC, ICF, EMCC, etc.).
Learning styles and preferences and how they can affect coaching or mentoring.
Diagnostic and other tools/techniques to support learning and performance (e.g., Myers-Briggs, 180° Feedback, 360° Feedback, Emotional Intelligence, Competency Measures, etc.).
Giving and receiving feedback.
Source and potential impact of personal beliefs and values on the coaching or mentoring process.
Importance of general self-awareness for coaches or mentors.
Transactional Analysis.
- 2.2 Communication skills (e.g., non-verbal, use of silence, types of questioning, listening, use of feedback), social/interpersonal skills, remaining ethical and non-judgemental.
Communication theories (e.g., Discourse Analysis, Socio Linguistics, etc.).
- 2.3 Importance of trust, remaining non-judgmental, empathy and support as part of building and maintaining an effective coaching or mentoring relationship.

Legal and ethical considerations for effective relationship management.

Confidentiality, in accordance with current legislation.

2.4 Model for effective coaching and mentoring (e.g., GROW, OSCAR, etc.)

2.5 Self-evaluation for the coach, acting on feedback from client, peers, tutors and supervisor.

Reflection in action and reflection on action.

Rationale for the need and benefit of reflective practice as a coach or mentor.

Rationale for individual, group and peer supervision of coaches or mentors in practice.

Assessment guidance

The learner must:

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

Learning outcome (LO 3)

The learner will:

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

Assessment criteria

The learner can:

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

Depth

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

Assessment guidance

The learner must:

- 3.1 Analyse the key reasons for effective contracting as part of a coaching or mentoring process. The key characteristics of a contracting process must be included (e.g., physical environment, confidentiality and boundaries, stakeholder involvement, 2 way and 3 way contracting, timescales and frequency, etc.).
Reference must be made to a membership body's code of practice to inform the analysis.
 - 3.2 Explain the practices involved with the ongoing management of the coaching or mentoring process within an organisational context (e.g., effective contracting, involvement of stakeholders, building rapport, keeping effective records, etc.) and include the main stages of the process, from initial contracting to final evaluation.
-

Assessment requirements

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

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

Unit 501 Undertaking Effective Coaching or Mentoring within an Organisational Context

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

Learning outcome (LO 1)

The learner will:

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

Assessment criteria

The learner can:

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

Depth

- 1.1 The planning principles and practices for coaching or mentoring sessions (e.g., establishing the contracting process, structure of the coaching or mentoring programme, consideration for the environment, etc.).
Client goal identification and goal setting.
Coaching or mentoring tools and techniques.
Processes and models for effective coaching or mentoring (e.g., GROW, OSCAR, etc.).

- 1.2 Goal identification and agreement with stakeholders prior to contracting.
Use of diagnostic results to inform goal identification.
Assessment tools to support learning and performance (e.g., Myers-Briggs, SWOT, 180° Feedback, 360° Feedback, Emotional Intelligence, Competency Measures, etc.).
Strategies for monitoring and reviewing outcomes and progress towards goals.
 - 1.3 Establishing and managing the contracting process.
Practical application of the contracting process (e.g., individual, peer and group).
Mutually agreeable contract that evidences commitment and expectations of all stakeholders and intended outcomes.
-

Assessment guidance

The learner must:

- 1.1 Plan for the learner to complete a whole cycle of coaching or mentoring programme with a minimum of 2 and maximum of 3 individuals over at least 18 hours in total.
Evidence the planning principles and practices for coaching or mentoring sessions, such as the structure of the coaching or mentoring programme, consideration of the environment and all other associated principles and practices should be considered for the delivery of the plan.
 - 1.2 Agree overall goals prior to contracting and individual developmental needs prior to contracting. These should include desired outcomes for the coaching or mentoring programme.
Indicate the use of tools for assessing clients' needs (e.g., SWOT, Learning Styles, 180° Feedback, Competency Measures, etc.) Include two or more individual development needs of each client.
 - 1.3 Agree and establish a coaching or mentoring contract which meets individual and stakeholder requirements. This should include evidence of contracting with all individuals and stakeholders to agree mutual commitment, expectations and intended outcomes and be signed by all parties. Coaching or mentoring contracts should be agreed and established with all individuals and relevant stakeholders. This can be a generic contract which can be modified to meet individuals' requirements and should be signed by all relevant parties.
-

Learning outcome (LO 2)

The learner will:

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

Assessment criteria

The learner can:

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

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

Assessment guidance

The learner must:

- 2.1 Provide evidence that they have undertaken and recorded effective coaching or mentoring within an organisational context for a minimum of 2 and maximum of 3 individuals of 18 hours in total in line with the professional practice requirements (e.g., ILM, EMCC, ICF, AC, etc.). This evidence should include session details such as date and duration. Records must be maintained of all coaching or mentoring activity undertaken.

In exceptional circumstances and where all other options have been exhausted, a coach or mentor may be permitted to work with a fourth individual in order to complete the required number of hours. The centre should keep a record of the reasons that the Learning Outcome of maximum 3 individuals has not been met and the options that have been considered before resorting to this solution.

Exceptional circumstances may include:

- Client wishes to end the relationship.
- Long term ill health of the client or someone they care for.
- The coach terminates the contract as the terms have been breached.

- Coaching is no longer appropriate (to prevent a breach of the Global Code).
- Client leaves the organisation.

Other options to consider might be:

- Using another existing client as the 3rd.
- Starting afresh with a new 3rd client.
- Hold a review with the other 2 clients and see if they would like further coaching.

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

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

Learning outcome (LO 3)

The learner will:

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

Assessment criteria

The learner can:

- 3.1 Reflect on each session and identify key learning to support continuous professional development
- 3.2 Justify the tools and techniques used during the coaching or mentoring

- 3.3 Use ongoing feedback on effectiveness of own coaching or mentoring for each session and show evidence of this, including a minimum of 1 hour of supervision feedback
 - 3.4 Assess and evidence own ability to use effective communication techniques including questioning, listening and giving feedback in order to facilitate coaching or mentoring practice
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Depth

- 3.1 Use of personal reflection log showing on-going personal reflection and actions for improvement.
Manage own continuous improvement and personal development.
Reviewing future own personal development with tutor/supervisor.
 - 3.2 Assessment tools to support learning and performance of client (e.g., Myers-Briggs, SWOT, 180° Feedback, 360° Feedback, Emotional Intelligence, Competency Measures, learning style questionnaires, etc.).
Processes and models for effective coaching or mentoring (e.g., GROW, OSCAR, etc.) Justification should include why the tool or technique was used for the session.
 - 3.3 The purpose of gathering feedback on coaching or mentoring; communication skills, relationship building, questioning techniques, ability to follow a recognised process, behaviours to encourage openness and trust and the effectiveness of these in helping the client to achieve their goals. It must lead to effectiveness, not just a list of attributes.
Gather feedback on methods and practices for building effective relationships.
Gather feedback on communication skills and behaviours to encourage openness, honesty and trust, and their significance in coaching or mentoring.
Sources of feedback, supervisor/tutor, individual being coached/mentored, stakeholders etc. and collection processes (e.g., oral, written, questionnaires, individual(s), stakeholder, etc.).
 - 3.4 Reflective practice as a strategy for self-knowledge and improvement.
Benefits of reflecting during the session and after the session (reflection in action and on action) covering, skills, knowledge and behaviours of the coach or mentor.
Reflection should cover assessment of communication skills, knowledge and behaviour of the coach or mentor, concepts of the reflective practitioner, theory and behaviour.
Use of coaching or mentoring networks or peer support, tutorials and supervision to aid reflection.
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Assessment guidance

The learner must:

- 3.1 Complete a reflective log which evidences own personal reflection on each coaching or mentoring session and identification of actions and management of

own continuous professional development across the full scope of the coaching or mentoring activity. This must be reviewed with own tutor/supervisor.

- 3.2 Justify the use of two or more tools and techniques used during the coaching or mentoring session, with the rationale for using them and how they supported the coaching or mentoring of the individual.
- 3.3 Gather evidence, which must include ongoing verbal or written feedback (e.g., notes from discussion, email or completed feedback template, etc.), to measure effectiveness (e.g., of building effective relationships, communication skills, etc.) Evidence of 1 hour of supervision feedback must be included.
- 3.4 Record own ongoing reflections after each session and assess own ability to use effective communication techniques including questioning, listening and giving feedback in order to facilitate coaching or mentoring practice.

Assessment requirements

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

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

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

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

- Products from the learner's work.
- Direct observation of the learner's performance by their assessor.
- Outcomes from oral or written questioning.
- Personal statements and/or reflective accounts.
- Professional discussion record.
- Authentic statements/witness testimony.
- Organisational context including own goals
- Contracting process, including stakeholders and the use of authentic evidence.
- Agreeing learning goals for a maximum of 3 clients and 18 hours of coaching or mentoring.
- Using a range of diagnostic tools in coaching or mentoring sessions.
- Using a range of coaching or mentoring tools and an analysis of their value.
- Using types of questioning and listening skills, non-verbal behaviours.
- Ethical framework and considerations for being non-judgemental.

- Record keeping for all activity and maintenance of confidentiality.
- Feedback evidence from coaching or mentoring clients and evaluation of findings.
- Supervision evidence and records of sessions.
- Ongoing reflection and review of coaching or mentoring activity summarising the current status.
- New learning and areas for improvement.
- Planning with measurable outcomes.

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

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

referred to as 'Client 1', for example, for assessment purposes.

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

UAN:	M/617/2909
Unit Level:	5
Credit value:	5
GLH:	10
Unit aim:	This unit aims for the learner to holistically review on their ability to perform effectively as a coach or mentor within an organisational context

Learning outcome (LO 1)

The learner will:

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

Assessment criteria

The learner can:

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

Depth

- 1.1 Measurement against objectives relating to coaching or mentoring.
Tools and techniques to evaluate the benefits of coaching or mentoring (e.g., KPIs, Kirkpatrick, etc.).
Measurement against personal goals and aspirations.
- 1.2 Reflection should focus on self-awareness, communication skills and relationship management, communication techniques, including questioning, listening and giving feedback.
- 1.3 Knowledge, skills and behaviours of an effective coach or mentor, ethical behaviours and non-judgmental attitude.
Self-assessment tools and techniques.
Models of coaching or mentoring competencies from the professional bodies or regarded texts or research (e.g., EMCC, ICF, AC etc.).

Assessment guidance

The learner must:

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

Learning outcome (LO 2)

The learner will:

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

Assessment criteria

The learner can:

- 2.1 Produce an in-depth SWOT analysis for their role as a coach or mentor
- 2.2 Produce a comprehensive personal development plan that covers a minimum duration of 12 months, detailing how this will support own development in coaching or mentoring
- 2.3 Explain how they will monitor and evaluate their own ongoing Continuing Professional Development (CPD) in relation to coaching or mentoring

Depth

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

Assessment guidance

The learner must:

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

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

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

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

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

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

- Products from the learner's work.
- Direct observation of the learner's performance by their assessor.
- Outcomes from oral or written questioning.
- Personal statements and/or reflective accounts.
- Professional discussion record.
- Authentic statements/witness testimony.
- Analysis of practice.
- Strengths and weaknesses analysis.

- Evaluation of knowledge, skills.
- Use of questioning and listening.
- Evaluation of feedback from clients.
- Feedback from tutorial/s supervision sessions actual evidence.
- Conclusions on self-analysis and others.
- Planning for personal development in the coaching or mentoring role.
- Continuous Professional Development (CPD) Plan.