



Training
QualificationsUK

Qualification Specification

TQUK Level 5 Certificate in Coaching and Mentoring (RQF)

Qualification Number: 603/2228/7

Version 3

Contents

Summary of changes	3
Introduction	4
Welcome to TQUK.....	4
Centre Recognition.....	4
Qualification Specifications.....	5
Use of TQUK Logo, Name and Qualifications.....	5
The Qualification	6
Qualification Purpose	6
Entry Requirements.....	6
Progression.....	6
Structure	8
Guided Learning Hours.....	8
Directed Study Requirements.....	8
Total Qualification Time.....	8
Assessment	8
Centre Devised Assessment (CDA) Guidance	9
Course Delivery.....	10
Learner Registration.....	10
Tutor, Assessor and Internal Quality Assurer Requirements.....	10
External Quality Assurance	11
Useful Websites	12
Mandatory units	13
Preparing for the coaching role	13
Preparing for the mentoring role.....	15
Coaching and mentoring	16

Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
Version 3, May 2024	Rebranded

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

The Qualification

TQUK Level 5 Certificate in Coaching and Mentoring (RQF) is regulated by Ofqual.

The qualification was developed in association with Essential Teaching UK.

Qualification Purpose

The Level 5 Certificate in Coaching and Mentoring is an ideal qualification for managers with significant responsibility for coaching and mentoring as part of their day-to-day role. It is designed to develop learners planning to move into a development role or start a career as a freelance coach and mentor.

Benefits for individuals:

- Get a critical understanding of the role and responsibilities of the workplace coach and mentor
- Deepen your understanding of how coaching and mentoring can impact an organisation
- Be able to assess your own skills, behaviours and knowledge as a coach and mentor
- Provide evidence of your own development as a coach and mentor through the qualification
- Plan your further development
- Plan, deliver and review coaching and mentoring in your organisation.

Benefits for employers

- Ensure the managers you develop as coaches or mentors are properly equipped with the skills, knowledge and ethical understanding they need
- Develop a coaching and mentoring culture in your organisation, so that managers are able to provide effective support for the development of others and improve their performance.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The qualification is suitable for learners of 18 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

- Level 5 Award, Certificate or Diploma in Leadership and Management
- Level 7 Certificate or Diploma in Executive Coaching and Mentoring
- Level 7 Certificate or Diploma in Coaching Supervision.

Structure

Learners must achieve three mandatory units.

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Preparing for the coaching role	J/616/0913	4	15	3
Preparing for the mentoring role	L/616/0914	4	15	3
Coaching and mentoring	Y/616/0916	5	30	7

Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

Guided learning hours for this qualification are 60.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 70 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 130 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where stated in a unit's assessment requirements, that unit must be assessed in line with the identified assessment strategy/principles.

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

All learning outcomes which require demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'be able to') should be assessed through observation of learner performance in real work situations. Details of specific requirements and where simulation is/ is not permitted are included in the unit specifications or can be found in the required assessment principles document.

Materials for internal assessment must be submitted to TQUK for approval before use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to

ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility please refer to the following websites:

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service \(LARS\)](#)

Mandatory units

Title:	Preparing for the coaching role J/616/0913	
Level:	4	
Credit value:	3	
Guided learning hours:	15	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand own role and responsibilities in relation to coaching	1.1	Analyse the skills and qualities required for a specific coaching role
	1.2	Explain how own values, behaviours, attitudes and emotional awareness can impact on the coaching role
	1.3	Explain why it is important to establish ground rules for engagement and boundaries in a coaching relationship
	1.4	Explain the importance of acting according to ethical and professional standards in a coaching relationship
2. Understand the skills required of a coach	2.1	Discuss the communication skills required of a coach
	2.2	Analyse ways of building a relationship with a client in a coaching role
	2.3	Explain the need for sensitivity and confidentiality in a coaching relationship
	2.4	Evaluate methods of feedback and support for a coachee in a coaching relationship
3. Understand the use of coaching in a specific context	3.1	Analyse the benefits of coaching in a specific context
	3.2	Analyse the impact of coaching on individual learning and development
	3.3	Explain legal and organisational requirements in a specific context relating to: <ul style="list-style-type: none"> • general data protection regulation; • privacy; • confidentiality; and • safe-guarding and disclosure.
	3.4	Identify sources of support to deal with issues which are outside own expertise or authority
	3.5	Explain what constitutes a safe and comfortable environment for a coaching session
4. Understand how to identify client goals and outcomes	4.1	Analyse ways of identifying and agreeing outcomes and goals with clients
	4.2	Explain the role of a coaching agreement
	4.3	Explain the importance of agreeing with the

		client records of interaction and progress towards agreed objectives and goals
	4.4	Analyse client responsibility and autonomy for making changes

Title:	Preparing for the mentoring role L/616/0914	
Level:	4	
Credit value:	3	
Guided learning hours:	15	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand own role and responsibilities in relation to mentoring	1.1	Analyse the skills and qualities required for a specific mentoring role
	1.2	Explain how own values, behaviours, attitudes and emotional awareness can impact on the mentoring role
	1.3	Explain why it is important to establish ground rules for engagement and boundaries in a mentoring relationship
	1.4	Explain the importance of acting according to ethical and professional standards in a mentoring relationship
2. Understand the skills required of a mentor	2.1	Discuss the communication skills required of a mentor
	2.2	Analyse ways of building a relationship with a client in a mentoring role
	2.3	Explain the need for sensitivity and confidentiality in a mentoring relationship
	4	Evaluate methods of feedback and support for mentee mentoring relationship
3. Understand the use of mentoring in a specific context	3.1	Analyse the benefits of mentoring in a specific context
	3.2	Analyse the impact of mentoring on individual learning and development
	3.3	Explain legal and organisational requirements in a specific context relating to: <ul style="list-style-type: none"> • General Data Protection Regulation; • privacy; • confidentiality; and • safe-guarding and disclosure
	3.4	Identify sources of support to deal with issues that are outside own expertise or authority
	3.5	Explain what constitutes a safe and comfortable environment for a mentoring session.
4. Understand how to identify client goals and outcomes	4.1	Analyse ways of identifying and agreeing outcomes and goals with clients
	4.2	Explain the role of a mentoring agreement
	4.3	Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals
	4.4	Analyse client responsibility and autonomy for making changes

Title:	Coaching and mentoring Y/616/0916	
Level:	5	
Credit value:	7	
Guided learning hours:	30	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the principles of coaching and mentoring	1.1	Describe the principles of coaching and mentoring
	1.2	Explain how linking mentoring with objectives and activities is effective in developing individuals, teams, and organisations
	1.3	Explain how coaching and mentoring can benefit individuals, teams, and organisations
	1.4	Explain the processes of coaching and mentoring
	1.5	Explain the boundaries of coaching and mentoring
	1.6	Evaluate the importance of communication skills in coaching and mentoring
	1.7	Explain how to conclude the coaching or mentoring process, reviewing success against agreed criteria
2. Understand the impact of coaching on individual, team and organisational performance	2.1	Analyse the benefits of coaching and mentoring for an individual
	2.2	Analyse the benefits of coaching and mentoring for a team
	2.3	Analyse the benefits of coaching and mentoring for an organisation
3 Be able to plan a coaching or mentoring programme	3.1	Plan a coaching or mentoring programme based on identified performance needs
	3.2	Agree success criteria for a coaching or mentoring programme
4 Be able to deliver a coaching or mentoring programme	4.1	Organise coaching or mentoring sessions
	4.2	Deliver coaching or mentoring sessions and maintain records
	4.3	Review coachees' or mentees' progress toward their agreed goals
5 Be able to evaluate own coaching or mentoring practice	5.1	Gather feedback and evaluate own coaching or mentoring practice
	5.2	Evaluate the impact of coaching or mentoring on the individual, the team, and the organisation