

Unit 37: Facilitate Coaching and Mentoring of Practitioners in Care Settings

Level:	5
Unit type:	Optional
Credit value:	6
Guided learning hours:	56

Unit introduction

Coaching and mentoring practitioners in care settings is part of the role of senior staff. As a manager or leader in a care setting, you will need to recognise the differences between coaching and mentoring and to use them appropriately. By facilitating these processes effectively, you will ensure that practitioners in the organisation develop their skills and expertise, which will then benefit the service provision.

This unit will develop the knowledge, understanding and skills to support the coaching and mentoring of practitioners in care settings. You will have the opportunity to explore the benefits of coaching and mentoring, and to plan, implement and evaluate the impact of coaching and mentoring in your own work setting.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the processes for coaching and mentoring practitioners in care settings	1.1 Analyse the differences between coaching and mentoring, giving examples of how each process is used within own organisation 1.2 Review the benefits of coaching and mentoring relationships to both parties when supporting practitioners within the setting 1.3 Discuss how coaching and mentoring support the professional development of practitioners 1.4 Assess how organisational policies in own setting relating to coaching and mentoring promote a learning ethos 1.5 Explain how appropriate support and training are provided for the coach/mentor within own organisation
2 Understand the benefits for the organisation of effective coaching and mentoring support for practitioners in care settings	2.1 Discuss the benefits to users of services of maintaining effective coaching and mentoring support for practitioners within a setting 2.2 Assess the role and responsibilities of practitioners when engaging with coaching and mentoring activities to develop professional practice 2.3 Analyse how the organisation will benefit from effective coaching and mentoring support for all practitioners 2.4 Analyse how the use of coaching and mentoring in own work setting supports business objectives

Learning outcomes		Assessment criteria
3	Be able to promote coaching and mentoring of practitioners in care settings	3.1 Promote coaching and mentoring support in own work setting according to organisational policies 3.2 Support practitioners to identify their own learning needs as a part of their development 3.3 Discuss different types and sources of information, advice and guidance that can support learning in the work setting 3.4 Demonstrate a solution-focused approach to promoting coaching and mentoring in the work setting
4	Be able to identify the coaching and mentoring needs of practitioners in care settings	4.1 Use different information sources to determine the coaching and mentoring needs of practitioners in own work setting 4.2 Plan coaching and mentoring activities in line with organisational requirements
5	Be able to implement coaching and mentoring activities in care settings	5.1 Support the implementation of coaching and mentoring activities in line with organisational policies 5.2 Provide coaching in a work setting according to the agreed plan 5.3 Provide mentoring in a work setting according to the agreed plan
6	Be able to review the outcomes of coaching and mentoring in care settings	6.1 Evaluate the impact of coaching and mentoring on practice in own setting 6.2 Develop plans to support the future development of coaching and mentoring in own setting, in accordance with organisational policies and objectives

Unit content

What needs to be learned

Learning outcome 1: Understand the processes for coaching and mentoring practitioners in care settings

Coaching

- Enables the practitioner to achieve specific goals.
- Focus on short- and long-term goals; target setting; SMART targets.
- Developing a person's skills and knowledge so that their job performance improves, leading to the achievement of organisational objectives.
- More structured – focus on specific issues.
- Meetings scheduled.
- Coach does not need to have knowledge of the role.

Mentoring

- Transfer of knowledge/skills from a highly experienced person to a person of lesser experience.
- Long-term passing on of support, guidance and advice.
- A supportive form of development.
- Focus on providing support to manage career, progress and improve skills.
- Productive discussion of personal issues, unlike in coaching where the emphasis is on performance at work.
- Mentoring activities have both organisational and individual goals.

Models of practice

- GROW – Goal, Reality, Options, Will.
- Kolb's Experiential Learning Cycle.

Benefits of coaching/mentoring relationships

- Development of trust.
- Learning from senior staff.
- Staff feeling accepted and part of the team.
- Opportunities to shadow and plan progression.
- Supporting appraisal processes.
- Identification of staff potential.

Support for coach/mentor

- Formal training.
- Refreshing skills.
- Updating practice.

What needs to be learned

- Developing relationship with the team.

Learning outcome 2: Understand the benefits for the organisation of effective coaching and mentoring support for practitioners in care settings

Benefits to users of services

- Improved practice.
- Upskilled staff.
- Stronger team cohesiveness.
- Continuity and consistency of care.
- Carers feel empowered to provide innovative approaches.
- Learning ethos of organisations promotes evidence-based practice.

Role and responsibilities

- Agreeing to contracts of learning.
- Participating fully.
- Keeping appointments.
- Self-reflection and evaluation.
- Building relationships.
- Completing preparation outside work.
- Updating continuing professional development plan.
- Attending external training.
- Feedback and dissemination to team.
- Completion of training programmes within timescales.

Benefits to organisation

- Improved recruitment and retention.
- Effective succession planning.
- Makes organisations adapt to change.
- Improved performance.
- Engagement/team building.
- Job satisfaction.
- Improved service provision.
- Focus on needs of user of services.
- Meets requirements of regulatory body.
- Enables clear target setting for organisation.

What needs to be learned

Business objectives

- Develops staff skill mix.
- Offers opportunities for progression.
- Promotes learning culture.
- Develops staff in-house.

Learning outcome 3: Be able to promote coaching and mentoring of practitioners in care settings

Promotion of coaching and mentoring

- Developing a learning culture.
- Demonstrating proactive role in planning and implementing support.
- Reviewing organisational policies.
- Modelling of skills and practice.

Information, advice and guidance

- Accessing current research.
- Updating training.
- Sharing new learning.
- Reviewing change in policy development.
- Support from training providers and local colleges; internet sources.

Solution-focused approach

- Identifying innovative approaches.
- Developing work-based approaches.
- Supporting mentor approaches within team.
- Supporting opportunities to observe and shadow.

Learning outcome 4: Be able to identify the coaching and mentoring needs of practitioners in care settings

Using information sources to determine coaching and mentoring needs

- Different information sources could include:
 - strategic/business plans
 - new legislation/regulation
 - supervision agreements/professional development plans
 - availability and expertise of coaches and mentors in the work setting
 - users of services who have different needs.
- Information specific to practitioners, e.g. applications, CVs, past experience, previous training, identified career goals, appraisals, personal development plans.

What needs to be learned

- Information relating to organisation, e.g. organisational targets, performance measures.

Planning activities

- Training, e.g. staff training, team training, induction training, specific training, shadowing, external training, practical training sessions.
- Meetings; agreed agendas.
- Peer mentor feedback.

Learning outcome 5: Be able to implement coaching and mentoring activities in care settings

Implementation of coaching and mentoring

- Induction.
- Support for development.
- Career progression.
- On-the-job learning.
- Equal opportunity programmes.
- Redundancy and retirement.
- New projects.
- New job transition.
- Change management.

Learning outcome 6: Be able to review the outcomes of coaching and mentoring in care settings

Impact of coaching and mentoring

- Personal development.
- Professional development.
- Career progression.
- Developing leaders.
- Improved practice.
- User of services satisfaction.
- Person-centred approaches.
- Team development.
- Learning culture.
- Organisational development.
- Coping with change.

What needs to be learned

Future development

- Increased opportunities.
- Widening opportunities.
- Reviewing learning opportunities.
- Developing policy.
- Strengthening management and leadership team.
- Development of peer mentors and coaches.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Assessment decisions for learning outcomes 3, 4, 5 and 6 (competence) must be made based on evidence generated during the learner's normal work activity. 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. Simulation may not be used as an assessment method for learning outcomes 3, 4, 5 and 6.

Assessment of learning outcomes 1 and 2 (knowledge) may take place in or outside of a real work environment.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Suggested resources

This section lists resource materials that can be used to support the delivery of the qualification.

Books

Foster-Turner J – *Coaching and Mentoring in Health and Social Care: The Essential Manual for Professionals and Organisations* (Taylor and Francis, 2006) ISBN 9781857755497

Megginson D et al – *Mentoring in Action: A Practical Guide for Managers, 2nd edition* (Kogan Page, 2005) ISBN 9780749449155

Websites

www.cipd.co.uk

Chartered Institute of Personnel and Development

www.scie.org.uk

Social Care Institute for Excellence

www.skillsforcare.org.uk

Skills for Care