

## **ATHE Level 6 Qualifications in Coaching and/or Mentoring**

### **Qualifications:**

#### **ATHE Level 6 Diploma in Coaching and Mentoring**

603/7180/8

#### Pathways:

ATHE Level 6 Diploma in Coaching and Mentoring (for People in Business/Organisations)

ATHE Level 6 Diploma in Coaching and Mentoring (for People in Education and/or Training)

#### **ATHE Level 6 Certificate in Coaching**

603/7181/X

#### Pathways:

ATHE Level 6 Certificate in Coaching (for People in Business/Organisations)

ATHE Level 6 Certificate in Coaching (for People in Education and/or Training)

#### **ATHE Level 6 Certificate in Mentoring**

603/7182/1

#### Pathways:

ATHE Level 6 Certificate in Mentoring (for People in Business/Organisations)

ATHE Level 6 Certificate in Mentoring (for People in Education and/or Training)

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## Introduction

### About ATHE

Awards for Training and Higher Education (ATHE) is a global awarding organisation regulated by Ofqual and other United Kingdom and international regulators. We provide centres with a wide variety of qualifications including, but not limited to: business and management, education, accounting, law, computing, health & social care and religious studies. For the full list please visit our website: [www.athe.co.uk](http://www.athe.co.uk)

ATHE has also developed a wide range of bespoke qualifications for clients, in order to meet the needs of learners in particular contexts.

**The ATHE mission** is to provide outstanding qualifications, customer service and support, enabling centres to thrive and their learners to achieve and progress. We will support this mission by:

- providing qualifications which enable learners to fulfil their potential and make a positive contribution to society both socially and economically
- delivering the highest standards of customer service
- delivering support and guidance which meet the needs of all centres and enable them to improve performance
- upholding and maintaining the quality and standards of qualifications and assessments
- having a commitment to lifelong learning and development.

### Our Qualifications

Our qualifications have been created with the involvement of expert input from managers and staff in colleges, industry professionals and our qualification development team. We have also taken into account feedback from learners and consulted with higher education institutions to ensure the qualifications facilitate progression to higher levels. We have taken advantage of the flexibility of the RQF to develop a suite of awards, certificates and diplomas that offer progression across many of the RQF levels.

Key features of the qualifications include:

- regular reviews of the units and the associated support materials so they are current and meet the needs of learners
- alignment of the programmes of learning to degree and higher degree qualifications in HEIs in the UK and international institutions, so there is comparability and smooth progression for learners
- smaller qualifications for learners who do not have the time to undertake a full-time programme
- challenging and relevant learning with flexible methods of assessment relevant to the specific qualification and the development of knowledge, understanding and skill

### Support for Centres

We are committed to supporting our centres and offer a range of training, support and consultancy services including:

- a comprehensive guide for centres on delivering ATHE qualifications
- qualification guidance, assessor guidance, suggested resources and sample assignments for all units which have been written and verified by experienced practitioners
- verification of all internally devised assignments
- guidance on how to deliver, assess and quality assure the qualifications
- an ATHE centre support officer who guides centres through the recognition process, learner registration and learner results submission
- health check visits to highlight areas of good practice and any areas for development
- an allocated member of our team who can work with centres to support further improvements in the quality of teaching, learning and assessment
- the services of a team of experienced external verifiers
- opportunities for training and staff development
- access to free webinars to support delivery, assessment and QA processes
- support for business development.

### **ATHE Qualifications at Level 6 in this Specification**

This document provides key information on ATHE's Level 6 qualification pathways in Coaching and/or Mentoring. This includes

- a Level 6 Diploma in Coaching and Mentoring working with people at different levels in businesses/organisations.
- a Level 6 Diploma in Coaching and Mentoring working with people at different levels providing education and/or training.
- A Level 6 Certificate in Coaching working with people in businesses/organisations
- A Level 6 Certificate in Mentoring working with people in businesses/organisations
- A Level 6 Certificate in Coaching working with people in education and/or training
- A Level 6 Certificate in Mentoring working with people in education and/or training

This section includes the rules of combination, the content of all the units and guidance on assessment and curriculum planning. It should be used in conjunction with the ATHE handbook "Delivering ATHE Qualifications". Further guidance and supporting documentation on curriculum planning, internal verification and assessment are provided separately in the Delivering ATHE Qualifications handbook and via the ATHE website.

This qualification is regulated by Ofqual and is listed on Ofqual's Register of Regulated Qualifications. Each qualification has a Qualification Number (QN). This number will appear on the learner's final certification documentation. Each unit within a qualification also has a Unit Reference Number.

The QN number for the qualification is as follows:

ATHE Level 6 Diploma in Coaching and Mentoring	603/7180/8
ATHE Level 6 Certificate in Coaching	603/7181/X
ATHE Level 6 Certificate in Mentoring	603/7182/1

### **Regulation Dates**

These qualifications are regulated from 17.02.21 and this is the operational start date in centres.

## **Availability**

The qualifications are available to learners who are registered at a recognised ATHE centre which is based in England, Wales or internationally.

## **Introduction**

### **The Aims of the Qualifications**

This suite of qualifications provide knowledge and understanding of coaching and/or mentoring principles and develop best practice in their application. Each qualification has a specific focus and programme length aimed at meeting the needs of individual learners and the organisations, where they may be employed.

The overarching aims of the qualifications are to develop knowledge, understanding and skill in coaching and/or mentoring, so these techniques can be used effectively with a wide range of individuals in and across organisations operating in different sectors. The qualifications will establish the connection between coaching, mentoring and the achievement of personal effectiveness, professional performance and organisational goals. It will provide the opportunity for learners to develop knowledge and understanding in both mentoring and/or coaching techniques depending on whether learners choose to follow a programme of study leading to a Certificate in Coaching or a Certificate in Mentoring or a Diploma in Coaching and Mentoring.

In addition, the units will provide opportunities for application of the learning leading to improved performance in the role of coach and/or mentor. Learners will be able to work with individuals in a business context, an education/training context or the not for profit sector. These opportunities can be applied to staff working at different levels in the organisations. This will facilitate embedding of improved practice leading to higher levels of personal development and professional practice from those being coached or mentored and subsequently higher achievement of institutional goals and success. This is increasingly important in the changing and competitive environments in which organisations operate. This can lead to the development of an institutional culture of coaching and mentoring.

Each of the qualifications can stand alone. They can also be offered by centres to support learning in other ATHE qualifications such as the Level 3 Certificate in Entrepreneurship and the suite of teaching qualifications including Level 6 Extended Diploma and Diploma in Teaching and the Level 5 Extended Diploma and Diploma in Supporting Teaching and Learning. In these qualifications, mentoring and coaching are integral to the support and development of the learners and the embedding of good practice in work roles.

### **The Level 6 Qualifications in Coaching and/or Mentoring**

This qualification is therefore designed to provide:

- opportunities for learners to develop a breadth of knowledge and understanding of subject matter related to the role of coach and/or mentor
- development of underpinning skills, personal qualities and attitudes essential for success in these roles
- understanding of the standards required by effective coaches and/or mentors

- units that provide the opportunity to apply the learning and develop skills in coaching and/or mentoring
- support for achievement of personal and organisational goals and the development of an organisational culture on coaching and mentoring to improve performance
- a base for continued learning and a desire to constantly develop as an individual, further improving knowledge, understanding and skills.

## Entry Requirements

This qualification is designed for learners who have the appropriate levels of experience and maturity to take on the roles of coach and mentor. For example, the learners may have extensive experience of working in the roles where mentoring or coaching is taking place. It is likely that learners will at least be aged 21 and above.

ATHE's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres should review the prior qualifications and experience of each learner and consider whether they provide the necessary foundations to undertake the programme of study at level 6 and the application of the learning in a practical context. For learners with disabilities and other specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. If there are exceptional entrants, centres should contact ATHE.

For learners who have recently been in education or training the entry profile is likely to include one of following:

- a level 5 or level 6 qualification in a range of subject areas
- other equivalent international qualifications
- qualifications and/or training in coaching or mentoring

Learners must have an appropriate standard of English to enable them to access relevant resources and complete the unit assignments.

For those whom English is not their first language we recommend the following standards of proficiency in English language skills or an approved equivalent for this qualification:

- IELTS 5.5
- Common European Framework of Reference (CEFR) B2
- Cambridge English Advanced (CAE) 162 or above
- Pearson Test of English (PTE) Academic 42-49

Mature learners may present a more varied profile of achievement that is likely to include relevant work experience (paid and/or unpaid) with levels of managerial responsibility, participation and/or achievement of relevant professional qualifications. This experience may also include coaching and mentoring, which has been undertaken with individuals. This range

of experience may be used for recognition of prior learning (RPL). Learners may also hold RQF qualifications which will enable them to claim an exemption from part of the qualification.

Centres are required to recruit learners to qualifications with integrity. Centres must carry out robust initial assessment to ensure that learners, who undertake qualifications, have the necessary background knowledge, understanding and skills to undertake the learning and assessment at level 6. This assessment should take account of any support available to the learner within the centre during the programme of study and any support that may be required to allow the learner to access the assessment for the units within the qualification.

ATHE will review centre recruitment policies as part of the monitoring processes.

### **Progression Opportunities**

Learners who successfully complete the Diploma programme may be able to reach higher levels of responsibility in their job roles. They may also be able to progress to qualifications in Management at Level 6 or Level 7 or higher level qualifications in Coaching. These progression opportunities may also depend on other qualifications achieved by individuals and experience gained in the work place.

### **Reasonable Adjustments and Special Considerations**

ATHE's policy on reasonable adjustments and special consideration aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge and understanding. Centres are also required to have their own policies for reasonable adjustments and special considerations. Where the learner has been awarded a reasonable adjustment or special consideration this must be recorded on the assessment sheet and the learner record. External Quality Assurers will take account of this information at the external quality assurance of learner work. Further details on reasonable adjustments and special considerations are provided in the ATHE policy document, which can be found on our website. Please contact ATHE if you are uncertain about adjustments for certain learners.

### **ATHE Recognition of Prior Learning (RPL)**

There will be occasions where learners wish to claim recognition of prior learning that has not been formally assessed and accredited. ATHE has provided detailed guidance on RPL which is available for centres on the ATHE website. Centres may also contact ATHE directly to obtain further clarification or discuss the requirements for RPL.

### **Resources Required by Centres**

ATHE expects centres to provide the right human and physical resources needed to ensure the quality of the learner experience. Centres must ensure that staff have the appropriate level of subject knowledge and expertise. They will normally be qualified to at least a degree standard. It is desirable that staff have a teaching/training and/or assessing qualification and practical experience of delivering coaching and mentoring.

The physical resources required will vary depending on the style of delivery. Where distance or blended learning is used, ATHE expects centres to have appropriate learning support materials, infrastructure and technology in place to meet learner needs. This information will be checked by External Quality Assurers on their visits to centres.

## Modes of Delivery

Subject to checks by External Quality Assurers centres are able to deliver this qualification using the following modes of delivery, in order to meet the needs of their learners. These can include:

- Full-time
- Part-time
- Blended learning • Distance learning.

The centre should note that this qualification requires observation of learners conducting mentoring and/or coaching. This can be done remotely or face to face.

## Definition of Guided Learning Hours (GLH), Total Qualification Time (TQT) and Credit

Values for Total Qualification Time, Guided Learning Hours and Credit, are calculated by considering the different activities that a learner would typically complete in order to achieve the learning outcomes of a qualification at the standards provided.

The needs of individual learners and the differing teaching styles used mean there will be variation in the actual time taken to complete a qualification.

Values for Total Qualification Time, Guided Learning Hours and Credit are estimates.

## Guided Learning Hours (GLH)

The term Guided Learning Hours (GLH) is an estimate of the amount of time, on average, that a lecturer, supervisor, tutor or other appropriate provider of education or training, **will immediately guide or supervise** the learner to complete the learning outcomes of a unit to the appropriate standard.

GLH are intended to provide guidance for centres on the amount of time required to deliver the programme and support learners. GLH are made up of activities completed by the learner **under immediate guidance or supervision** of a lecturer, supervisor, tutor or other appropriate provider of education or training. Whether through actual attendance or via electronic means, the activity must be in real time.

Some examples of activities that can contribute to Guided Learning Hours include:

- Supervised induction sessions
- Learner feedback with a teacher in real time
- Supervised independent learning
- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- All forms of assessment that take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.



## Total Qualification Time (TQT)

Total Qualification Time (TQT) is a guide to the amount of time a learner would take, on average, to complete the different activities to demonstrate achievement of the learning outcomes of a whole qualification at the standards provided.

TQT includes all the activities described under guided learning hours (GLH) plus an estimate of the number of hours a learner will be likely to spend in completing other work, **which is directed by** the tutor. This could include preparation, study or any form of participation in education or training, including assessment, but unlike Guided Learning this is **not under the immediate guidance or supervision** of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Some examples of tutor directed activities that can contribute to Total Qualification Time, include:

- Preparation
  - Preparation for classes
  - Preparation for assignments
  
- Study
  - Independent research/learning
  - Background reading
  - Compilation of a portfolio of work experience
  - E-learning
  - Drafting coursework or assignments
  - Working in student teams
  - Watching a pre-recorded podcast or webinar
  - Work-based learning

## Credit

The credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of a unit at the specified standard.

Each credit represents 10 hours of learning time and equates to 10 hours of Total Qualification Time. Therefore, one 15 credit unit represents 150 hours of Total Qualification Time. Learning time is a notional measure which indicates the amount of time a learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

Learning time includes all the activities described under Guided Learning Hours and additional learning. The credit value of the unit will remain constant in all contexts regardless of the assessment method or the mode of delivery. Learners will only be awarded credits for the successful completion of whole units.

The level is an indication of relative demand, complexity and depth of achievement and autonomy.

Each qualification has agreed rules of combination which indicates the number of credits to be achieved, the units that are mandatory and the choice of optional units. The rules of combination for the unendorsed qualifications and the pathway specific qualifications are given below.

## **Qualification Structures for ATHE Level 6 Qualifications in Coaching and/or Mentoring**

### **ATHE Level 6 Diploma Qualifications in Coaching and Mentoring**

To obtain the Level 6 Diploma in Coaching and Mentoring for People in

Business/Organisations and/or the Level 6 Diploma in Coaching and Mentoring for People in Education and/or Training, learners are required to complete at least one of the following structures:

### **Level 6 Diploma in Coaching and Mentoring (for People in Business/Organisations)**

#### **Pathway - Rules of combination**

To be awarded this qualification, learners must achieve the five Mandatory units listed below.

**The Total Qualification Time is 430 Hours The Total Guided Learning Hours is 163 The Total Credit value is 43**

<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>	<b>Unit number</b>
<b>Mandatory Units</b>				
Principles and practice of coaching and mentoring	6	11	43	R/618/6480
Personal development for coaches and mentors	6	8	30	Y/618/6481
Coaching for business/organisational improvement	6	8	30	D/618/6482
Mentoring business/organisation professionals	6	8	30	H/618/6483
Managing mentoring or coaching in organisations	6	8	30	T/618/6486

### **Level 6 Diploma in Coaching and Mentoring (for People in Education and/or Training)**

#### **Pathway - Rules of combination**

To be awarded this qualification, learners must achieve the five Mandatory units listed below.

**The Total Qualification Time is 430 Hours The Total Guided Learning Hours is 163 The Total Credit value is 43**

<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>	<b>Unit number</b>
<b>Mandatory Units</b>				
Principles and practice of coaching and mentoring	6	11	43	R/618/6480
Personal development for coaches and mentors	6	8	30	Y/618/6481
Coaching education professionals	6	8	30	K/618/6484
Mentoring education professionals	6	8	30	M/618/6485
Managing mentoring or coaching in organisations	6	8	30	T/618/6486

### **ATHE Level 6 Certificate Qualifications in Coaching or Mentoring**

#### **ATHE Level 6 Certificate in Coaching**

**Pathway 1** – ATHE Level 6 Certificate in Coaching (for people in Business/Organisations)

**Pathway 2** – ATHE Level 6 Certificate in Coaching (for people in Education and/or Training)

Rules of combination

Learners must achieve two Mandatory units and one Pathway listed below

The Total Qualification Time is **270** Hours

The Total Guided Learning Hours is **103**

The Total Credit value is **27**

Unit Title	Level	Credit	GLH	Unit number
<b>Mandatory Units</b>				
Principles and practice of coaching and mentoring	6	11	43	R/618/6480
Personal development for coaches and mentors	6	8	30	Y/618/6481
<b>Pathways (Choose one)</b>				
<b>1. Coaching (for People in Business/Organisations)</b>				
Coaching for business/organisational improvement	6	8	30	D/618/6482
<b>2. Coaching (for People in Education and/or Training)</b>				
Coaching education professionals	6	8	30	K/618/6484

#### **ATHE Level 6 Certificate in Mentoring**

**Pathway 1** – ATHE Level 6 Certificate in Mentoring (Mentoring - for people in Business/Organisations)

**Pathway 2** – ATHE Level 6 Certificate in Mentoring (Mentoring - for people in Education and/or Training)

Pathway - Rules of combination

Learners must achieve two Mandatory units and one Pathway listed below

The Total Qualification Time is **270** Hours

The Total Guided Learning Hours is **103**

The Total Credit value is **27**

Unit Title	Level	Credit	GLH	Unit number
<b>Mandatory Units</b>				
Principles and practice of coaching and mentoring	6	11	43	R/618/6480
Personal development for coaches and mentors	6	8	30	Y/618/6481
<b>Pathways (Choose one)</b>				
<b>1. Mentoring (for People in Business/Organisations)</b>				
Mentoring business/organisation professionals	6	8	30	H/618/6483
<b>2. Mentoring (for People in Education and/or Training)</b>				
Mentoring education professionals	6	8	30	M/618/6485

## **Guidance on Assessment and Grading**

### **Assessment**

#### **Methods of Assessment**

ATHE encourages centres to use a range of assessment vehicles that will engage learners and give them an opportunity to both demonstrate their knowledge and understanding of a topic and to evaluate how they might apply that knowledge in a given context. This should be part of the assessment strategy.

For all qualifications, learners must produce a portfolio of evidence which demonstrates achievement of the Learning Outcomes at the standards stated by the Assessment Criteria provided in all of the units studied. This portfolio will include completion of tasks and practical activities such as planning, delivering and reviewing the implementation of coaching and mentoring with individuals

This qualification also requires observation of actual practice in coaching and or mentoring. There is no stated required length for the observation, but it must be sufficient to determine that the learner has met the required standards. It is therefore recommended that more than one observation is conducted. Records of observed practice should be included in the portfolio of evidence.

#### **Recording Assessment Judgements**

Assessors are required to record assessment judgements for each student by the learning outcomes, assessment criteria provided for each unit. ATHE has provided a template for centres to use to record their judgements and this form should be used. The form enables the centre to record any adjustments due to special considerations or reasonable adjustments in accordance with centre policies. Any adjustments following appeals should also be recorded. These records must be retained as they will be checked at external quality assurance visits. All learner work must be retained for a minimum of four years after certification has taken place.

#### **Putting an Assessment Strategy in Place**

You will need to demonstrate to your External Quality Assurer that you have a clear assessment strategy supported by robust quality assurance in order to meet the ATHE requirements for registering learners for a qualification. In devising your assessment strategy, you will need to ensure that:

- centre devised assignments are clearly mapped to the unit learning outcomes and assessment criteria they have been designed to meet. Centre devised assignments must be submitted to ATHE for verification. This must be done prior to issue to learners.
- the command verbs used in the assignment are appropriate for the level of the qualification, e.g. analyse, evaluate, synthesise.
- the assignment gives the learner sufficient opportunity to meet the assessment criteria at the right level, through the work they are asked to complete (The RQF level descriptors will be helpful to you in determining the level of content of the assessment).
- learners are well-briefed on the requirements of the unit and what they have to do to meet the standards.
- assessors are well trained and familiar with the content of the unit/s they are assessing.

- there is an internal verification process in place to ensure consistency and standardisation of assessment across the qualification.
- assessment decisions are clearly explained and justified through the provision of feedback to the learner.
- work submitted can be authenticated as the learner's own work and that there is clear guidance and implementation of the centre's Malpractice Policy.
- there is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external quality assurance will be needed.
- sufficient time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification.

## **Qualification Grading**

### **Grading System**

The grading algorithms and overall grade thresholds published in any ATHE specification may be subject to change where this is necessary to maintain standards.

Given that this qualification involves assessment using judgements against 'Pass' Assessment Criteria to make a decision about whether a learner has met the required standard, our grading system is straightforward and we do not currently envisage the need to change this. However, should a change become necessary, the change would be published in an updated version of the specification with a clearly revised version number and a new 'valid from' date on the front cover. We will write to all centres in good time to inform them of this change so that plans for any changes can be made to your programme delivery, internal assessment and quality assurance arrangements.

The ATHE grading system where a qualification result can be either Pass/Fail is currently as follows and we plan to maintain this system for the foreseeable future:

- Learner meets all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Pass for the unit
- Learner does not meet all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Fail for the unit
- Learner does not meet rules of combination > learner achieves a Fail for the qualification but may receive unit certification for those units achieving a Pass.

### **Quality Assurance of Centres**

Centres delivering ATHE qualifications must be committed to ensuring the quality of teaching and learning so that the learner experience is assured. Quality assurance will include a range of processes as determined by the centre and this could include: gathering learner feedback, lesson observation, analysis of qualitative and quantitative data etc. There must also be effective standardisation of assessors and verification of assessor decisions. ATHE will rigorously monitor the application of quality assurance processes in centres.

ATHE's quality assurance processes will include:

- Centre approval for those centres which are not already recognised to deliver ATHE RQF qualifications
- Monitoring visits to ensure the centre continues to work to the required standards
- External quality assurance of learner work through moderation processes.

Centres will be required to undertake training, internal verification and standardisation activities as agreed with ATHE. Details of ATHE's quality assurance processes are provided in the ATHE Guide "Delivering ATHE Qualifications" which is available on our website.

## **Malpractice**

Centres must have a robust Malpractice Policy in place, with a clear procedure for implementation. Centres must ensure that any work submitted for verification can be authenticated as the learner's own. Any instance of plagiarism detected by the External Verifier during sampling, will be investigated and could lead to sanctions against the centre.

Centres should refer to the Delivering ATHE Qualifications Guide, the ATHE Malpractice and Maladministration Policy and Guidance on Centre Malpractice Policies. These documents are available on the ATHE website.

## **Guidance for Teaching and Learning**

Learners learn best when they are actively involved in the learning process. We would encourage practitioners delivering our qualifications to use a range of teaching methods and classroom-based activities to help them get information across and keep learners engaged in the topics they are studying. Learners should be encouraged to take responsibility for their learning and need to be able to demonstrate a high degree of independence in applying the skills of research, analysis and evaluation. You can facilitate this by using engaging methods of delivery that involve active learning rather than relying on traditional methods of lecture delivery to impart knowledge.

Your approach to delivery should give the learners sufficient structure and information on which to build without you doing the work for them. In achieving the right balance, you will need to produce well-planned sessions that follow a logical sequence and build on the knowledge, understanding and skills already gained.

## **Top Tips for Delivery**

- Adopt a range of teaching and learning methods, including active learning.
- Plan sessions well to ensure a logical sequence of knowledge, understanding and skills development.
- Include study skills aspects, e.g. how to construct a report or Harvard Referencing. Build time into your Scheme of Work and Session Plans to integrate study skills teaching.
- Set structured additional reading and homework tasks to be discussed in class.
- Elicit feedback from your students. Get them to identify where the work they have done meets the Assessment Criteria and demonstrates achievement of the Learning Outcome.
- Contextualise your activities, e.g. using real case studies as a theme through the sessions.
- Use learner experience from the work place or other personal learning.
- Take an integrated approach to teaching topics across units, where appropriate, rather than always taking a unit-by-unit approach. In this way, learners will be able to see the links between the content of the different units.

## **Unit Specifications**

### Unit Format

Each unit in ATHE's suite of level 6 qualifications is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

### Unit Title

The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

### Unit Aims

The unit aims section summarises the content of the unit.

### Unit Code

Each unit is assigned a unit number that appears with the unit title on the Regulated Qualifications Framework.

### RQF Level

All units and qualifications in the RQF have a level assigned to them which represents the level of achievement. The level of each unit is informed by the RQF level descriptors. The RQF level descriptors are available on the ATHE website.

### Credit Value

The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

### Guided Learning Hours (GLH)

Guided learning hours are an estimate of the amount of time, on average, that a tutor, trainer, workshop facilitator etc., will work with a learner, to enable the learner to complete the learning outcomes of a unit to the appropriate standard.

### Learning Outcomes

The learning outcomes set out what a learner is expected to know, understand or be able to do as the result of the learning process.

### Assessment Criteria

The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification.

### Unit Indicative Content

The unit indicative content section provides details of the range of subject material for the programme of learning for the unit.



<b>Unit 1: Principles and practices of coaching and mentoring</b>		
<b>Unit aims</b>	The unit aims to develop knowledge and understanding of the differences between coaching and mentoring, their application and the principles and practices which can be used in coaching and mentoring situations. This will provide a basis for learners to build skills in these areas.	
<b>Unit level</b>	6	
<b>Unit code</b>	R/618/6480	
<b>GLH</b>	43	
<b>Credit value</b>	11	
<b>Unit grading structure</b>	Pass/Fail	
<b>Assessment guidance</b>	This is a more theoretical unit developing knowledge and understanding. Assessment will be through a portfolio of evidence demonstrating the candidate's understanding of coaching and mentoring uses and roles.	
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>	<b>Indicative Content</b>
1. Understand the context of coaching and mentoring in organisations	<p>1.1 Analyse the differences between coaching and mentoring</p> <p>1.2 Examine the purposes and use of coaching and mentoring in organisations</p> <p>1.3 Review the conditions required to enable coaching and mentoring to take place within organisations</p>	<p>Definitions and explanations of coaching and mentoring vary but there are differences in the purposes and processes used e.g. maximising performance, supportive working relationship, experienced mentor supporting less experienced individual looking at overall personal development); choice of individuals for coaching and mentoring roles e.g. manager as coach or mentor.</p> <p>Purpose and rationale for using coaching and mentoring in organisations and contexts such as business, education, voluntary public sector, SME etc. Usefulness and benefits of coaching and mentoring, non-judgemental, building self-belief in others irrespective of the context, future focussed. Comparison with other learning and development methods e.g. training programmes, job shadowing etc.)</p> <p>Conditions that support and enable coaching and mentoring e.g. senior management commitment, organisational structures and culture, role definition, compatibility with organisational goals, openness to change, flexibility, policies and procedures etc. Factors affecting coaching, working in a virtual environment;</p>

		barriers e.g. lack of time, lack of commitment, choice of coaches or mentors, inappropriate contexts, lack of training etc.; how to overcome barriers.
2. Understand the principles and practices required for coaching and mentoring in organisations	<p>2.1 Analyse the skills, knowledge and understanding required by coaches and mentors</p> <p>2.2 Explain key coaching and mentoring models relevant to coaching and mentoring practice</p> <p>2.3 Analyse the ethical issues relevant to coaching and mentoring</p> <p>2.4 Examine how coaching and mentoring can be managed effectively with individuals</p>	<p>Relevant skills, knowledge, understanding, attitudes, behaviours, competencies, practices for effective coaching and mentoring.</p> <p>Coaching and mentoring models e.g. CLEAR, GROW, OSCAR, TGROW, ACHIEVE etc.; how they apply; relevant contexts for use.</p> <p>Ethical issues: ethical practice, trust, attitudes etc e.g. confidentiality, nonjudgemental attitudes etc.</p> <p>Professional bodies, ethical frameworks, organisational frameworks, coaching/mentoring contracts and their importance for the process; elements of the contract (expectations, aims and objectives; managing vulnerable relationships (e.g. under 18s and vulnerable adults; criminal record check requirements – DSB checks in UK) etc.</p> <p>Policies and procedures for coaching and mentoring; confidentiality, duration, frequency of meetings, locations, purpose and goals, review points, roles and responsibilities, termination, cancellation; managing the three-way relationship i.e. coach/mentor, coachee/mentee, employing organisation.</p> <p>Coaching/mentoring contexts: importance of suitable objectives; importance of compatibility with organisational/professional context; creating a coaching/mentoring plan; use of required documentation for recording coaching and mentoring process</p> <p>Supervision: history, definition and purpose; types of models (developmental, integrated, orientation specific); models (e.g. 7 eyed model, full spectrum etc.); usefulness of supervision.</p>

<p>3. Understand how the impact of coaching and mentoring can be evaluated</p>	<p>3.1 Analyse methods for evaluating the impact of coaching and mentoring on individuals</p> <p>3.2 Analyse methods of evaluating the impact of coaching and mentoring on organisations</p>	<p>Evaluating impacts on individuals e.g. self-assessment, use of appraisals, 180/360 degree feedback, Kirkpatrick model.</p> <p>Evaluating impacts on organisations e.g. Key Performance Indicators, business financial measures, retention, individual performance etc.</p>
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<b>Unit 2: Personal development for coaches and mentors</b>		
<b>Unit aims</b>	This unit aims to support learners in identifying their own development needs in the context of coaching and mentoring and to plan to meet those needs. It also emphasises the need for continuing professional development and review of own activities that will lead to continuous improvement as a coach and/or mentor.	
<b>Unit level</b>	6	
<b>Unit code</b>	Y/618/6481	
<b>GLH</b>	30	
<b>Credit value</b>	8	
<b>Unit grading structure</b>	Pass/Fail	
<b>Assessment guidance</b>	Assessment will be based on the candidates' creation of a personal development plan based on judgments of their current knowledge, understanding and skills appropriate for coaching and mentoring. It will also include consideration of suitable review and CPD activities to support continuous improvement.	
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>	<b>Indicative Content</b>
1. Be able to assess own skills, knowledge and understanding for coaching and mentoring	1.1 Analyse own strengths and areas for development  1.2 Assess how own strengths and areas for development match with skills, knowledge and understanding needed for coaching and/or mentoring	Methods of analysis and assessment of own skills, knowledge, understanding and ability: self-assessment; peer reviews; feedback; use of skills audits; self-reflection; personal inventories of skills, attitudes and values.  Identification and analysis of skills, knowledge and understanding requirements for coaching and mentoring; understanding of professional standards for coaching

<p>2. Be able to prepare own development plan to support development as a coach and mentor</p>	<p>2.1 Set objectives for development as a coach and mentor</p> <p>2.2 Determine suitable development activities to improve own potential performance as a coach and mentor</p>	<p>Writing objectives: Use of SMART objectives; ensuring compatibility with organisational and professional objectives; measurements of success; deadlines.</p> <p>Development activities: training, own coaching mentoring; supervision; reflective practice; reading, understanding theories and methods and their applicability e.g. Maslow's Hierarchy of Needs, motivational theory, Herzberg, The theory of organisational culture (and values) and leadership styles, and their impact on individuals and their behaviour.</p>
	<p>2.3 Prepare a personal development plan to meet objectives</p>	<p>Preparing a development plan; incorporating objectives; suitable activities within timescales; setting deadlines; identifying suitable success measures; setting review points.</p>
<p>3. Understand how to review own performance as a coach/mentor on an ongoing basis</p>	<p>3.1 Assess the importance of reflective learning for performance development and improvement</p> <p>3.2 Analyse methods to monitor and review own performance</p> <p>3.3 Determine suitable Continuing Professional Development (CPD) activities for coaching and mentoring</p>	<p>Reflective learning: what reflective learning is; experiential learning; importance to continuous performance improvement; how reflective learning contributes to coaching and mentoring; theories relating to reflective practice (e.g. Schon. Kolb)</p> <p>Monitoring and review of own performance: self-assessment; supervision; reflective learning; feedback; improvement in coachee/mentee performance; organisational performance measures; review against professional frameworks.</p> <p>CPD: importance of CPD; training; keeping up to date; consideration of limiting factors, e.g. time/budget; professional body membership etc.</p>

<b>Unit 3: Coaching for business/organisational improvement</b>		
<b>Unit aims</b>	The aims of this unit are to develop coaching practice for those working with people in organisations. This will support increased knowledge, understanding and skills, needed for the personal and the professional development of the coachee and to facilitate institutional success.	
<b>Unit level</b>	6	
<b>Unit code</b>	D/618/6482	
<b>GLH</b>	30	
<b>Credit value</b>	8	
<b>Unit grading structure</b>	Pass/Fail	
<b>Assessment guidance</b>	Assessment will be based on a portfolio demonstrating the candidate's understanding of the role of coaching to support individual and organisational improvement. LO2 and LO3 require a demonstration of the skills required for coaching.	
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>	<b>Indicative Content</b>
1. Understand the role of coaching for people in businesses/organisations	<p>1.1 Analyse the role of a coach for an identified organisation</p> <p>1.2 Determine potential areas in which coaching may be required for this organisation and the resources needed</p> <p>1.3 Analyse the benefits of coaching for this organisation</p>	<p>Role of business coach: to support the development of knowledge, understanding and skills of individuals in specific areas for development; support planning and managing business; support personal growth that will lead to business improvement etc; relationship between coach and business owner; status of business coach e.g. independent advisor, working for small business support organisation, tutor on small business development programme.</p> <p>Areas may include: business planning, interaction between individuals, improving interpersonal skills, marketing, finance, developing management and leadership skills, administration, human resources management, management of resources etc. Resources and support: templates for business planning from banks and online; templates for cash flows/budgeting; small business websites, time, personal inventory documentation etc.</p> <p>Benefits: benefits for individual (e.g. increasing skills, better understanding of business, directly applied to business role; does not require significant time away from the job role); benefits for business (e.g. cost effective training, tailored to business needs, improves business performance).</p>

2. Be able to manage the coaching context and relationship	2.1 Conduct a coaching needs analysis for the individual in the context of organisational need	Plan and conduct the needs analysis with the individual using effective questioning and listening skills. Identify coaching expectations; needs and requirements; obtain
	<p>2.2 Establish the coaching agreement or contract with an individual</p> <p>2.3 Develop a coaching plan for an individual working in or leading a business/organisation</p> <p>2.4 Analyse factors that may impact on the success of coaching and ways these may be overcome</p> <p>2.5 Review the requirements for recording the coaching process including the required documentation</p>	<p>specificity in the responses in the context of the job role and organisational need. This will inform coaching planning and practice</p> <p>Agreement/contract: define business relationship; developing contract/agreement in relation to coaching context.</p> <p>Planning: determine suitable coaching objectives to meet individual and business/organisational needs; format of coaching; coaching model used; frequency, length and format of sessions; topics; use of review; measuring success (individual and organisation).</p> <p>Factors: structure of relationship; own expertise in areas for development; receptiveness of coaching for the individual and the organisation; ethical issues; relationship between parties; time availability, clarity of objectives and the coaching process etc. Overcoming negative factors: building trust; ensuring own competence; time management etc.</p> <p>Identifying recording and reporting requirements; purpose of recording and reporting; designing documentation to meet needs; familiarisation with existing documentation; maintaining confidentiality of records.</p>

<p>3. Be able to provide effective coaching</p>	<p>3.1 Develop a session plan for coaching an individual, manager or leader in a business/organisation</p> <p>3.2 Demonstrate coaching practice</p> <p>3.3 Maintain appropriate records of coaching activities</p>	<p>Session plan: objectives; needs met; models applied; topics addressed; measurements of success for the session.</p> <p>Coaching practice; carry out an observed/videoed coaching session to demonstrate coaching skills, knowledge, abilities and attitudes.</p> <p>Records: records of coaching sessions, feedback etc.; format of records; any coaching programme requirements; confidentiality of individual and business intellectual property.</p>
	<p>3.4 Review own coaching practice</p> <p>3.5 Respond to feedback in relation to coaching practice</p>	<p>Review of own practice: keeping a reflective diary; requesting feedback (from coachee, own tutor/mentor, organisation as appropriate); recording and responding to feedback.</p> <p>Feedback: respond to and address feedback from observed/videoed coaching session e.g. acknowledgement. Include in development plan etc.</p>



<b>Unit 4: Mentoring business/organisation professionals</b>		
<b>Unit aims</b>	The aim of this unit is to develop mentoring practice for the role of mentoring individuals working in business This will include support for the establishment and/or growth of small and medium sized enterprises (SMEs)	
<b>Unit level</b>	6	
<b>Unit code</b>	H/618/6483	
<b>GLH</b>	30	
<b>Credit value</b>	8	
<b>Unit grading structure</b>	Pass/Fail	
<b>Assessment guidance</b>	Assessment will be based on a portfolio demonstrating the candidate's understanding of the role of business mentoring and the potential impact on business improvement. LO2 and LO3 require a demonstration of the skills required for mentoring.	
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>	<b>Indicative Content</b>
1. Understand the role of mentoring in a business/organisational context	1.1 Analyse the role of the mentor in a business/organisation  1.2 Analyse the benefits of mentoring for organisational improvement	Role of mentor for different organisations and individuals; role of mentoring in SME: long term relationship to support individual and business/organisational improvement; enabling problem solving; support in reviewing progress; action planning.  Benefits: the benefits of mentoring for the individual (e.g. expert advice for individual, improved skills and knowledge, safe space to test ideas, confidence building) and the organisation (improving effectiveness and efficiency of individual staff, management, supports maintenance and growth of the business/organisation).

<p>2. Be able to manage a mentoring programme in a business/organisation</p>	<p>2.1 Conduct a needs analysis for the individual in the context of organisational need</p> <p>2.2 Establish a mentoring agreement or contract</p> <p>2.2 Establish a mentoring framework for mentoring staff, managers or leaders in business/organisations</p>	<p>Identify individual's current areas of success and areas for development; establish short and long term goals; using effective questioning and listening skills. Identify individual' expectations; needs and requirements; establishing organisational need. This will inform planning and practice</p> <p>Mentoring agreement or contract: elements of contract; developing contract; policies and procedures related to mentoring agreements in relation to formal mentoring programmes.</p> <p>Mentoring framework: frequency of sessions; timing of sessions; availability for additional sessions/problem solving; activities to support mentee; structured dialogues; signposting of other resources.</p>
	<p>2.3 Determine the requirements that will support the mentoring programme</p> <p>2.4 Analyse barriers to effective mentoring in organisations and how they may be overcome</p> <p>2.5 Review the requirements for recording the mentoring process and devise, obtain or review required documentation.</p>	<p>Requirements: time, availability, quiet space, privacy, mentoring relationship, organisational policies, procedures and requirements; ethical considerations.</p> <p>Barriers to mentoring: support, time, availability, breakdown of relationship, competing pressures on staff, managers, entrepreneurs and SME business owners. Overcoming barriers: promoting benefits; negotiating resources; building relationships and trust.</p> <p>Identifying recording and reporting requirements; purpose of recording and reporting; designing/ reviewing documentation to meet needs; familiarisation with existing documentation; maintaining confidentiality of records.</p>

3. Be able to effectively mentor individuals working in, managing or leading a business/organisation.	3.1 Demonstrate mentoring practice	Mentoring practice: carry out observed/videoed or other recorded/discussed mentoring session demonstrating effective business mentoring skills and knowledge.
	3.2 Maintain appropriate records of the mentoring programme	Records: keeping records of mentoring sessions; formal recording requirements; confidentiality; format of records.
	3.3 Review own mentoring practice and impact on business/organisational performance	Review of own practice: keeping a reflective diary; requesting feedback; business performance feedback. Impact on business performance: ways to measure impact on business; measures of business improvement; key performance indicators; meeting required formal business mentoring programme targets.
	3.4 Respond to feedback in relation to mentoring practice	Feedback: respond to and address feedback e.g. acknowledgement; set actions for further improvement, include in development plan etc.

Unit 5: Coaching education professionals		
<b>Unit aims</b>	The aim of this unit is to develop effective coaching practice for working with individuals involved in teaching, training or other aspects of education.	
<b>Unit level</b>	6	
<b>Unit code</b>	K/618/6484	
<b>GLH</b>	30	
<b>Credit value</b>	8	
<b>Unit grading structure</b>	Pass/Fail	
<b>Assessment guidance</b>	Assessment will be based on a portfolio demonstrating the candidate's understanding of the role of coaching in relation to teachers or other education professionals; plus the candidate's demonstration of the skills required for coaching.	
<b>Learning outcomes.</b> <b>The learner will:</b>	<b>Assessment criteria. The learner can:</b>	<b>Indicative Content</b>

<p>1. Understand the role of coaching in the development of teachers, teaching assistants, trainers or other education professionals</p>	<p>1.1 Analyse the role of coaching in developing teachers, teaching assistants, trainers or other education professionals</p> <p>1.2 Review standards and frameworks relevant to the development of teachers, trainers or other education professionals</p> <p>1.3 Analyse how coaching can support other development activities.</p>	<p>Educational professionals includes: teachers, tutors, lecturers, trainers, teaching assistants, others involved in supporting the education of others. Benefits: the benefits of coaching for the individuals leading to improved professional practice in the specific aspects of their job role; confidence; relationships with stakeholders. Benefits to the organisations improvements in the management of organisations, teaching and learning provision leading to improved outcomes for students</p> <p>Role of coach in teaching/education: for new teachers/professionals to develop skills, attitudes and knowledge in specific teaching contexts; to challenge attitudes, assumptions and beliefs; to support experimentation in teaching and learning strategies and techniques; ongoing development for more experienced teachers/professionals; the coaching relationship (who can coach and when etc.); role of co-coaching between qualified/experienced individuals (sharing expertise).</p> <p>Teaching training standards and frameworks: awareness of national and institutional standards for teaching/training relevant to coaching context; professional bodies' codes of conduct; ethical considerations (confidentiality, criminal records checks etc.)</p> <p>Supporting other development activities: putting theory into practice; developing and applying areas covered on training courses, professional development; understanding the interface between different development activities and the impact on actual practice.</p>
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<p>2. Be able to manage coaching contexts and relationships in education</p>	<p>2.1 Conduct a coaching needs analysis for the individual in the context of organisational need</p> <p>2.2 Establish a coaching agreement or contract for an individual</p> <p>2.3 Develop a coaching plan to meet coaching needs for an individual</p> <p>2.4 Determine the requirements to enable coaching to take place within the given context</p> <p>2.5 Analyse factors that may impact on the success of the coaching relationship and ways these may be overcome</p> <p>2.6 Review the requirements for recording the coaching process including the required documentation</p>	<p>Plan and conduct the needs analysis with the individual using effective questioning and listening skills. Identify coaching expectations; needs and requirements; obtain specificity in the responses in the context of the job role and organisational need. This will inform coaching planning and practice</p> <p>Coaching agreement or contract: elements of contract; developing contract; policies and procedures related to coaching agreements in organisational context.</p> <p>Coaching plans: establishing objectives; coaching model; series of activities; format of sessions; topics; number and length of sessions; format of feedback and review; follow ups etc.</p> <p>Requirements: individual commitment to the process; openness; session times; location; organisational requirements from internal policies, procedures; developing coaching relationship.</p> <p>Factors: barriers to coaching (lack of commitment, time, availability, support, attitudes, relationship etc.) and how to overcome them clarity on how the process will work from the outset including realistic objectives, promoting coaching, building trust, using review to improve.</p> <p>Identifying recording and reporting requirements; purpose of recording and reporting; designing/reviewing documentation to meet needs; familiarisation with existing documentation; maintaining confidentiality of records.</p>
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<p>3. Be able to effectively coach teachers, teaching assistants or educational professionals.</p>	<p>3.1 Develop a session plan for coaching an individual</p> <p>3.2 Demonstrate coaching practice</p> <p>3.3 Maintain appropriate records of coaching activities</p>	<p>Session plan: objectives; needs met; models applied; topics addressed; measurements of success for the session.</p> <p>Coaching practice; carry out an observed/videoed coaching session to demonstrate coaching skills, knowledge, abilities and attitudes.</p> <p>Records: records of planning, coaching sessions, feedback given; confidentiality issues; organisational requirements.</p>
	<p>3.4 Review own coaching practice</p> <p>3.5 Respond to feedback in relation to coaching practice</p>	<p>Review of own practice: keeping a reflective diary; requesting feedback (from coachee, own tutor/mentor, organisation as appropriate); recording and responding to feedback.</p> <p>Feedback: respond to and address feedback from observed/videoed coaching session e.g. acknowledgement; identify actions for further improvement; include in development plan etc.</p>

<b>Unit 6: Mentoring education professionals</b>		
<b>Unit aims</b>	The aim of this unit is to develop mentoring practice specifically in the context of working with teachers, trainers or the development of other education professionals.	
<b>Unit level</b>	6	
<b>Unit code</b>	M/618/6485	
<b>GLH</b>	30	
<b>Credit value</b>	8	
<b>Unit grading structure</b>	Pass/Fail	
<b>Assessment guidance</b>	Assessment will be based on a portfolio demonstrating the candidate's understanding of the role of mentoring in relation to teachers, teaching assistants, trainers or other education professionals; plus the candidate's demonstration of the skills required for mentoring.	
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>	<b>Indicative Content</b>

<p>1. Understand the role of mentoring in the development of teachers, teaching assistants, trainers or education professionals</p>	<p>1.1 Analyse the role of mentoring in developing teachers, teaching assistants, trainers and educational professionals</p> <p>1.2 Review standards and frameworks relevant to the development of teachers, teaching assistants, trainers or other educational professionals</p>	<p>Educational professionals includes: teachers, tutors, lecturers, trainers, teaching assistants, others involved in the education of others. Benefits: the benefits of mentoring for the organisation; the individuals such as teachers, teaching assistants and educational professionals; improved student experience;</p> <p>Role of mentor in teaching/education: to support induction into new role; long term relationship; role in succession planning; enabling problem solving; support in reviewing progress; safe environment; mentoring relationship e.g. should not be line manager, requires trust, choice of mentors; modelling best practice; being constructive; acting as independent advisor; career pathway support.</p> <p>Teaching training standards, qualifications and frameworks: awareness of standards for teaching/training relevant to mentoring context; professional bodies codes of conduct; ethical considerations (confidentiality, criminal records checks etc.)</p>
<p>2. Be able to manage a mentoring programme for teachers, teaching assistants, trainers or educational professionals</p>	<p>2.1 Conduct a needs analysis for the individual in the context of organisational need</p>	<p>Identify individual's current areas of success/expertise and areas for development; establish individual's short and long term goals; using effective questioning and listening skills. Identify individual' expectations from the mentoring; needs and requirements; establishing organisational need. This will inform planning and practice</p>



	<p>2.2 Establish a mentoring agreement or contract for an individual mentee</p> <p>2.3 Establish a mentoring framework for mentoring the individual</p> <p>2.4 Determine the requirements that will support the mentoring programme</p> <p>2.5 Analyse barriers to effective mentoring and determine how they may be overcome</p> <p>2.6 Review the requirements for recording the mentoring process and devise, obtain or review required documentation.</p>	<p>Mentoring agreement or contract: elements of contract; developing contract; policies and procedures related to mentoring agreements in organisational context.</p> <p>Mentoring framework; frequency and length of sessions; timing of sessions; availability for additional sessions/problem solving; activities to support mentee; structured dialogues; signposting of other resources.</p> <p>Requirements: time, availability, quiet space, privacy, mentoring relationship – honesty openness, confidentiality, organisational policies, procedures and requirements; ethical considerations.</p> <p>Barriers to mentoring: lack of commitment to the process, unrealistic and unclear objectives, support, time, availability, breakdown of relationship. Overcoming barriers: promoting benefits; negotiating resources; building relationships and trust using review to improve.</p> <p>Identifying, recording and reporting requirements; purpose of recording and reporting; designing/ reviewing documentation to meet needs; familiarisation with existing documentation; maintaining confidentiality of records.</p>
<p>3. Be able to effectively mentor teachers or other educational professionals.</p>	<p>3.1 Prepare for a mentoring session</p> <p>3.2 Demonstrate mentoring practice in the context of education</p> <p>3.3 Maintain appropriate records of mentoring programme</p>	<p>Preparation: agree objectives for session in advance with mentee; importance of being mentee led; setting an agenda (review last session, outline objectives for current session; agree actions; review usefulness of session and identify any improvement points; arrange next session).</p> <p>Mentoring practice: carry out observed/videoed or other recorded/discussed mentoring session demonstrating effective mentoring skills and knowledge.</p> <p>Records: keeping records of mentoring sessions; organisational requirements; confidentiality; format of records.</p>

	3.4 Review own mentoring practice	Review of own practice: keeping a reflective diary; requesting feedback; organisational performance feedback.
	3.5 Respond to feedback in relation to mentoring practice	Feedback: respond to and address feedback e.g. acknowledgement; set actions for improvement and include in development plan etc.

<b>Unit Aims:</b> The aims of this unit are to enable learners to assess the need for a coaching or mentoring programme in an organisation or part of an organisation and based on the assessment, plan a programme and assess its effectiveness. Learners will also develop understanding of how to embed coaching or mentoring into organisational culture.		
<b>Unit level</b>	6	
<b>Unit code</b>	T/618/6486	
<b>GLH</b>	30	
<b>Credit value</b>	8	
<b>Unit grading structure</b>	Pass/Fail	
<b>Assessment Guidance</b>	This unit refers to organisation or department. Organisational structures differ so we recognise that alternative terminology may be used for a department. Learners will need ensure that they clearly state the part of the organisation chosen e.g. division, section, large team.	
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Indicative Content</b>
1. Be able to complete an organisational or departmental needs analysis	1.1 Analyse the current objectives of the organisation or the department objectives and their implications	Identification of organisational or departmental objectives from strategic planning; implications of the objectives for human and physical resources such as skills gaps; retraining; flexibility within organisations and staff; adaptability; staff commitment and motivation; growing internal talent; workforce diversity
	1.2 Evaluate the performance of the organisation or a department against the stated objectives	KPIs; achievement of stated objectives; staff attendance data; financial data; qualitative and quantitative information; customer feedback; complaints; feedback from external agencies
	1.3 Analyse the culture of the organisation or the department	Values, beliefs and shared norms; how people behave in certain situations and work together, personal responsibility, teamwork; Charles Handy cultural types; impact of culture on approaches to coaching or mentoring.
	1.4 Assess performance management techniques used in the organisation or department	Effectiveness and validity of performance management systems; employee engagement; reward systems, employee motivation, supervisor-subordinate relationship, HR development processes; culture of the organisation and implications for coaching or mentoring.
	1.5 Interpret the needs analysis	Review should identify if coaching or mentoring is appropriate or if this is not the case; judgements should be made on whether other professional development is more

		appropriate or whether it is needed to complement the coaching or mentoring process. This might include internal organisational support including training or external such as occupational health.
2. Be able to plan a coaching or mentoring programme	2.1 Create a mentoring or contract coaching agreement or contract for an organisation	Developing a realistic, agreed contract which clearly defines the role of the coach or mentor with stated expectations, financial implications; taking account of policies and procedures, ethical boundaries related to coaching/mentoring agreements in an organisational context.
	2.2. Plan the coaching or mentoring programme based on the needs analysis	Design a coaching or mentoring programme that delivers the agreed objectives in the coaching or mentoring contract and conforms to the employer's objectives and constraints, including budget considerations. Take account of the documentation which needs to be completed for the coaching or mentoring interventions.
	2.3 Produce a dissemination process to ensure stakeholders are informed and committed to the plan	Identification of stakeholders; priority order of importance; nature of dissemination process so that it addresses the range of stakeholder needs.
3. Know how to evaluate the benefits of the coaching or mentoring programme	3.1 Assess the techniques and models which could be used to evaluate the benefits of the coaching or mentoring programme	Models: Juran, Kirkpatrick, techniques: personal feedback; reflection; measurement of the impact on personal and/or departmental/organisational objectives; appraisal processes; benchmarking; process standards and documentation.
	3.2 Evaluate the effectiveness of coaching / mentoring interactions for the purposes of quality assurance	Application of chosen techniques/models, self-development for the coach/mentor and to measure return on investment for the organisation and the individual

4. Understand how to embed a coaching or mentoring culture	4.1 Analyse the tools and techniques needed to embed a coaching or mentoring culture	Working with senior managers/leadership team; establishing and utilising best practice at all levels; reverse mentoring interventions; working with a centralised learning and development or strategy team focussed on embedding coaching skills; embedding a coaching programme around a new development e.g. training programme or system, regulatory change and/or change programme.
	4.2 Evaluate the barriers to embedding a coaching or mentoring culture	Senior leaders or workforce resistance; culture of the organisation; change in management/key staff supporting the programme; availability of time; confused objectives; issues with coaching or mentoring relationships with staff; lack of achievable, valid and understandable goals for coaches/mentors and individuals receiving coaching and/or mentoring.