



Qualification Specification

ProQual Level 3 Qualifications in Mentoring and Coaching

ProQual Level 3 Qualifications in Mentoring and Coaching



This qualification is part of ProQual's broad offer of qualifications in the Teaching, Training and Assessment Sector.

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Introduction

The suite of ProQual Level 3 qualifications in Mentoring and Coaching provide a nationally recognised qualifications for individuals looking to develop their skills in guiding, supporting, and empowering others through effective mentoring and coaching techniques.

The aims of this qualification are:

- To equip learners with the knowledge and understanding of mentoring and coaching principles and practices.
- To develop practical skills for supporting individuals to achieve their personal or professional goals.
- To foster the ability to build and maintain effective mentoring and coaching relationships across various contexts.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF), and has been published in Ofqual's Register of Qualifications.

Qualification Profile

This suite consists of **four** qualifications.

Qualification Title:	ProQual Level 3 Award in Understanding the Mentoring Process
Qualification Number:	610/5287/5
Level:	3
Total Qualification Time (TQT):	100 Hours (10 Credits)
Guided Learning Hours (GLH):	70 Hours
Assessment:	Pass / Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual Verifiers
Qualification Start Date:	10/02/2025
Qualification Review Date:	10/02/2028

Qualification Title:	ProQual Level 3 Award in Understanding the Coaching Process
Qualification Number:	610/5288/7
Level:	3
Total Qualification Time (TQT):	100 Hours (10 Credits)
Guided Learning Hours (GLH):	70 Hours
Assessment:	Pass / Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual Verifiers
Qualification Start Date:	10/02/2025
Qualification Review Date:	10/02/2028

Qualification Title:	ProQual Level 3 Certificate in Mentoring Individuals
Qualification Number:	610/5289/9
Level:	3
Total Qualification Time (TQT):	150 Hours (15 Credits)
Guided Learning Hours (GLH):	120 Hours
Assessment:	Pass / Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual Verifiers
Qualification Start Date:	10/02/2025
Qualification Review Date:	10/02/2028

Qualification Title:	ProQual Level 3 Certificate in Coaching Individuals
Qualification Number:	610/5290/5
Level:	3
Total Qualification Time (TQT):	150 Hours (15 Credits)
Guided Learning Hours (GLH):	120 Hours
Assessment:	Pass / Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual Verifiers
Qualification Start Date:	10/02/2025
Qualification Review Date:	10/02/2028

Learner Profile

There are no formal academic entry requirements for these qualifications. Centres should carry out their own assessment of candidates to identify any gaps and inform the assessment plan.

Candidates must be at least 18 years old on the day that they are registered for these qualifications. Centres are reminded that no assessment activity may take place until a candidate has been registered.

Candidates for the certificates should be employed in a role where they will have the opportunity to provide mentoring or coaching to individuals, as this cannot be simulated. This is not a requirement for the awards, and these may be undertaken by candidates who are not yet able to provide mentoring or coaching.

Candidates who complete this qualification may progress to complete other qualifications in the Teaching, Training and Assessment suite.

Qualification Structure

ProQual Level 3 Award in Understanding the Mentoring Process

This qualification consists of **three** mandatory units. Candidates must complete all mandatory units to complete this qualification. There are no optional units in this qualification.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
R/651/4766	Understanding the Mentoring and Coaching Relationship	3	30	20
T/651/4767	Understanding the Principles of Mentoring	3	40	30
J/651/4771	Understanding Equality and Diversity as a Mentor or Coach	3	30	20

ProQual Level 3 Award in Understanding the Coaching Process

This qualification consists of **three** mandatory units. Candidates must complete all mandatory units to complete this qualification. There are no optional units in this qualification.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
R/651/4766	Understanding the Mentoring and Coaching Relationship	3	30	20
Y/651/4768	Understanding the Principles of Coaching	3	40	30
J/651/4771	Understanding Equality and Diversity as a Mentor or Coach	3	30	20

ProQual Level 3 Certificate in Mentoring Individuals

This qualification consists of **four** mandatory units. Candidates must complete all mandatory units to complete this qualification. There are no optional units in this qualification.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
R/651/4766	Understanding the Mentoring and Coaching Relationship	3	30	20
T/651/4767	Understanding the Principles of Mentoring	3	40	30
A/651/4769	Providing Mentoring for Individuals	3	50	20
J/651/4771	Understanding Equality and Diversity as a Mentor or Coach	3	30	20

ProQual Level 3 Certificate in Coaching Individuals

This qualification consists of **four** mandatory units. Candidates must complete all mandatory units to complete this qualification. There are no optional units in this qualification.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
R/651/4766	Understanding the Mentoring and Coaching Relationship	3	30	20
Y/651/4768	Understanding the Principles of Coaching	3	40	30
H/651/4770	Providing Coaching for Individuals	3	50	20
J/651/4771	Understanding Equality and Diversity as a Mentor or Coach	3	30	20

Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.

Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

ProQual Level 3 Award in Understanding the Mentoring Process

ProQual Level 3 Award in Understanding Coaching Process

ProQual Level 3 Certificate in Mentoring Individuals

ProQual Level 3 Certificate in Coaching Individuals

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement.

Assessment Requirements

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor
- Assignments/projects/reports
- Professional discussion
- Witness testimony
- Candidate product
- Worksheets
- Record of oral and written questioning
- Recognition of Prior Learning

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment.
(Suitable for assessment taking place in a working environment only.)
- ProQual Level 3 Award in Assessing Vocational Achievement.
(Suitable for assessment taking place in a simulated training environment only.)

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

Occupationally competent means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

Enquiries, Appeals and Adjustments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Units – Learning Outcomes and Assessment Criteria

Title:	Understanding the Mentoring and Coaching Relationship			Level:	3
Unit Number:	R/651/4766	TQT:	30	GLH:	20
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand the fundamentals of the mentoring and coaching relationship	1.1	Explain the difference between mentoring and coaching.		
		1.2	Identify the qualities and skills required to establish a positive mentoring or coaching relationship.		
		1.3	Explain the importance of confidentiality in the mentoring or coaching relationship.		
		1.4	Explain the role of communication in an affective mentoring or coaching relationship, including: <ul style="list-style-type: none"> • Active listening. • Questioning skills. 		
		1.5	Discuss the potential ethical considerations involved in a mentoring or coaching relationships.		
2	Understand the purpose of the mentoring and coaching relationship.	2.1	Describe the purpose of mentoring and coaching in personal and professional contexts.		
		2.2	Explain how mentoring and coaching support individual development and growth.		
		2.3	Describe how the purpose of mentoring or coaching can differ across settings, including: <ul style="list-style-type: none"> • Workplace. • Educational. • Personal. 		
		2.4	Discuss the role of mentoring and coaching in supporting organisational culture.		

3	Understand potential barriers to in a mentoring and coaching relationship.	3.1	Identify potential mentee or coachee barriers in a mentoring and coaching relationship.
		3.2	Describe ways to overcome mentee or coachee barriers in a mentoring or coaching relationship.
		3.3	Identify potential mentor or coach barriers in a mentoring and coaching relationship.
		3.4	Describe ways to overcome mentor or coach barriers in a mentoring or coaching relationship.
		3.5	Identify potential organisational barriers in a mentoring and coaching relationship.
		3.6	Describe ways to overcome organisational barriers in a mentoring or coaching relationship.

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Centres may use the appropriate ProQual Candidate Workbook, or their own, centre devised, assignments.

Title:		Understanding the Principles of Mentoring		Level:	3
Unit Number:		T/651/4767	TQT:	40	GLH: 30
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand the fundamentals of mentoring	1.1	Define mentoring, and its purpose.		
		1.2	Describe the role of a mentor		
		1.3	Describe the benefits of mentoring for the: <ul style="list-style-type: none"> • Mentor. • Mentee. • Organisation. 		
		1.4	Discuss areas of difficulty that could arise during the mentoring process.		
		2.1	Identify the stages of the mentoring process.		
2	Understand how to carry out mentoring	2.2	Identify methods used to determine and establish mentee goals and the purpose of the mentoring.		
		2.3	Describe how to identify performance improvements and changes expected from the mentee.		
		2.4	Describe how SMART targets are used when mentoring an individual.		
		2.5	Discuss the different methods of mentoring.		
		3.1	Explain the importance of objective and clear feedback for the mentoring process.		
3	Understand the importance of feedback to the mentoring process.	3.2	Explain the importance of exploratory feedback for the mentoring process.		
		3.3	Explain the importance of recognising progress and achievement for the mentoring process.		

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Title:	Understanding the Principles of Coaching		Level:	3	
Unit Number:	Y/651/4768	TQT:	40	GLH:	30
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand the fundamentals of coaching	1.1	Define coaching, and its purpose.		
		1.2	Describe the role of a coach		
		1.3	Describe the benefits of coaching for the: <ul style="list-style-type: none"> • Coach. • Coachee. • Organisation. 		
		1.4	Discuss areas of difficulty that could arise during the coaching process.		
2	Understand how to carry out coaching	2.1	Identify the stages of the coaching process.		
		2.2	Identify methods used to determine and establish coachee goals and the purpose of the coaching.		
		2.3	Describe how to identify performance improvements and changes expected from the coachee.		
		2.4	Describe how SMART targets are used when coaching an individual.		
		2.5	Discuss the different methods of coaching.		
3	Understand the importance of feedback to the coaching process.	3.1	Explain the importance of objective and clear feedback for the coaching process.		
		3.2	Explain the importance of exploratory feedback for the coaching process.		
		3.3	Explain the importance of recognising progress and achievement for the coaching process.		

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Title:	Providing Mentoring for Individuals			Level:	3
Unit Number:	A/651/4769	TQT:	50	GLH:	20
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Establish a mentoring relationship.	1.1	Agree the purpose of the mentoring with the mentee, including: <ul style="list-style-type: none"> • The goals of the mentee. • The expected outcome of the mentoring process. 		
		1.2	Identify the strengths and areas of weakness of the mentee.		
		1.3	Agree the timescales and milestones with the mentee.		
		1.4	Identify support available to the mentee throughout the process.		
2	Provide mentoring for an individual.	2.1	Produce a plan for the mentoring process.		
		2.2	Use appropriate diagnostic or assessment tools to effectively monitor the progress of the mentee.		
		2.3	Use an appropriate model of mentoring to support the mentee throughout the mentoring process.		
		2.4	Produce auditable records of the mentoring process, including mentee progress.		

3	Conclude the mentoring process.	3.1	Discuss the mentee's progress and success against: <ul style="list-style-type: none"> • Established goals. • Expected outcome of the mentoring process. • Individual, team and organisational performance criteria.
		3.2	Identify next steps and areas for future development for the mentee.
		3.3	Discuss methods for ensuring that the mentee is not dependant on the mentor going forward.
		3.4	Evaluate own performance, including: <ul style="list-style-type: none"> • Areas of strength. • How the process has been developmental for the mentee. • Areas for improvement. • Action to be taken to improve.

Additional Assessment Information

This unit is **competency based**. This means that evidence toward this unit could include:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.
- Documents produced by the candidate.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

In order to be awarded this unit, the candidate **must** provide **at least 12 hours** of mentoring to **at least two** individuals.

Evidence of practical skills **may not** be simulated.

Title:		Providing Coaching for Individuals		Level:		3	
Unit Number:		H/651/4770		TQT:		50	
				GLH:		20	
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>					
1	Establish a coaching relationship.	1.1	Agree the purpose of the coaching with the coachee, including: <ul style="list-style-type: none"> • The goals of the coachee. • The expected outcome of the coaching process. 				
		1.2	Identify the strengths and areas of weakness of the coachee.				
		1.3	Agree the timescales and milestones with the coachee.				
		1.4	Identify support available to the coachee throughout the process.				
2	Provide coaching for an individual.	2.1	Produce a plan for the coaching process.				
		2.2	Use appropriate diagnostic or assessment tools to effectively monitor the progress of the coachee.				
		2.3	Use an appropriate model of coaching to support the coachee throughout the coaching process.				
		2.4	Produce auditable records of the coaching process, including coachee progress.				

3	Conclude the coaching process.	3.1	<p>Discuss the coachee's progress and success against:</p> <ul style="list-style-type: none"> • Established goals. • Expected outcome of the coaching process. • Individual, team and organisational performance criteria.
		3.2	Identify next steps and areas for future development for the coachee.
		3.3	Discuss methods for ensuring that the coachee is not dependant on the coach going forward.
		3.4	<p>Evaluate own performance, including:</p> <ul style="list-style-type: none"> • Areas of strength. • How the process has been developmental for the coachee. • Areas for improvement. • Action to be taken to improve.

Additional Assessment Information

This unit is **competency based**. This means that evidence toward this unit could include:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.
- Documents produced by the candidate.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

In order to be awarded this unit, the candidate **must** provide **at least 12 hours** of mentoring to **at least two** individuals.

Evidence of practical skills **may not** be simulated.

Title:		Understanding Equality and Diversity as a Mentor or Coach		Level:		3	
Unit Number:		J/651/4771		TQT:		30	
				GLH:		20	
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>					
1	Understand the legislation, regulations and policies relevant to equality and diversity.	1.1	Identify legislation relevant to equality and diversity in the workplace.				
		1.2	Describe the requirements placed on organisations by the Equality Act 2012.				
		1.3	Describe own organisational policies relevant to equality and diversity.				
2	Understand the importance of equality and diversity in the workplace.	2.1	Describe how the behaviour of an individual can impact: <ul style="list-style-type: none"> • Colleagues. • The organisation. 				
		2.2	Describe how the behaviour of an organisation can impact: <ul style="list-style-type: none"> • Colleagues. • The organisation. 				
3	Understand how to promote equality and diversity as a mentor or coach	3.1	Identify situations where individuals are not: <ul style="list-style-type: none"> • Promoting equality. • Valuing diversity. 				
		3.2	Describe how opportunities can be provided to help others promote equality and diversity.				
		3.3	Identify sources of support when having trouble in promoting equality and diversity.				

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Evidence of assessment criteria 3.1 can come from case studies, or real working examples. If using examples from their real working environment, candidates should be mindful to protect the privacy of the individual's involved.

Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

Apply	Use existing knowledge or skills in a new or different context.
Analyse	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
Classify	Organise information according to specific criteria.
Compare	Examine subjects in detail, giving the similarities and differences.
Critically Compare	As with compare, but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
Describe	Provide detailed, factual information about a subject.
Discuss	Give a detailed account of a subject, including a range of contrasting views and opinions.
Explain	As with describe, but extended to include causation and reasoning.
Identify	Select or ascertain appropriate information and details from a broader range of information or data.
Interpret	Use information or data to clarify or explain something.
Produce	Make or create something.
State	Give short, factual information about something.
Specify	State a fact or requirement clearly and in precise detail.



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