

RTS RAF Halton (Recruit Training SQ Instructors Course) RTSIC

Completion Pack October 2024 Version 6

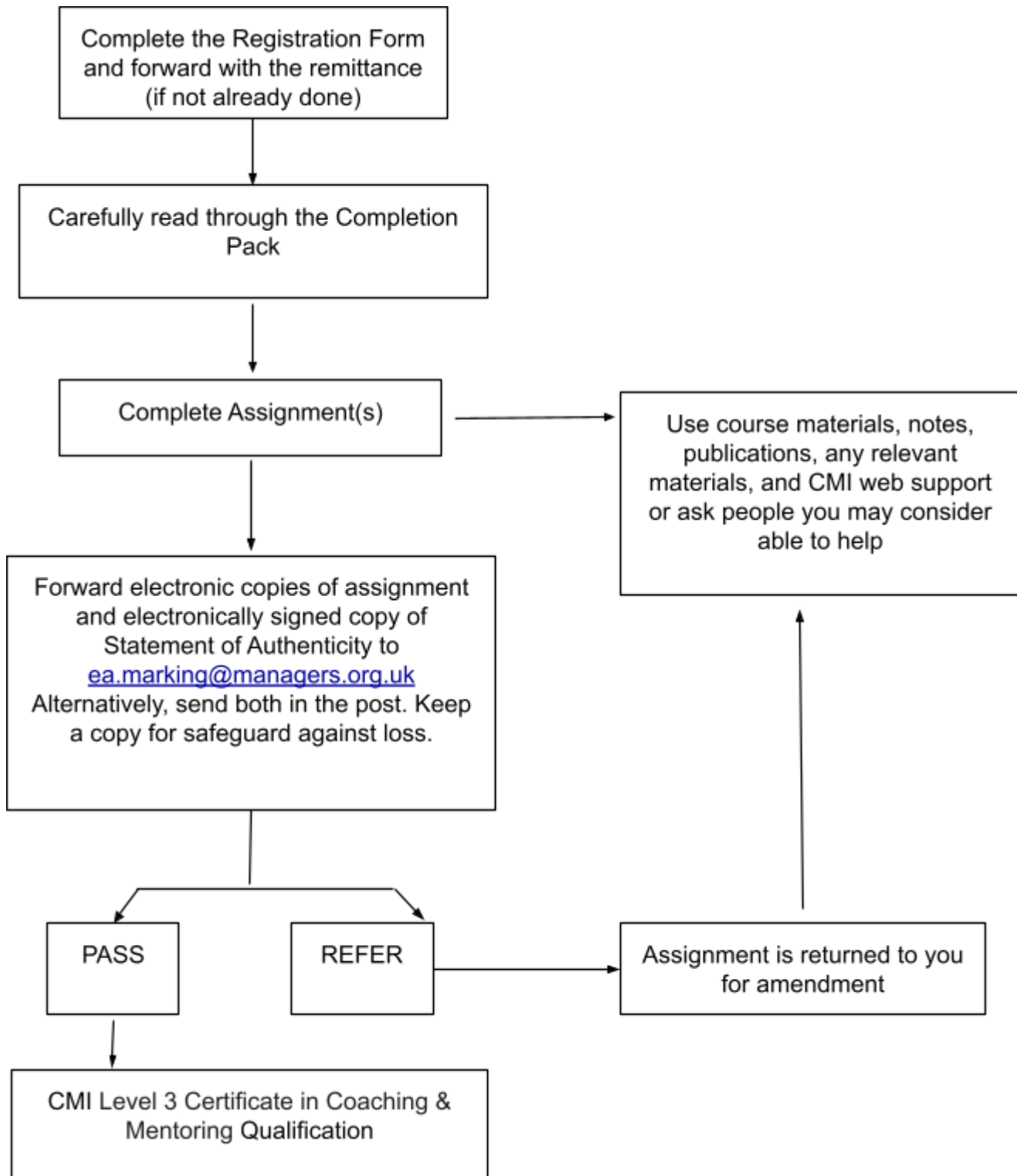
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COMPLETION PROCESS OVERVIEW - Qualification



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 3011V1 and 3014V1 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 (3011V1 and 3014V1), 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.

Qualification Registration Duration

Qualification Structure	Period of Registration
Award	Up to 12 Months
Certificate	Up to 36 Months
Diploma	Up to 36 Months
Extended Diploma	Up to 36 Months

It is very important that you contact CMI by telephone: +44 (0) 1536 207496 before this time if you are encountering difficulties (see below).

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 3011V1 and 3014V1:

Unit 3011V1 and 3014V1

- 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 3011V1 and 3014V1
- 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

UNIT COMPLETION REQUIREMENTS

You are required to complete Unit 3011V1 and 3014V1 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.

CMI Level 3 Certificate in Coaching & Mentoring	Credits	Actions
Unit 3011V1 - Coaching and mentoring processes	7	<ul style="list-style-type: none">• Register for the Qualification• Complete assignment(s)• Submit electronic copies of assignment(s) including signed copy of Statement of Authenticity• Keep a copy for safeguard against loss
Unit 3014V1 - Completing the coaching and mentoring process	7	

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

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,

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 £20 (+ VAT) will be payable to CMI before work is reassessed. For more information please contact 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

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 $\pm 10\%$. 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 3011V1

Assignment Brief: Principles, Skills and Impact of Coaching and Mentoring

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

Introduction

This unit is about the core principles, skills and impact of coaching and mentoring on individuals and teams.

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 the first line manager, leading a team of 6 staff. Your organisation is keen to embed coaching and mentoring policies and wants key staff to understand the principles, skills and impact of such a policy.

Task 1

Define the meaning and purposes of both coaching and mentoring and ensure that the distinctions between the two different approaches, in respect of aims and objectives, are clearly identified.

Describe the key roles of a coach and a mentor and illustrate your answer with the effect these different roles may have in your area of responsibility.

Guideline word count: 700 - 750 words

A.C. 1.1 - Define coaching and its purpose

A.C. 1.2 - Define mentoring and its purpose

A.C. 1.3 - Describe the role of a coach

A.C. 1.4 - Describe the role of a mentor

Task 2

Discuss different communication skills required of a coach and a mentor, differentiating between the skills required as appropriate and using examples of situations to illustrate your answer.

Guideline word count: 400 - 450 words

A.C. 2.1 - Discuss the communication skills required of a coach

A.C. 3.1 - Discuss the communication skills required of a mentor

Task 3

Describe why the skills and qualities required of a coach and mentor include the need to respect confidentiality and sensitivity.

Give some examples of where the need for these skills is particularly important and what might happen if sensitivity and confidentiality is not observed.

Identify four different methods of providing feedback and support to coachees and mentees and the situation(s) where each method would be most appropriate.

Guideline word count: 400 - 450 words

A.C. 2.2 - Describe the need for sensitivity and confidentiality in a coaching relationship

A.C. 3.2 - Describe the need for sensitivity and confidentiality in a mentoring relationship

A.C. 2.3 - Identify methods of feedback and support for a coachee in a coaching relationship

A.C. 3.3 - Identify methods of feedback and support for mentee mentoring relationship

Task 4

Identify the benefits of having coaching and mentoring strategies in the workplace.
Identify the key benefits to the stakeholders of such strategies.

Identify how the adoption of coaching and mentoring strategies can benefit individuals in your team, your team as a whole and ultimately benefit the organisation.

Your answer should include identification of how a coaching and mentoring policy can support the organisational mission and strategy. Where possible use practical examples to illustrate your answer.

Guideline word count: 450 - 500 words

A.C. 4.1 - Identify the benefits of coaching for an individual

A.C. 4.2 - Identify the benefits of coaching for a team

A.C. 4.3 - Identify the benefits of coaching for an organisation

A.C. 5.1 - Identify the benefits of mentoring for an individual

A.C. 5.2 - Identify the benefits of mentoring for a team

A.C. 5.3 - Identify the benefits of mentoring for an organisation

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

STATEMENT OF AUTHENTICITY

Click [here](#) to download the Statement of Authenticity form.

This statement must be completed and electronically attached to the completed assessment submitted to CMI. Any pieces of work that do not have this signed statement/declaration are inadmissible and will be returned to the Centre.

Section 1 -

Qualification Title	
Unit Number and Title	
Centre Name	
Learner Name	
Learner CMI Number	

I _____ confirm that the work submitted is my own and that I am the sole author of this completed assessment and Sections 1 & 2 of this form have been checked and completed before submission. I have referenced/acknowledged any sources of information and Artificial Intelligence (AI) tools used in the submission; in line with the Qualification Handbook, [CMI's Assessment Guidance Policy](#) and [CMI's Plagiarism, Collusion and Artificial Intelligence \(AI\) Statement](#).

I consent to this assessment, or any extract from it, to be anonymised following which it may be used for assessment standardisation and, where appropriate, for the dissemination of good practice. The assessment will be kept in accordance with GDPR, if you have any concerns regarding this, please refer to our Data Privacy Policy	Tick here to opt-out	
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Section 2 -

Requirement prior to submission	Learner Signature / Initial to confirm
The Assessment Criteria (AC) have been used as headings or I have indicated or sign-posted within my work where each AC has been met.	
Word count is shown on the front sheet and is within the CMI guidelines for the unit.	
All answers relating to the Assessment Criteria (AC) are contained within the body of the text.	
Learner name and CMI membership number are identified on each page within the assessment (header or footer) and each page is numbered.	
All work that is <u>not</u> my own is clearly indicated and referenced using a formal referencing system.	
The work has been reviewed for spelling and grammar.	
Where work has been translated, the accuracy of the translation has been checked.	
I understand that CMI may use plagiarism software in the detection of plagiarism, collusion and AI misuse for this submission.	

I understand that a false declaration is a form of malpractice.

Learner Signature*	
Date (DD/MM/YYYY)	

**Please note electronic signatures are accepted*

Ofqual unit number M/504/9049

RQF level 3

Guided learning hours 30

Total unit time 70

Credits 7

Aims of unit This unit is about the core principles, skills and impact of coaching and mentoring on individuals and teams.

Good Practice 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.

When assessing this unit please be aware that the learner has to meet **all** 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.

Learning Outcome 1	
Understand the principles of coaching and mentoring	
Assessment Criteria	
1.1	Define coaching and its purpose
1.2	Define mentoring and its purpose
Good Practice	
In addition to defining coaching and mentoring it is useful to consider the differences between them. You may also consider how you would use each of these interventions. There are many definitions for each so you may wish to consider how you would explain them to a potential coachee or mentee to ensure their understanding	
Assessment Criteria	
1.3	Describe the role of a coach
1.4	Describe the role of a mentor
Good Practice	

Provide examples of when you think each intervention could be used such as in development or managing performance. The coaching continuum model by Witherspoon helps to outline the different roles and assists the coachee to identify their learning needs. Short term and long term goals should be taken account of. It is useful to consider how it may assist individuals or teams to acquire knowledge, skills or change in behaviour or attitude. In determining the role and expectations of each you may wish to consider which is non-directive and directive by explaining your reasoning. Downey developed a spectrum of coaching skills model which outlines the different skills involved moving from directive to non-directive. You may provide examples of why you adopted mentoring or coaching and how you ensured that the coachee or mentee understood the difference to help them determine which will meet their individual objectives. You may wish to explain the role in a similar manner to a job description which outlines the tasks you would expect each to fulfil. This would link to 2.1 when you begin to think about the qualities of a coach or mentor.

Learning Outcome 2

Understand the skills required of a coach

Assessment Criteria

2.1	Discuss the communication skills required of a coach
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Good Practice

You may wish to consider how you create the environment and conditions to allow the coachee to feel comfortable to undertake the learning. List the skills that are relevant to creating effective relationships. You may wish to explore the impact of:

- Questioning skills
- Listening skills
- Body language
- Tone of voice

You may wish to provide examples of good questions, how you demonstrate good listening skills and appropriate body language as well as tone. You may wish to consider how the ratio of speaking and listening at each of the process might vary. It may be useful to consider the impact of communication by looking at the research by Mehrabian.

Assessment Criteria

2.2	Describe the need for sensitivity and confidentiality in a coaching relationship
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Good Practice

Outline why this is important in building the relationship. It is useful to consider how you will establish ground rules at the outset of each process and explain how you would achieve this with the coachee or mentee. The European Mentoring and Coaching Council provide useful guidance.

Assessment Criteria

2.3	Identify methods of feedback and support for a coachee in a coaching relationship
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Good Practice	
Consider how you will prepare for giving feedback to ensure that it is constructive rather than destructive. You could identify three methods of providing feedback. You may wish to consider how you currently provide feedback providing examples. There are a number of methods which may involve written or verbal feedback.	

Learning Outcome 3	
Understand the skills required of a mentor	
Assessment Criteria	
3.1	Discuss the communication skills required of a mentor
Good Practice	
You may wish to consider the skills required of a coach and determine if the same skills are required of a mentor, and whether there are additional requirements. It is important that you consider why the skills are important to mentoring. You could achieve this by providing examples.	
Assessment Criteria	
3.2	Describe the need for sensitivity and confidentiality in a mentoring relationship
Good Practice	
In providing examples you may wish to illustrate how you would ensure that sensitivity and confidentiality are maintained. You may wish to pay particular attention to establishing the ground rules at the onset of the relationship but also address how you would maintain it throughout the relationship.	
Assessment Criteria	
3.3	Identify methods of feedback and support for mentee mentoring relationship
Good Practice	
You may want to compare this to coaching and consider any differences. Again to demonstrate our understanding you may want to provide examples of when you have provided feedback.	

Learning Outcome 4	
Understand the impact of coaching on individual, team and organisational performance	
Assessment Criteria	
4.1	Discuss the communication skills required of a mentor

4.2	Identify the benefits of coaching for a team
4.3	Identify the benefits of coaching for an organisation
Good Practice	
<p>You may wish to develop a template to highlight the benefits of coaching covering the individual, team and organisation. It is useful to reflect on the benefits in your own organisation. In terms of individual benefits you may want to think about some of the outcomes coaching presents such as taking responsibility to solve problems. You may then want to identify the benefits to the team of this such as enabling the team to develop solutions finally stating the benefit to the organisation of having individuals and teams involved in problem solving. Another benefit could be higher motivation levels identifying the benefits of this to the individual, team and organisation.</p>	

Learning Outcome 5	
Understand the impact of mentoring on individual, team and organisational performance	
Assessment Criteria	
5.1	Identify the benefits of mentoring for an individual
5.2	Identify the benefits of mentoring for a team
5.3	Identify the benefits of mentoring for an organisation
Good Practice	
<p>It is important that you make the distinction between coaching and mentoring so that you draw out and separate the benefits of each. You may want to develop a template to demonstrate the benefits of mentoring to an individual, team and organisation. You may want to consider the benefits to motivation and engagement, performance management and resource implications etc.</p>	

Ofqual unit number M/504/9042

RQF level 3

Guided learning hours 30

Total unit time 70

Credits 7

Aims of unit This unit is about understanding the implementation of the coaching and mentoring process and provision of feedback on progress and achievement.

Good Practice 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.

When assessing this unit please be aware that the learner has to meet **all** 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.

Learning Outcome 1	
Understand the implementation of the coaching process	
Assessment Criteria	
1.1	Discuss the different methods of coaching and training available to the coach
Good Practice	
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.	
Assessment Criteria	
1.2	Identify coaching opportunities in the organisational environment
Good Practice	
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.	
Assessment Criteria	

1.3	Describe the coaching process
Good Practice	
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.	
Learning Outcome 2	
Understand the implementation of the mentoring process	
Assessment Criteria	
2.1	Discuss the methods of mentoring available to the mentor
Good Practice	
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.	
Assessment Criteria	
2.2	Identify mentoring opportunities in the organisational environment
Good Practice	
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.	
Assessment Criteria	
2.3	Describe the mentoring process
Good Practice	
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.	
Learning Outcome 3	
Understand the reviewing of progress and provision of feedback	
Assessment Criteria	
3.1	Discuss the need for objective and constructive feedback in the coaching process
Good Practice	

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	
<p>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.</p> <p>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.</p>	
Assessment Criteria	
3.3	Discuss the need for confidentiality and ethics in coaching sessions
Good Practice	
<p>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.</p> <p>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.</p>	
Assessment Criteria	
3.4	Discuss the need for confidentiality and ethics in mentoring sessions
Good Practice	
<p>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.</p>	
Assessment Criteria	
3.5	Identify the achievement of progress and recognise success
Good Practice	
<p>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.</p>	