

<b>Unit Title:</b>	<b>Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings</b>
Sector unit number	O30c
Level:	5
Credit value:	6
Guided learning hours:	43
Unit Reference Number:	L/602/2547

### Unit purpose and aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills to support coaching and mentoring of practitioners in health and social care or children and young people's settings. It includes the ability to understand the benefits of coaching and mentoring and to plan implement and evaluate the impact of coaching and mentoring in the work setting.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The Learner will:</b></p> <p>1 Understand the benefits of coaching and mentoring practitioners in health and social care or children and young people's settings</p>	<p><b>The Learner can:</b></p> <p>1.1 Analyse the differences between coaching and mentoring</p> <p>1.2 Explain circumstances when coaching would be an appropriate method of supporting learning at work</p> <p>1.3 Explain circumstances when mentoring would be an appropriate method of supporting learning at work</p> <p>1.4 Explain how coaching and mentoring complement other methods of supporting learning</p> <p>1.5 Analyse how coaching and mentoring at work can promote the business objectives of the work setting</p> <p>1.6 Evaluate the management implications of supporting coaching and mentoring in the work setting</p>	

Learning Outcomes	Assessment Criteria	Exemplification
	1.7 Explain how coaching and mentoring in the work setting can contribute to a learning culture 1.8 Explain the importance of meeting the learning needs of coaches and mentors	
2 Be able to promote coaching and mentoring of practitioners in health and social care or children and young people's settings	2.1 Promote the benefits of coaching and mentoring in the work setting 2.2 Support practitioners to identify learning needs where it would be appropriate to use coaching. 2.3 Support practitioners to identify learning needs where it would be appropriate to use mentoring 2.4 Explain the different types of information, advice and guidance that can support learning in the work setting 2.5 Demonstrate a solution-focused approach to promoting coaching and mentoring in the work setting.	
3 Be able to identify the coaching and mentoring needs of practitioners in health and social care or children and young people's settings	3.1 Use <b>different information sources</b> to determine the coaching and mentoring needs of practitioners in the work setting 3.2 Plan coaching and mentoring activities	<b>Different information sources</b> may include: <ul style="list-style-type: none"> <li>• Strategic/business plans</li> <li>• New legislation/regulation</li> <li>• Supervision agreements/professional development plans</li> <li>• Availability and expertise of coaches and mentors in the work setting</li> <li>• Service users who have different needs</li> </ul>
4 Be able to implement coaching and mentoring activities in health and social care or children and young people's settings	4.1 Support the implementation of coaching and mentoring activities 4.2 Select the most appropriate person to act as coach or mentor 4.3 Explain the support needs of those who are working with peers as coaches or mentors	

Learning Outcomes	Assessment Criteria	Exemplification
	4.4 Provide coaching in a work setting according to the agreed plan 4.5 Provide mentoring in a work setting according to the agreed plan	
5 Be able to review the outcomes of coaching and mentoring in health and social care or children and young people's settings	5.1 Review how the use of coaching and mentoring in the work setting has supported business objectives 5.2 Evaluate the impact of coaching and mentoring on practice 5.3 Develop plans to support the future development of coaching and mentoring in the work setting	

## Assessment

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This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with '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.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

## Details of relationship between the unit and national occupational standards

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development.

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website [www.ocr.org.uk](http://www.ocr.org.uk).

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.