

This qualification specification covers the following qualification:

Qualification Number	Qualification Title
603/3091/0	Gateway Qualifications Level 3 Certificate in Coaching and Mentoring

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1.0 (Jan 2020)	n/a	n/a
1.1 (June 2020)	Front, back covers and RPL statement updated.	n/a
1.2 (April 2021)	Qualification approval from Qualifications Wales removed.	Pg7 and 8
1.3 (Nov 2022)	Address removed and back cover added Funding section updated	Pg 17 Pg 9

About this qualification specification

This qualification specification is intended for tutors, assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this qualification you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/

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1. Qualification Information

1.1. About the qualification

The qualification has been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

The qualification is designed to provide learners with the skills and knowledge to be able to appropriately coach and mentor other learners.

The qualification is suitable for people who are teaching, coaching or training and/or who need to be able to coach and mentor individuals in a range of settings including on-the-job or in a training company, FE College, Adult Learning Service or a company's internal training department. It is also suitable for learners who want to diversify into coaching and mentoring on a part-time basis.

This qualification covers the core skills, knowledge and understanding needed to support other learners in a coaching and mentoring capacity. Learners must be occupationally competent in the vocational area in which they are providing coaching and mentoring.

This qualification is approved to be offered in England only.

1.2. Objective

The objective of the qualification is to support those seeking to gain the skills, knowledge and confidence to coach and mentor people as part of their normal role. It's also the ideal starting point for a career in coaching and mentoring.

1.3. Key facts

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 3 Certificate in Coaching and Mentoring	220	154	22

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

1.4. Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process.

Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

1.5. Geographical coverage

This qualification has been approved by Ofqual to be offered in England.

If a centre based outside of England (including Scotland) would like to offer this qualification, they should make an enquiry to Gateway Qualifications.

1.6. Progression opportunities

Learners can study for this qualification alongside a formal teaching or assessing qualification such as:

- Gateway Qualifications Level 3 Award in Education and Training
- Gateway Qualifications Level 5 Diploma in Education and Training
- Gateway Qualifications Level 3 Certificate in Assessing Vocational Achievement

or can progress onto Internal Quality Assurance qualifications, such as Gateway Qualifications Level 4 Award in the Internal Quality Assurance of Assessment Processes

and Practice, which enhances and expands their skills and knowledge and provides further employment and self-employment opportunities.

1.7. Funding

For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>

<https://hub.fasst.org.uk/Pages/default.aspx>

1.8. Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1. Age

The approved age range for these qualifications is: 18+.

2.2. Prior qualifications

There is no requirement for learners to have achieved prior qualifications or units prior to undertaking this qualification.

2.3. Prior skills/knowledge/understanding

Learners should be proficient in the use of the English language. Learners must be occupationally competent in the vocational area in which they are providing coaching and mentoring.

2.4. Restrictions

There are no restrictions to entry.

2.5. Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;

- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- transcript;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#).

2.6. Additional requirements/guidance

There are no additional rules or guidance regarding learner entry requirements.

2.7. Recruiting learners with integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

3. Achieving the Qualification

3.1. Qualification structure

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section **3.3 Recognition of Prior Learning (RPL)**.

Gateway Qualifications Level 3 Certificate in Coaching and Mentoring

Learners must achieve all five mandatory units totalling 22 credits.

Specify group name

Unit Reference Number	Unit Title	Level	Guided Learning	Credit Value
R/506/1128	Understanding Mentoring	3	16	2
L/506/1130	Mentoring Practice	3	12	2
F/616/9433	Engage Others in the Learning and Development Process	3	49	7
J/616/9434	Preparing for the Coaching Role	3	28	4
L/616/9435	Coaching Skills	3	49	7

3.2. Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

3.3. Recognition of prior learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

3.4. Links to other qualifications

The qualification is mapped to the national occupational standards for coaching and mentoring and includes demonstration of skills in the real work environment.

Learners can study for this qualification alongside a formal teaching or assessing qualification such as:

- Gateway Qualifications Level 3 Award in Education and Training
- Gateway Qualifications Level 5 Diploma in Education and Training
- Gateway Qualifications Level 3 Certificate in Assessing Vocational Achievement

or can progress onto Internal Quality Assurance qualifications, such as Gateway Qualifications Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, which enhances and expands their skills and knowledge and provides further employment and self-employment opportunities.

4. Assessment and Quality Assurance

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

4.1. Method of assessment

The method of assessment for the qualification is through a portfolio of evidence.

4.2. Assessment language

This qualification is assessed in English only.

4.3. Assessment materials

There are no specific assessment materials provided for this qualification.

4.4. Assessment guidance

Assessment decisions for competence-based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence-based assessment must include direct observation as the main source of evidence. Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

Assessment of knowledge-based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment. Assessment decisions for knowledge-based Learning Outcomes must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge-based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

4.5. Qualification-specific centre requirements

Centres must ensure that they have the appropriate resources in place when delivering performance units from vocational areas.

In the delivery of the qualification and units, centres are required to exercise due diligence in respect of the following:

- the learner's needs and access to information and advice about the units offered and how the course of learning will meet their needs;
- the learner's present capacity to undertake the tasks set by tutors, and tutors understanding of how particular tasks accord with the assessment criteria for the unit;
- tutors should be fully conversant with the qualification and unit specifications offered to learners; where clarification is required, the centre should consult with the assigned Quality Reviewer for further advice and guidance in the delivery of units and refer to the Centre Handbook and Reasonable Adjustment and Special Consideration policy and guidance.
- the centre contact for the unit/qualification being delivered must ensure that all procedures relating to the delivery of the unit/qualification operate effectively in the centre.

4.6. Qualification-specific tutor/assessor requirements

Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

4.7. Qualification-specific quality assurance requirements

There are no additional internal/external quality assurance requirements for this qualification.

4.8. Additional requirements/guidance

There are no additional requirements that Learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

5. What to do next

For existing centres please contact your named Development Manager or Development Officer.

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

6. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

7. Appendices

7.1. Appendix 1 – Unit Details

Understanding Mentoring

Unit Number: R/506/1128

Level: 3

Credit Value: 2

GLH: 16

Assessment Guidance:

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the concept and benefits of mentoring.	1.1 Explain the concept of mentoring and how it differs from other forms of support (e.g. counselling or coaching). 1.2 Assess the different ways in which mentoring can benefit individuals in different situations.
2 Understand effective mentoring practice.	2.1 Explain the rights and responsibilities of mentors and the individuals being monitored. 2.2 Explain the skills and values required by mentors and how these contribute to effective practice. 2.3 Explain the importance, for the mentor and the individual being mentored, of establishing boundaries. 2.4 Explain how to clarify boundaries with an individual being mentored.

Indicative Content: Understanding Mentoring**Learning Outcome 1:**

It is important to define mentoring, coaching, counselling etc and it will be useful to consider the differences between them. Consider:

- how you would use each of these approaches
- how each approach could be used in development or managing performance.

Benefits of mentoring for individuals:

- better communication and interpersonal skills
- increased confidence and motivation
- improved conflict resolution
- better management performance
- improvements in efficiency and effectiveness
- fewer errors
- better performance in managers

Different situations include real work environment scenarios such as career progression, leadership development, support for learning on the job or for induction to a new role.

Learning Outcome 2:

Rights and responsibilities of mentor and mentee, including mutual respect and value, understanding boundaries of the role, to support and wish to be supported.

Mentor skills and values:

- Self-awareness
- Organisational know-how
- Credibility
- Accessibility
- Communication
- Good listener
- Ability to empower
- A desire to help others develop
- Inventiveness and creativity
- Empathy
- Understanding

Boundaries:

The term “boundaries” refers to the rules, guidelines, limits and standards that are expected. In mentoring, boundaries help mentees and mentors as well as others involved in the process to understand the expectations each party brings to the situation. Mentees need consistent boundaries and realistic expectations to feel safe physically and emotionally. Boundaries must be rigorously applied referring to organisational and professional guidelines.

Mentoring Practice

Unit Number: L/506/1130

Level: 3

Credit Value: 2

GLH: 12

Assessment Guidance:

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1 Be able to carry out own role as a mentor.</p>	<p>1.1 Fulfil the responsibilities of a mentor as described by a specific organisation. 1.2 Apply relevant qualities and skills in different mentoring situations in order to provide effective and appropriate support. 1.3 Explain boundaries to the individual being mentored. 1.4 Observe boundaries and relevant guidelines or legislation when mentoring. 1.5 Seek support or guidance from and refer issues to appropriate individuals when necessary (e.g. through sharing feelings during supervision or by referring child protection concerns to a safeguarding officer).</p>
<p>2 Be able to evaluate and plan how to improve own performance as a mentor.</p>	<p>2.1 Assess own strengths and weaknesses as a mentor, providing evidence for own judgements. 2.2 Analyse the impact the mentoring they have provided has had on a specific individual being mentored. 2.3 Produce a learning and skills improvement plan to support their development as a mentor.</p>

Indicative Content: Mentoring Practice**Learning Outcome 1:**

This learning outcome must be assessed in a real work environment.

Different models for mentoring:

- Shea (2002) - 7 types of mentor assistance
- Clutterbuck (2000) - 10 mentor competencies
- Alred et al (1998) – 3 stage process

Approaches include:

- Dyads
- eMentoring
- Group mentoring
- Multiple mentoring
- Peer mentoring
- Triad mentoring

Mentoring Process Lifecycle

Roles and responsibilities of a mentor

Professional Charter for Coaching and Mentoring

Mentors should be able to identify the boundaries of their role and know where to refer the mentee to when the boundaries of the role are reached.

Reaching agreements on boundaries – formal and informal methods.

Signposting and referral systems.

Ensuring confidentiality is not breached.

Safeguarding concerns and procedures for dealing with disclosure.

Learning Outcome 2:

Analysis of own strengths and weaknesses in terms of mentoring.

Models of reflection:

- Gibbs' Reflective Cycle
- Kolbs' Learning Cycle
- Johns' Model for Structured Reflection
- Bains' Framework – the five Rs
- Moons' Levels of Learning

Evaluating impact of mentoring

- formative and summative evaluation
- revisiting outcomes of mentoring activities

Indicative Content: Mentoring Practice

- quantitative or qualitative approaches to collection of evidence

Consider what further development activities and support or guidance are available to help you develop your practice, as well as new opportunities you can offer as a mentor to continue individual, team and organisational performance development.

Creating a personal development plan:

- SMART targets
- Support required
- Impact on role of planned activities

Engage Others in the Learning and Development Process

Unit Number:	F/616/9433
Level:	3
Credit Value:	7
GLH:	49
Assessment Guidance:	This unit assesses occupational competence. Evidence for learning outcomes 3 and 4 must come from performance in the work environment.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand principles and purpose of engaging learners in learning and development.	1.1 Explain principles of engaging others in the learning and development process. 1.2 Identify processes and activities used to engage others in learning and development. 1.3 Explain why people are motivated to undertake learning and development. 1.4 Identify barriers to learning and development. 1.5 Identify ways to overcome barriers to learning and development. 1.6 Explain methods of engaging others in reviewing own learning.
2 Understand the role of mentoring in engaging others in the learning and development process.	2.1 Explain how mentoring can engage and motivate others to learn. 2.2 Give examples of mentoring relationships that engage and motivate others to learn.
3 Be able to assist and engage others in the learning and development process.	3.1 Demonstrate working relationships with others to motivate learning. 3.2 Provide assistance to others to encourage them to take responsibility for their own learning and development. 3.3 Provide others with the information and advice to engage in learning and development that meets their needs.
4 Be able to assist others in reviewing their progress.	4.1 Provide others with constructive feedback on their learning and development. 4.2 Encourage others to review their own learning experience. 4.3 Record progress and achievement using an appropriate format.

Indicative Content: Engage Others in the Learning and Development Process**Learning Outcome 1:**

Reasons for engaging in the learning process

- Learner's aims and objectives
- Why someone would commit to learning and development
- What motivates individuals
- Taking responsibility for own learning
- Learner participation
- Making choices
- Raising awareness and clarity

Legislative influences and organisational policies including - Equal Opportunities - Safeguarding - Health and Safety - Use of appropriate language - Special Educational Needs - opportunities for addressing spiritual, cultural, moral, ethical and social values.

What processes exist to engage individuals? What are the benefits and drawbacks of these processes?

For example:

- Ice-breakers
- group-work
- pair-work
- presentations
- discussions
- Q&A sessions

Why people want to take part in learning and development:

- Learner targets
- Expected outcomes
- Personal expectations
- Company expectations and requirements
- Work environment legislation, requirements and expectations
- Changes within work environment

Barriers to learning and development and ways to overcome:

- Learners' hopes and expectations
- Internal and external drives for learning and development such as
 - Opportunities for promotion
 - Opportunities for Continuing Professional Development (CPD)

Ways to engage others in reviewing own progress:

- The various types of feedback, both to and from learner
- How progress can be recorded as an ongoing process
- Negotiating targets, dates and expected outcomes
- Learner progress reviews

Learning Outcome 2:

How mentoring can build learner confidence through their support and listening skills.

The mentor's role in offering alternative approaches, guidance and advice.

Mentoring relationships:

- What an ideal mentor offers
- Characteristics, skills, abilities, knowledge and experience of a mentor
- Benefits to the learner

Learning Outcome 3:

Ways of building relationships, positive engagement methods:

- Ensure the classroom environment is welcoming to students from all cultures.
- Enhance students' self-belief.
- Allow students control over learning.
- Survey students to obtain information about their likes and dislikes.
- Allow students to work autonomously, enjoy learning relationships with peers, and feel they are competent to reach their goals.
- Create learning opportunities that are active, collaborative, and promote learning relationships.
- Create educational experiences that are challenging and enriching and that extend their academic abilities.
- Recognize that teaching and teachers are central to engagement.
- Understanding what motivates learners and identifying and removing barriers to learning.

This could be evidenced by an observation of the practitioner engaging with a learner

Learning Outcome 4:

This should include:

- The benefits of progress reviews
- What the review requirements are within the organisation
- Examples of review schedules and reviews that have taken place

Ways of providing feedback:

- Negative feedback – corrective comments about past behaviour
- Positive feedback – affirming comments about past behaviour
- Negative feedforward – corrective comments about future performance
- Positive feedforward – affirming comments about future behavior

Reviewing progress:

- SMART targets
- Evaluation skills
- Action planning

Preparing for the Coaching Role

Unit Number: J/616/9434

Level: 3

Credit Value: 4

GLH: 28

Assessment Guidance:

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1 Understand own role and responsibilities in relation to coaching.</p>	<p>1.1 Identify the skills and qualities required for a specific coaching role.</p> <p>1.2 Explain how own values, behaviours, attitudes and emotional awareness can impact on the coaching role.</p> <p>1.3 Explain the importance of establishing ground rules for engagement and boundaries in a coaching relationship.</p> <p>1.4 Explain the importance of acting according to ethical and professional standards in a coaching relationship.</p> <p>1.5 Explain ways of building a relationship with a client in a coaching role.</p>
<p>2 Understand the use of coaching in a specific context.</p>	<p>2.1 Summarise the benefits of coaching in a specific context.</p> <p>2.2 Explain legal and organisational requirements in a specific context relating to:</p> <ul style="list-style-type: none"> • data protection • privacy • confidentiality • safeguarding and disclosure. <p>2.3 Identify sources of support to deal with issues which are outside of own expertise or authority.</p> <p>2.4 Explain what constitutes a safe and comfortable environment for a coaching session.</p>
<p>3 Understand how to identify client goals and outcomes.</p>	<p>3.1 Describe how to identify and agree outcomes and goals with clients.</p> <p>3.2 Explain the role of a coaching agreement.</p> <p>3.3 Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals.</p>

Indicative Content: Preparing for the Coaching Role**Learning Outcome 1:**

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.

Downey's spectrum of coaching skills model outlines the different skills involved in moving from directive to non-directive approaches.

Skills and qualities for a coaching role:

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

Consider the ratio of speaking and listening at each stage of the process might vary. Research by Mehrabian which identifies the impact of communication.

The European Mentoring and Coaching Council provides useful guidance in terms of the role of the coach.

Building the relationship:

- establish ground rules at the outset of each process and explain how you would achieve this with the coachee or mentee.
- prepare for giving feedback to ensure that it is constructive rather than destructive
- ensure that sensitivity and confidentiality are maintained.

Learning Outcome 2:

Benefits of coaching:

- to individual mentees
- to teams
- to organisations

Legal and organisational requirements in a specific context relating to:

- data protection
- privacy
- confidentiality
- safeguarding and disclosure

Sources of support when the boundaries of own role are met, including the need for appropriate signposting or referral systems to ensure that the coachee's specific needs are met.

A safe and comfortable environment for the coaching session:

Indicative Content: Preparing for the Coaching Role

This environment needs to be:

- Confidential (so that it cannot be overheard by other parties).
- Accessible
- Safe and supportive - the room must be of an adequate size but not too big
- Clean and tidy with enough space to perform any activities that you may decide to incorporate into the sessions.
- Temperature needs to be comfortable, the seating needs to be appropriate and there should be tea and coffee facilities available.

The environment should be one that promotes comfort and enables the learner to feel at ease.

Learning Outcome 3:

Use of models such as GROW and ACHIEVE which can be used to establish clear goals and outcomes at the outset.

In identifying goals, it is important to ensure that they are SMART. Consider how to best determine the most appropriate goals and check that the goals are relevant to individual and team requirements.

Ensuring that clear goals and outcomes have been established, a further part of the model is to assess the individual/team's current situation or circumstances and their current reality. Consider how to establish short and medium-term milestones to create a sense of achievement and growth.

Clutterbuck's model which addresses goal setting as part of the opening relationship stage.

Coaching agreement - an agreement regarding how the client and the coach will work together, the things they will pursue in each session and ultimately their overall programme goal. It also ensures an effective, problem-free relationship and, in the event of a dispute, will help resolve it.

In principle, there are three aspects to any coaching contract (Berne, 1966):

Administrative – the logistics and process under which the coaching will take place as well as legal or other considerations including compliance with data protection requirements;
Professional – the objectives of the coaching programme and the roles and responsibilities of the parties; and
Psychological – what the parties expect over and above the explicit expectations set out in the written contract.

Coaching Skills

Unit Number: L/616/9435

Level: 3

Credit Value: 7

GLH: 49

Assessment Guidance:

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1 Understand the concept and benefits of mentoring.</p>	<p>1.1 Summarise the role of the coach. 1.2 Describe the values, attitudes, behaviours and skills required to offer effective coaching. 1.3 Explain the boundaries of the coaching role. 1.4 Explain how to act when boundaries of coaching role are reached. 1.5 Summarise key elements of a coaching model to apply in practice.</p>
<p>2 Be able to establish a coaching relationship.</p>	<p>2.1 Create an environment in which effective coaching can take place. 2.2 Establish a rapport with the person being coached which enables open and honest discussion.</p>
<p>3 Be able to provide coaching.</p>	<p>3.1 Apply one or more models of coaching in own coaching practice. 3.2 Support the person(s) being coached to set goals for development of skills or knowledge. 3.3 Develop an action plan to achieve the goals. 3.4 Use appropriate techniques to support and challenge the person being coached including: <ul style="list-style-type: none"> • sharing examples of good practice • motivational techniques • offering constructive feedback. </p>
<p>4 Be able to maintain and conclude a coaching relationship.</p>	<p>4.1 Address issues and misunderstandings within a coaching relationship. 4.2 Bring a coaching relationship to a timely and positive end.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
5 Be able to review own performance as a coach.	5.1 Reflect on own effectiveness as a coach. 5.2 Summarise own strengths, giving examples of these from own coaching practice. 5.3 Summarise own areas for improvements, giving examples of these from own coaching practice.

Indicative Content: Coaching Skills**Learning Outcome 1:**

Roles and responsibilities of a coach:

- provide individuals and teams with opportunities for gaining new skills, and personal development
- offer learning opportunities geared to individual needs
- encourage a positive attitude to learning
- provide flexibility in the learning process
- allow person being coached to select what and how they learn.

Skills: Understanding differences and similarities between the skills of a coach and mentor. They overlap to some extent. Both mentors and coaches are 'critical friends' although they might use different methods. A coach is more likely to use direct feedback, while a mentor relies more heavily on the questioning process. A coach is a specialist who works with the person being coached on specific goals and objectives – the professional equivalent of a fitness trainer.

A potential mentor or coach will require the following personal qualities:

- ability to recognise changes in mood and body language
- observant
- ability to maintain confidentiality
- warm and confidence-inspiring personality
- objective and impartial in dealing with people
- willing to commit time and energy to learn mentoring or coaching skills.

Boundaries of coaching role:

- Setting out boundaries at the start of the interaction
- Crossing professional boundaries
- Confidentiality
- Where a client needs specialist support e.g. counselling

Models for coaching:

- GROW
- ACHIEVE

Theoretical approaches to coaching, e.g.:

- Cognitive behaviour coaching
- Gestalt coaching
- Humanistic coaching
- Mindfulness
- NLP
- Narrative approach
- Performance coaching
- Solution focused coaching
- Transactional analysis
- Transformational coaching

Learning Outcome 2:

This outcome must be assessed in a real working environment. The coach must:

- Create a safe and comfortable environment for the coaching session

Indicative Content: Coaching Skills

- Establish a positive relationship with the person being coached.

Learning Outcome 3:

This outcome must be assessed in a real work environment. The coach must:

- Use at least one coaching model with the person being coached, e.g. GROW, ACHIEVE
- Set goals and SMART targets
- Develop an action plan
- Use appropriate techniques to support:
 - sharing examples of good practice
 - using motivational techniques
 - offering constructive feedback.

Learning Outcome 4:

This outcome must be assessed in a real work environment. The coach must:

- address issues and misunderstandings
- bring the coaching relationship to a timely end.

Learning Outcome 5:

Analysis of own strengths and weaknesses in terms of coaching.

Models of reflection:

- Gibbs' Reflective Cycle
- Kolbs' Learning Cycle
- Johns' Model for Structured Reflection
- Bains' Framework – the five Rs
- Moons' Levels of Learning



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