

# **RTS RAF Halton (Recruit Training SQ Instructors Course) RTSIC**

Completion Pack September 2021 Version 1

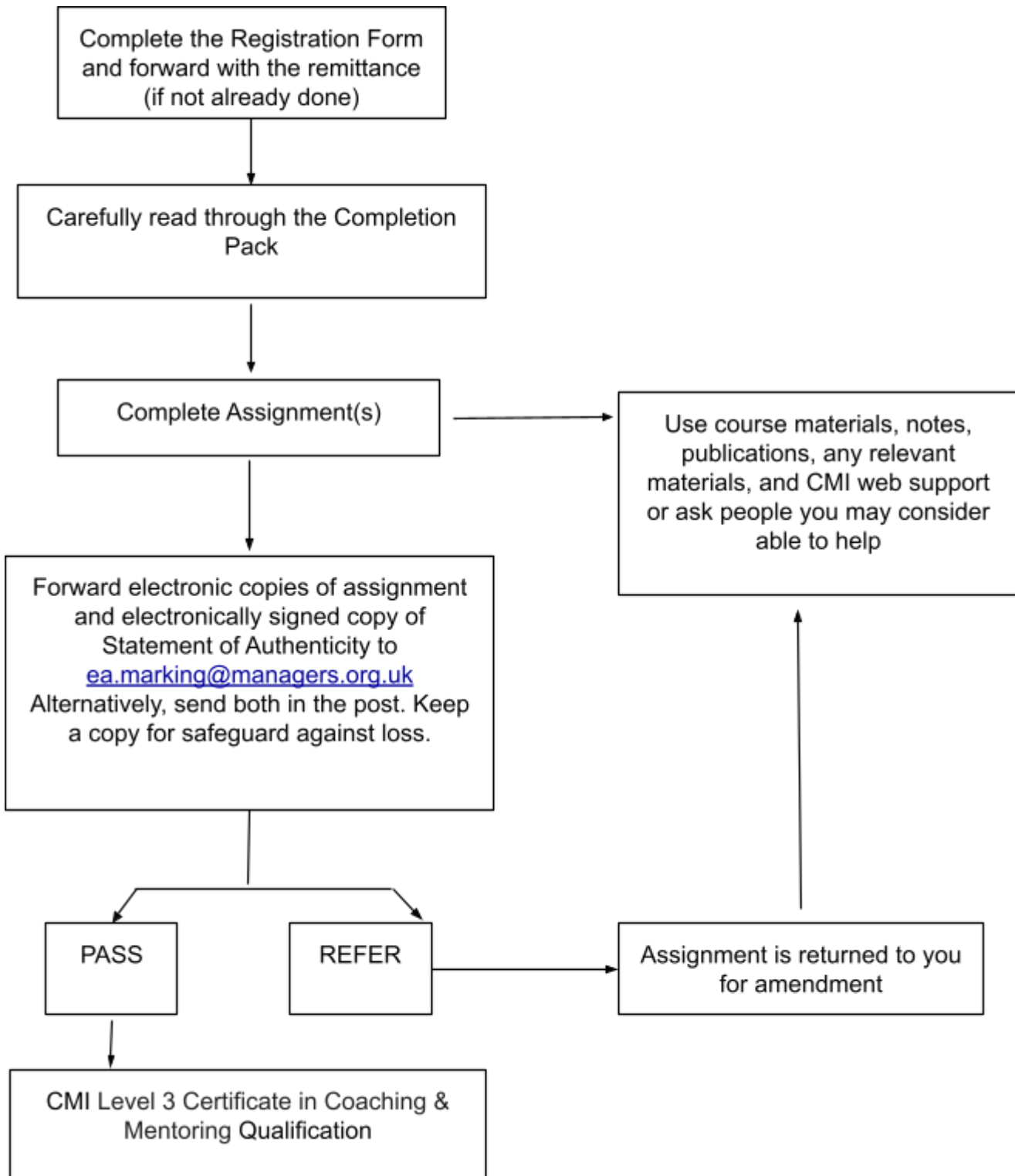
**BLANK PAGE**

**(INSIDE COVER)**

# CONTENTS

Completion Process Overview	03
Introduction	04
Support for Gaining CMI Qualification	05
Unit Completion	06
Qualification Registration	06
Submission of Assignment	06
Assessment Guidance for Learners	07
Assessment Guidance	07
Plagiarism & Collusion	07
Appendices	08
Confidentiality	08
Word Count Policy	08
Reference & Professionalism	08
Instructions & Information for Learners	08
Assignment Brief	10
Statement of Authenticity	14
Qualification Unit 3014V1 and 3015V1	15

## COMPLETION PROCESS OVERVIEW - Qualification



## INTRODUCTION

The Chartered Management Institute (CMI) has undertaken detailed mapping of your course with a view to recognising them against regulated professional qualifications. CMI has fully recognised that your course meets some of the requirements for the Level 3 Certificate in Coaching & Mentoring.

- The Level 3 Certificate in Coaching & Mentoring comprises the following units 3014V1 and 3015V1 that total 130 TQT/minimum of 13 credits.

**To acquire the CMI Level 3 Certificate in Coaching & Mentoring, you must complete and submit the following assignments (3014V1 and 3015V1), comprising a number of tasks, and contained in this completion pack.**

The qualifications are immediately transferable to, and acknowledged by, the civilian business world as a benchmark qualification expected for a management position. The qualifications are commended to all students as an extremely valuable addition to your in-service qualifications.

**Note that you have 12 months to submit your external assignments for marking. It is very important that you contact CMI by telephone: +44 (0) 1536 207496 before this time if you are encountering difficulties (see below).**

**If there is no contact, CMI will default for you to receive the Recognised Status. There are no refunds for lapsed candidates.**

## SUPPORT FOR GAINING CMI QUALIFICATIONS

This CMI qualification Completion Pack provides you with the support information you need for the External Assignment.

For the duration of your qualification programme you receive complimentary 'Affiliate Membership' of CMI, enabling you to access a wide range of support material on the CMI website and ManagementDirect. If you are already a member you cannot claim a refund of membership fees.

NOTE: If you have not previously registered on the CMI Website you now need to do so using the information contained in your CMI Welcome Letter.

We ask where possible for you to access on personal devices and networks to prevent any issues with MOD security and firewalls.

How do I get started and access my learning resources?

1. Click [here](#) to set your password
2. Follow the on-screen instructions
3. Click [here](#) to access ManagementDirect
4. Username is the email as registered with CMI

Once logged in to ManagementDirect, use the following steps to access support for Unit 3014V1 and 3015V1:

Unit 3014V1 and 3015V1

- Opening Screen - Click on Qualification Support\* for CMI Level 3 Certificate in Coaching & Mentoring
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 3014V1 and 3015V1
- Select 'Mapped Resources to Learning Outcomes (LOs)' or Key Resources

Between the LOs there are links to 'View Resources'. By 'clicking' these open you will find comprehensive support for the appropriate LO. Resources include documents, checklists, video clips and recommended reading. Note that there may be some duplication of resource references as the LOs are interrelated.

\*If you do not have a link to Qualification Support please contact the team (see below)

### **Unsure about anything?**

- Please contact CMI on: +44 (0) 1536 207496 during office hours (0900-1700 hours Monday to Friday), or [mod.qualifications@managers.org.uk](mailto:mod.qualifications@managers.org.uk)

## UNIT COMPLETION REQUIREMENTS

You are required to complete Unit 3014V1 and 3015V1 assignment(s) to obtain the CMI Level 3 Certificate in Coaching & Mentoring.

Guidance on completing the assignment(s) and submitting your work to CMI are on the following pages. You are also encouraged to submit a reflective statement of no more than 300 words (in addition to the assignment word count) describing the value and knowledge gained from undertaking the assignment. This statement will not be assessed; however it encourages you to review the value and application of your learning.

<b>CMI Level 3 Certificate in Coaching &amp; Mentoring</b>	<b>Credits</b>	<b>Actions</b>
Unit 3014V1 - Coaching and mentoring processes	7	<ul style="list-style-type: none"><li>● Register for the Qualification</li><li>● Complete assignment(s)</li><li>● Submit electronic copies of assignment(s) including signed copy of Statement of Authenticity</li><li>● Keep a copy for safeguard against loss</li></ul>
Unit 3015V1 - Completing the coaching and mentoring process	5	

## QUALIFICATION REGISTRATION

If you have not already done so, you need to register for the qualification. The registration form must be accompanied with a copy of the relevant section of your end of course certificate (i.e. JPA print out), and the requisite remittance (cheque or credit/debit card details). Send this to the CMI at the address shown on the form.

## SUBMISSION OF ASSIGNMENTS

Submitting your work for:

CMI Level 3 Certificate in Coaching & Mentoring

Submission directly to CMI Marking Services

Once you have completed all assignments, you must forward them, along with a signed copy of the Statement of Authenticity (as a single file with your completed Statement of Authenticity as the first page) by e-mail to [ea.marking@managers.org.uk](mailto:ea.marking@managers.org.uk)

The main body of the email should include the following: full name, P number, unit and submission number i.e Assignment Blogs\_P123456\_Unit\_number\_submission number.

You are strongly advised to keep a copy of your assignment to safeguard against loss; your assignment will not be returned to you but will be destroyed by safe and confidential means.

Please note that CMI does offer a paper based assessment service for learners who are unable to provide an electronic copy. Post the assignment along with your signed Statement of Authenticity to:

External Assignments/MOD,  
Awarding Body,  
Management House,  
Cottingham Road,

Corby,  
Northamptonshire NN17 1TT.

**PASS:** If a pass is achieved, the Institute will issue you with your qualification certification and your units / credit certificate along with an offer of graded membership of the Chartered Management Institute. This level of membership may be lower than that offered by the MOD guaranteed membership scheme – you can opt for either.

**REFERRAL:** If your assignment does not meet the pass standard, it will be returned to you with guidance notes for completion. You must meet the additional requirements before re-submitting the assignment. You will be allowed two further re-submissions.

**Following two Referrals for your assignment, a Resubmission Fee of £15 (+ VAT) will be payable to CMI before work is reassessed. For more information please contact [ea.marking@managers.org.uk](mailto:ea.marking@managers.org.uk) or call 01536 207496 option 1.**

## ASSESSMENT GUIDANCE FOR LEARNERS

CMI provides a comprehensive external quality assessment service. Currently all units within the Management and Leadership qualifications from Level 2 to 7 have an assignment brief available.

CMI provides a six week service level on all assignments received.

Learners are required to complete all tasks and Assessment Criteria.

## ASSESSMENT GUIDANCE

*Submission directly to CMI EA Marking*

All work must be submitted in a single electronic document (.doc file). The document must be marked with your full name, P number and unit number. Electronic assignments should be sent to [ea.marking@managers.org.uk](mailto:ea.marking@managers.org.uk)

Please note CMI do offer a paper based assignment service for learners that are unable to provide an electronic copy only. Please post the assignment to External Assignments, Awarding Body, Management House, Cottingham Road, Corby, Northamptonshire, NN17 1TT.

The assignment should be your own work and not direct copies of theories or models. Any models described and other quotes used must be properly attributed and referenced as appropriate. Learners must acknowledge or reference any sources that have been used to complete the assignment, listing reference material and web sites used, appendices must not be included.

Learners are encouraged to produce a reflective statement of no more than 300 words (which does not count towards the final word count), describing the value and knowledge gained from undertaking this assignment. The reflective statement is not assessed; however it encourages you to review the value and application of your learning.

## PLAGIARISM & COLLUSION

In submitting the assignment the learner must complete a statement of authenticity (included in the Completion Pack) confirming that the work submitted for all tasks is their own and does not contravene CMI policies including word count and plagiarism.

Academic offences, including plagiarism and collusion, are treated very seriously. Plagiarism involves presenting work, excerpts, ideas or passages of another author without appropriate referencing and attribution. Collusion



occurs when two or more learners submit work which is so alike in ideas, content, wording and/or structure that the similarity goes beyond what might have been mere coincidence. Plagiarism and collusion are very serious offences and any learner found to be copying another learner's work or quoting work from another source without recognising and disclosing that source will be penalised.

In submitting their assignment for the unit, and completing the relevant statement of authenticity, learners are confirming that the work submitted for all tasks is their own and does not contravene the CMI policies including word count, plagiarism and collusion. CMI reserves the right to return assignments if the necessary statements of authenticity have not been completed.

Learners found to be in breach of these regulations will be reported to the relevant CMI contact for deliberation. The learner will be notified in writing of the outcome of the investigation. In the event that a learner is found to have perpetrated malpractice, the learner will be withdrawn from his/her qualification immediately; fees will not be refunded, the relevant Regulatory Body will be informed and membership of the CMI will be withdrawn.

## APPENDICES

Appendices should not be included. All use of tables, graphs, diagrams, Gantt charts and flowcharts should be incorporated into the main text of the assignment. Any published secondary information such as annual reports and company literature, should be referenced in the main text of the assignment but not included.

## CONFIDENTIALITY

Where learners are using organisational information that deals with sensitive material or issues, they must seek the advice and permission from that organisation about its inclusion in an assignment. Where confidentiality is an issue, studying members are advised to anonymise their assignment so that it cannot be attributed to that particular organisation.

## WORD COUNT POLICY

In total, it is required that your assignment should be between 2000-2500 words. Learners must comply with the required word count, within a margin of  $-/+10\%$ . These rules exclude the index (if used), headings, information contained within references and bibliographies. When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

Where a learner's work has contravened the word count policy, it will be reviewed by the Marker and Lead Moderator before a final decision is made.

## REFERENCING & PROFESSIONALISM

A professional approach to work is expected from all learners. Learners must therefore identify and acknowledge ALL sources/methodologies/applications used. The learner must use an appropriate referencing system to achieve this. Whilst marks are not awarded for the use of English, the learner must express ideas clearly, succinctly, and ensure that appropriate terminology is used to convey accuracy in meaning.

## INSTRUCTIONS & INFORMATION FOR LEARNERS

The external assignment is set and assessed by the Chartered Management Institute. It is designed to assess your achievement of all the Learning Outcomes and associated assessment criteria in the relevant unit of the qualification you are undertaking.

You should make sure that you plan your work carefully, to ensure that you cover all the requirements of the assignment, and complete it within the time limit specified.

Your statements, in answer to the tasks, need to be prefixed with the specific task number and unit title. This will help you keep on track and should ensure you address the details. Work submitted without a task prefix will be returned unmarked. Your statements should not be just a description of workplace activities but should include what you have learned from your programme of study. In other words you need to show how you can relate what you have learned to day-to-day management activities.

You must submit your work as a single electronic word document (.doc file). You should mark the assignment with your name, P number, and the unit number - and a brief description of the context in which the assignment was undertaken. You may include a title page if you wish. You must show a total word count on the front page of your assignment. You are strongly advised to keep a copy of your completed assignment before you submit it for assessment – the copy you submit will not be returned to you. Your assignment may be kept by the CMI for quality assurance purposes. Any assignment not kept for quality assurance will be securely destroyed.

CMI will assess your assignment, and the result will be sent to you, normally within 6 weeks of receipt by the Institute.

If your assignment is assessed as referred, notification will be sent to you with an indication of the areas to be addressed. You may resubmit an assignment on a further two occasions during your period of registration as a CMI learner.

If there is anything in these instructions or in the assignment itself which you do not understand, please seek guidance from CMI by phone on 01536 207496.

### UNIT 3014V1

#### Assignment Brief: Coaching and mentoring processes.

Click [here](#) to download the Assignment Brief.

### INTRODUCTION

This unit is about being able to show you understand the differences between coaching and mentoring processes, and how each can be implemented in the workplace, including the importance of reviewing progress and recognising outcomes.

### SCENARIO

Learners may use their own employment context, or that of another organisation with which they are very familiar, to base their assignment. However, in the case that they are not able to do so, please use the below Scenario:-

You are a first line manager, leading a team of 6 staff. Your organisation operates both coaching and mentoring processes for individual and team development.

### TASK 1

Identify three different types of circumstances which provide an opportunity to use coaching to improve organisational performance. For each of the situations you have outlined, discuss which methods of coaching and training might be the most appropriate for the circumstances, and why. Describe the stages in a coaching process. It may help to illustrate your answers with some real life examples from the workplace.

Guideline word count: 700 - 750

**A.C. 1.1 - Discuss the different methods of coaching and training available to the coach**

**A.C. 1.2 - Identify coaching opportunities in the organisational environment**

**A.C. 1.3 - Describe the coaching process**

### TASK 2

Identify three different types of circumstance which provide an opportunity to use mentoring to help develop individuals within the organisation. For each of the situations you have outlined, discuss which methods of mentoring might be the most appropriate, and why. Describe the stages in a mentoring process. It may help to illustrate your answers with some real life examples from the workplace.

Guideline word count 700-750

**A.C. 2.1 - Discuss the methods of mentoring available to the mentor**

**A.C. 2.2 - Identify mentoring opportunities in the organisational environment**

**A.C. 2.3 - Describe the mentoring process**

### TASK 3

Discuss why it is important to include two-way feedback in coaching and mentoring processes. Discuss how the type of feedback being given or requested differs from one process to the other, and suggest the frequency and manner in which the feedback should be sought. Identify the different ways in which progress and achievements can be identified and recognised. Please use practical examples to support your answer.

Guideline word count: 600 - 650

**A.C. 3.1 - Discuss the need for objective and constructive feedback in the coaching process**

**A.C. 3.2 - Discuss the need for exploratory feedback in the mentoring process**

**A.C. 3.5 - Identify the achievement of progress and recognise success**

### TASK 4

Confidentiality and ethics are interlinked in the coaching and mentoring process. Explain first of all what is meant by ethics, and then discuss why it is important to maintain confidentiality and adopt high ethical standards during coaching and mentoring sessions. Outline briefly some of the challenges that can arise as a result.

Guideline word count: 200 - 250

**A.C. 3.3 - Discuss the need for confidentiality and ethics in coaching sessions**

**A.C. 3.4 - Discuss the need for confidentiality and ethics in mentoring sessions**

## UNIT 3015V1

### Assignment Brief: Completing the coaching and mentoring process.

Click [here](#) to download the Assignment Brief.

## INTRODUCTION

This unit is about successfully concluding the coaching and mentoring process and recognising the success achieved.

## SCENARIO

Learners may use their own employment context, or that of another organisation with which they are very familiar, to base their assignment. However, in the case that they are not able to do so, please use the below scenario:-

You are a first line manager, leading a team of 6 staff. Your organisation operates both coaching and mentoring processes for individual and team development.

## TASK 1

Produce a plan or chart which identifies the individual, team and organisational performance criteria or standards agreed at the start of a coaching intervention. Discuss the coachee's progress and successes against the agreed plans. The use of practical examples, where possible, would enhance your answer. Having discussed the coachee's successes, look at next steps in the form of identification of further development needs that can be met through coaching.

Guideline word count: 650 - 750 words

**A.C. 1.1 - Discuss coachee success against individual, team and organisational performance criteria or standards agreed at the process outset**

**A.C. 1.2 - Identify further areas for development through coaching**

## TASK 2

Produce a plan or chart which identifies the individual, team and organisational performance criteria or standards agreed at the start of a mentoring intervention. Discuss the mentee's progress and successes against the agreed plans. The use of practical examples, where possible, would enhance your answer. Having discussed the mentee's successes, look at next steps in the form of identification of further development needs that can be met through mentoring.

Guideline word count: 650 – 750 words

**A.C. 2.1 - Discuss mentee success against individual, team and organisational performance criteria or standards agreed at the process outset**

**A.C. 2.2 - Identify further areas for development through mentoring**

## TASK 3

Describe the different methods that organisations can use to recognise how successful their coaching and mentoring programmes have been.

Guideline word count: 500 – 600 words

**A.C. 1.3 - Describe methods to recognise success (coaching)**

**A.C. 2.4 - Describe methods to recognise success (mentoring)**

## **TASK 4**

Describe the potential implications of on-going mentee dependency on the mentor, and why there should be a built-in strategy to reduce such dependence, outlining how this might be achieved.

Guideline word count: 250 – 350 words

**A.C. 2.3 - Describe the need to minimise on-going mentee dependency on the mentor**

## STATEMENT OF AUTHENTICITY

THIS STATEMENT MUST BE COMPLETED AND ELECTRONICALLY SIGNED BY YOU AND ATTACHED TO (EACH ONE OF) YOUR COMPLETED ASSIGNMENT(S) (ie. one for each assignment if submitting more than one) WHEN SUBMITTED FOR ASSESSMENT.

**Qualification:**

CMI Level 3 Certificate in Coaching & Mentoring (Units 3014V1 & 3015V1)	
---	--

<b>Centre:</b>	RTS RAF Halton (Recruit Training SQ Instructors Course) RTSIC	<b>Course Number &amp; Date:</b>	
----------------	---	----------------------------------	--

**Candidate Statement: Confirmation of Authenticity:**

Name	Learner Number (if known)	Learners E-mail address

I confirm that:

- I am registered on this programme with the Chartered Management Institute
- I am, to the best of my knowledge, the sole author of the completed assignment submitted.
- The attached completed assignment is all my own work, and does not include any work completed by anyone other than myself.
- I have completed the assignment in accordance with CMI's instructions and within the time limits set as given on my CMI Registration Form.

Address	Details	Note (in the Details column)
Name		If using a military address then enter the address clearly given: Name. Sub Unit Unit. Any other relevant details e.g. BFPO Number.
Street Number		
Street / Road Name		
Town Name		
Post Code		
County		

By signing my name below I am agreeing that I have read and understood the Learner Statement of Authenticity

Signature:

Date:

<b>Ofqual unit number</b>	M/504/9042
<b>RQF level</b>	3
<b>Guided learning hours</b>	30
<b>Total unit time</b>	70
<b>Credits</b>	7
<b>Aims of unit</b>	This unit is about understanding the implementation of the coaching and mentoring process and provision of feedback on progress and achievement.
<b>Good Practice</b>	<p>CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.</p> <p>When assessing this unit please be aware that the learner has to meet <b>all</b> the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty.</p>

<b>Learning Outcome 1</b>	
<b>Understand the implementation of the coaching process</b>	
<b>Assessment Criteria</b>	
1.1	Discuss the different methods of coaching and training available to the coach
<b>Good Practice</b>	
Consider how people learn. You may wish to refer to Kolb or Honey and Mumford or VAK learning styles. You could also consider how learners retain information by referring to the research conducted by Alfred Mehrabian. Ensure that you state what impact this has on which method of coaching you select. You may wish to discuss the different methods used within coaching and state which would be conducive to different learning styles.	
<b>Assessment Criteria</b>	
1.2	Identify coaching opportunities in the organisational environment
<b>Good Practice</b>	
Provide examples of when you have coached or have been coached yourself to identify opportunities. It would be useful to look at Witherspoon's coaching continuum to determine how coaching is used in organisations. Consider the research that has been conducted by professional bodies such as CMI/CIPD.	
<b>Assessment Criteria</b>	



1.3	Describe the coaching process
<b>Good Practice</b>	
<p>You may wish to explain how you have adopted a coaching model such as GROW or ACHIEVE. In addition to explaining each stage it is useful to consider the type of questions you may ask to assist each stage and check learning, the balance of speaking and listening, how you will ensure different methods of learning in manageable sessions. You could also highlight the responsibilities of the coach and the coachee in the learning.</p>	
<b>Learning Outcome 2</b>	
<b>Understand the implementation of the mentoring process</b>	
<b>Assessment Criteria</b>	
2.1	Discuss the methods of mentoring available to the mentor
<b>Good Practice</b>	
<p>It is useful to outline the different forms mentoring can take including informal and formal. You may wish to refer again to your own experience by providing examples.</p>	
<b>Assessment Criteria</b>	
2.2	Identify mentoring opportunities in the organisational environment
<b>Good Practice</b>	
<p>You may wish to link this to 1.2 and consider the purpose of mentoring in order to establish opportunities. You may want to outline how mentoring supports your business or department plans.</p>	
<b>Assessment Criteria</b>	
2.3	Describe the mentoring process
<b>Good Practice</b>	
<p>Clutterbuck outlines a clear process for mentoring. Julie Hay explores a similar framework for mentoring, basing the process on procedural, professional, personal and psychological levels. You may wish to look at how you would develop a process based on these dimensions.</p>	
<b>Learning Outcome 3</b>	
<b>Understand the reviewing of progress and provision of feedback</b>	
<b>Assessment Criteria</b>	
3.1	Discuss the need for objective and constructive feedback in the coaching process
<b>Good Practice</b>	

You may wish to outline the principles of providing objective and constructive feedback. You may also want to consider the balance between the coach providing feedback as well as the learner's own reflections and self-assessment.

**Assessment Criteria**

3.2	Discuss the need for exploratory feedback in the mentoring process
-----	--

**Good Practice**

Consideration should be given to how this feedback will be given and the role of the mentor and mentee in the provision of the feedback. Consider at what points in the process you would give feedback. The following 2 assessment criteria may be answered together, although you will need to ensure you distinguish between the potentially different requirements for confidentiality and ethics in a coaching process as opposed to a mentoring process.

**Assessment Criteria**

3.3	Discuss the need for confidentiality and ethics in coaching sessions
-----	--

**Good Practice**

The European Coaching and Mentoring Council provide guidance relating to coaching and mentoring. It would be useful to consider how you would adopt this guidance in the workplace. You may want to consider the context, boundary management, professionalism and integrity of the coach/mentor. It is important to consider the relationship between the coach/mentor, coachee/mentee and the potential third party of the Line Manager who may have requested the coaching/mentoring for a member of their team and the impact on confidentiality.

**Assessment Criteria**

3.4	Discuss the need for confidentiality and ethics in mentoring sessions
-----	---

**Good Practice**

It would be useful to state at what stage in the process you would discuss this with the individual to ensure that you have the appropriate standards in place. Outline how you would build contracting or setting ground rules within the process.

**Assessment Criteria**

3.5	Identify the achievement of progress and recognise success
-----	--

**Good Practice**

You may wish to approach your answer to this criterion by using examples of SMART goals you may have established as part of a coaching or mentoring process in order to identify key deliverables, and how these have been reviewed to identify progress and recognise success. You could develop an action plan template to recognise important success measures. It may be of value to identify other means to record and note success such as learning journals, personal development plans, or business performance measures.

<b>Ofqual unit number</b>	T/504/9053
<b>RQF level</b>	3
<b>Guided learning hours</b>	20
<b>Total unit time</b>	50
<b>Credits</b>	5
<b>Aims of unit</b>	This unit is about successfully concluding the coaching and mentoring process and recognising the success achieved.
<b>Good Practice</b>	<p>CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.</p> <p>When assessing this unit please be aware that the learner has to meet <b>all</b> the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty.</p>

<b>Learning Outcome 1</b>	
<b>Understand the skills of concluding the coaching process</b>	
<b>Assessment Criteria</b>	
1.1	Discuss coachee success against individual, team and organisational performance criteria or standards agreed at the process outset
<b>Good Practice</b>	
<p>It could be of value to link this to the desired knowledge, skills, behaviour outlined in Unit 3012, if this has been a part of your studies, as this unit is asking you to show the outcomes of the coaching intervention. However, if you are studying this as a discrete unit, then it would be helpful to identify what gaps in knowledge, skills and behaviours the coachee had at the beginning of the programme and to acknowledge how effectively these have been addressed. You could produce this information in the form of a template and use this as a basis for discussion. It is important to recognise how well the individual was encouraged to define their own success measures and to participate in the final review. You may wish to consider the long term advantages of the coachee taking ownership for their actions.</p>	
<b>Assessment Criteria</b>	
1.2	Identify further areas for development through coaching
<b>Good Practice</b>	

<p>It would be useful to discuss how you would encourage the coachee to identify future learning needs at the end of the review of achievements. You could consider what improvements have been made and identify existing gaps to highlight how coaching may assist. These could possibly be added as extra rows if you have used a template at 1.1</p>	
<b>Assessment Criteria</b>	
1.3	Describe methods to recognise success
<b>Good Practice</b>	
<p>Consideration should be given to how the coach provides feedback but also how the coachee, line manager and the organisation recognise the changes in knowledge, skills and behaviours, and whether there is any formal process for this to happen. You may wish to refer to the final stages of the coaching models (GROW or ACHIEVE) as one method of recognising success.</p>	
<b>Learning Outcome 2</b>	
<b>Understand the skills of concluding the mentoring process</b>	
<b>Assessment Criteria</b>	
2.1	Discuss mentee success against individual, team and organisational performance criteria or standards agreed at the process outset
<b>Good Practice</b>	
<p>This is similar to 1.1, and could be approached in the same way, but this time from the perspective of a mentoring intervention rather than a coaching intervention. It is important to reflect on the questions you might ask to encourage the mentee to reflect on their progress.</p>	
<b>Assessment Criteria</b>	
2.2	Identify further areas for development through mentoring
<b>Good Practice</b>	
<p>You may wish to consider further areas for development through mentoring such as signposting to other agencies/people, reading material, work shadowing etc. Otherwise this criterion could be answered in a similar way to 1.2.</p>	
<b>Assessment Criteria</b>	
2.3	Describe the need to minimise on-going mentee dependency on the mentor
<b>Good Practice</b>	
<p>It is valid to refer back to the contracting and establishing goals stage of the process which should determine ending of the relationship. You could also describe what is understood by dependency and how this can develop despite each party having the best of intentions. Reference to the 5 cs of mentoring may also be helpful.</p>	
<b>Assessment Criteria</b>	

2.4	Describe methods to recognise success
<b>Good Practice</b>	
<p>If the goal setting is established using SMART objectives you will be more likely to be able to recognise success. Methods may include observation, assessment, self-reflection and feedback. You might also refer to the 5 Cs of mentoring.</p>	