



Centre Assessment Guidance

for

Level 5 Management Coaching and Mentoring

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Introduction

This document aims to support CMI Centres in the delivery, assessment and verification of the Level 5 Qualifications in Management Coaching and Mentoring. It should be used in conjunction with the CMI Centre Code of Practice.

About these qualifications

Titles and qualifications reference numbers

The titles given below are the titles as they will appear on the qualification when awarded to the learner. The qualification reference number is the number allocated to the qualification by the Regulator at the time of accreditation, which confirms that this is a fundable qualification on the QCF. The CMI code is the code which should be used when registering learners with CMI. Each unit also has a unique QCA unit number – this appears with the content of each unit at the end of this document.

CMI Code	Title	Qualification reference number
5A2	CMI Level 5 Award in Management Coaching and Mentoring (QCF)	500/4716/4
5C2	CMI Level 5 Certificate in Management Coaching and Mentoring (QCF)	500/4715/2
5D2	CMI Level 5 Diploma in Management Coaching and Mentoring (QCF)	500/4747/6

Accreditation dates

These qualifications are accredited from 1st September 2008, which is their operational start date in Centres. The accreditation ends on 31st December 2010, and the final date for certification is 31st December 2013.

Qualifications summary

These qualifications are designed to support managers in the development of management coaching and mentoring skills, and identifying the links between coaching, mentoring and the achievement of business goals.

Although the qualifications can be offered to learners from age 16, in practice the majority of learners at this level would be expected to be over 19. The Institute does not specify entry requirements for these qualifications, but Centres are required to ensure that learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.

The qualification is offered in the medium of the English Language. The qualification can be offered by Centres in languages other than English – Centres wishing to do this should refer to the relevant section of the CMI Centre Code of Practice for guidance.

Progressions

The qualifications provide opportunities for progression to other qualifications at the same or higher levels, which could also be work-based or more academically structured. The qualifications also support learners in meeting the requirements for work and/or employment within all areas of management and leadership at this level.

Credit values and rules of combination for the qualifications

A credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. The credit value of the unit will remain constant in all contexts, regardless of the assessment method used or the qualification(s) to which it contributes. Learners will only be awarded credits for the successful completion of whole units. (One credit is awarded for those learning outcomes achievable in 10 hours of learning time).

Learning time is a notional measure of the amount of time a typical learner might be expected to take to complete all of the learning relevant to achievement of the learning outcomes in a given unit. Learning time includes activities such as directed study, assessment, tutorials, mentoring and individual private study.

Guided learning hours, however, are intended to relate only to facilitated learning and associated assessments – individual private study is not included – and give guidance to delivery Centres on the amount of resource needed to deliver the programme and support learners. The units, guided learning hours and rules of combination for these qualifications are given in the tables 1 and 2.

Table 1 – Units and rules of combination for Level 5 Award and Certificate

Units		Credits	GLH
Unit 5014	Introduction to management coaching and mentoring	6	40
Unit 5015	Management coaching and mentoring and the organisation	6	45
Unit 5016	Management coaching and mentoring skills	6	45
Unit 5017	Management coaching practice	6	45
Unit 5018	Management mentoring	6	45
Unit 5019	Management of action learning	6	45

Award - Learners need to complete any combination of units to a minimum of 6 credits to achieve the qualification. Range of guided learning hours: 40 -45

Certificate - Learners need to complete units 5014, 5015, 5016 plus any one unit to achieve the qualification to a minimum of 24 credits. Range of guided learning hours: 175 - 175

Table 2 – Units and rules of combination for Level 5 Diploma

Units		Credits	GLH
Unit 5001	Personal development as a manager and leader	6	20
Unit 5014	Introduction to management coaching and mentoring	6	40
Unit 5015	Management coaching and mentoring and the organisation	6	45
Unit 5016	Management coaching and mentoring skills	6	45
Unit 5017	Management coaching practice	6	45
Unit 5018	Management mentoring	6	45
Unit 5019	Management of action learning	6	45

Diploma - Learners need to complete all units to achieve the qualification to a total of 42 credits. Range of guided learning hours: 285 - 285

Relationship to National Occupational Standards for Management and Leadership

The relationship of each unit to the Management and Leadership NOS is shown in table 3:

Table 3 – Relationship to M&L NOS

Units		NOS Units
Unit 5001	Personal development as a manager and leader	A2, E5, E6, A3
Unit 5014	Introduction to management coaching and mentoring	D7, C2, D5, A3
Unit 5015	Management coaching and mentoring and the organisation	D7, C2, D5, A3
Unit 5016	Management coaching and mentoring skills	D7, C2, D5, A3
Unit 5017	Management coaching practice	D7, C2, D5, A3
Unit 5018	Management mentoring	D7, C2, D5, A3

Assessment and verification

The main objective of the assessment of these qualifications will be to meet the assessment criteria detailed within each unit.

The primary interface with the learner is the Assessor whose job it is to assess the evidence presented by the learner. The Assessor should provide an audit trail showing how the judgement of the learner's overall achievement has been arrived at.

The Centre's assessment plan, to be agreed with the external verifier, should include a matrix for each qualification showing how each unit is to be assessed against the relevant criteria and which specific piece or pieces of work will be identified in relation to each unit. It should also show how assessment is scheduled into the delivery programme.

In designing the individual tasks and activities, centres must ensure that:

- the selected assessment task/activity is relevant to the content of the unit
- there are clear instructions given to learners as to what is expected
- learners are clearly told how long the assessment will take (if it is a timed activity), and what reference or other material they may use (if any) to complete it
- the language used in the assessment is free from any bias
- the language and technical terms used are at the appropriate level for the learners

In addition to the specific assessment criteria in each unit, the learner's work must be:

- accurate, current and authentic
- relevant in depth and breadth

and must also show the learner's:

- clear grasp of concepts
- ability to link theory to practice, and
- ability to communicate clearly in the relevant discipline at the expected level for the qualification

Learners' work for Institute purposes is given either a "pass" or "fail" result. There is no grading for Institute qualifications, and external verification of learners' work only confirms that the required criteria for achievement have been met. Centres are, however, free to apply their own grade scales, but it must be understood that these are completely separate from the Institute qualification.

What work is expected of the learners?

It is important to ensure consistency of assessment, and that demands made on learners are comparable within and between centres. A number of assessment methods can be used. Centres are encouraged to use a range of methods to ensure that all the learning outcomes and assessment criteria are met, and to enhance learners' development.

Assessment methods can include: -

- case studies
- role play
- time constrained tests
- examinations
- assignments
- reports
- integrated work activities
- viva voce
- projects
- presentations

In some instances, as well as written work, use can be made of technology. It is important, however, to ensure sufficient traceability for assessment and verification.

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by learners at Level 5. The amount and volume of work for each unit at this level should be broadly comparable to a word count of 2500 - 3000 words.

Centres and learners are encouraged to use methods of presenting data, analysis and information other than straightforward narrative text. In the appropriate contexts, tables, graphs, pie charts, diagrams and illustrations are just as demanding on the learner.

External Assessment

There is no Regulatory requirement for external assessment. However, the Institute offers the additional service of external assignment to centres, who wish to use Institute devised and assessed units as part of their programme. Further information on this service and the units for which it is available appears on the website www.managers.org.uk/qualifications

Recognition of Prior Learning and Achievement

The Qualifications and Credit framework is based on the principle of credit accumulation and transfer. Within this suite of qualifications, learners have the opportunity to build their achievements from a single unit into a full Diploma. The Institute will publish on its website which units and qualifications from other Awarding Bodies can be recognised for credit transfer and exemption. Credit transfer in the QCF will be based on confirmation of achievement of QCF numbered units.

There will of course still be instances where learners will wish to claim recognition of prior learning which has not been formally assessed and accredited. In those instances, Centres are free, after discussion and agreement with their External Verifier, to allow these learners direct access to the relevant assessment for the unit, without unnecessarily repetition the learning. Details of the process for recording such APEL are included in the CMI Centre Code of Practice.

Support for Centres

Staff at Approved Centres are offered group membership of CMI, enabling them to access all the support and information available to their learners. More information about what is available is detailed in the CMI Centre Code of Practice, and via the website www.managers.org.uk/qualifications

Units

The content of the units for the Level 5 suite of qualifications follow.

Accessing the units via the CMI website will enable Centres also to access support and reading material from the Study Resource Centre.

Title:	Personal development as a manager and leader				
Unit aim:	This unit is about improving individual management and leadership skills and competencies against objectives				
Level:	5	Unit Number:	5001	QCA Unit Number	T/501/5033
Credit value:	6	Guided Learning Hours	20		
Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>			
1. Be able to assess and plan for personal professional development		1.1 Explain the importance of continual self-development in achieving organisational objectives 1.2 Assess current skills and competencies against defined role requirements and organisational objectives 1.3 Identify development opportunities to meet current and future defined needs 1.4 Construct a personal development plan with achievable but challenging goals			
2. Be able to plan for the resources required for personal professional development		2.1 Identify the resources required to support the personal development plan 2.2 Develop a business case to secure the resources to support the personal development plan			
3. Be able to implement and evaluate the personal development plan		3.1 Discuss the processes required to implement the personal development plan 3.2 Evaluate the impact of the personal development plan on the achievement of defined role requirements and organisational objectives 3.3 Review and update the personal development plan			
4. Be able to promote healthy and safe working practices		4.1 Discuss the relationship(s) between healthy and safe working practices and organisational objectives 4.2 Explain the process for conducting a risk assessment 4.3 Identify the actions taken by the manager in dealing with a breach in healthy and safe working practices 4.4 Describe how to communicate responsibilities for healthy and safe working practices to the team 4.5 Discuss relevant records that are maintained to demonstrate that healthy and safe working practices are met			

Title:	Introduction to management coaching and mentoring				
Unit aim:	This unit is about introducing the practice of management coaching and mentoring				
Level:	5	Unit Number:	5014	QCA Unit Number	A/501/9665
Credit value:	6	Guided Learning Hours	40		
Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>			
1. Understand the concept and purpose of management coaching and mentoring		1.1 Describe the purpose of coaching in human resources development 1.2 Describe the role of mentoring in management 1.3 Evaluate the difference between coaching and mentoring			
2. Be able to determine the use of management coaching and mentoring as a tool in human resources development		2.1 Evaluate the benefits of coaching and mentoring in performance management 2.2 Explain the role of coaching and mentoring in team learning			
3. Understand the relationship between coaching and mentoring and organisational objectives		3.1 Analyse the role of a manager as a coach and mentor 3.2 Explain how coaching and mentoring is linked to organisational objectives			

Title:	Management coaching and mentoring and the organisation				
Unit aim:	This unit is about management coaching and mentoring and its operation within the organisation				
Level:	5	Unit Number:	5015	QCA Unit Number	J/501/9667
Credit value:	6	Guided Learning Hours	45		
Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>			
1. Understand the impact of coaching and mentoring programmes on the organisation		1.1 Evaluate the benefits of coaching and mentoring to an organisation 1.2 Identify how coaching and mentoring is used by an organisation 1.3 Discuss the organisational and human resource implications of using coaching and mentoring			
2. Be able to manage change in the operation of coaching and mentoring		2.1 Evaluate the impact on an organisation of establishing a coaching and mentoring culture 2.2 Identify barriers to change 2.3 Explain how to overcome organisational and individual resistance to the implementation of coaching and mentoring 2.4 Develop a plan to support individuals in the adoption of change			
3. Be able to monitor and evaluate the operation of coaching and mentoring within an organisation		3.1 Develop a plan to implement coaching and mentoring programmes within an organisation 3.2 Establish processes and mechanisms to record and monitor the impact of coaching and mentoring within an organisation 3.3 Review the implementation strategy to ensure continuous improvement			

Title:	Management coaching and mentoring skills				
Unit aim:	This unit is about the development of skills and learning styles in the management coaching and mentoring				
Level:	5	Unit Number:	5016	QCA Unit Number	L/501/9668
Credit value:	6	Guided Learning Hours	45		
Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>			
1. Understand how learning and development styles support the coaching and mentoring practice		1.1 Assess the different learning and development styles of self and individuals 1.2 Review and evaluate the impact of the differing learning styles on the development and operation of coaching and mentoring programmes 1.3 Construct a development plan to support individual and team styles using coaching and mentoring activities			
2. Be able to develop skills as a manager in coaching and mentoring		2.1 Assess current skills of communication and people development to support personal practice of coaching and mentoring 2.2 Identify development opportunities to meet personal skills needs and to develop own practice 2.3 Evaluate skills and practices and produce a personal development plan in relation to coaching and mentoring skills			
3. Be able to articulate and develop a coherent ethical framework to support coaching and mentoring within an organisation		3.1 Develop a coherent, congruent statement of ethics for coaching and mentoring programmes and activities 3.2 Analyse the impact of personal and organisational values and belief systems on the delivery of coaching and mentoring activities 3.3 Evaluate personal coaching and mentoring performance, detailing ways of dealing with beliefs, values, diversity and conflicts of interest			

Title:	Management coaching practice				
Unit aim:	This unit is about management coaching practice and theory				
Level:	5	Unit Number:	5017	QCA Unit Number	R/501/9669
Credit value:	6	Guided Learning Hours	45		
Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>			
1. Understand the tools and techniques used in coaching practice		1.1 Explain what is meant by the coaching cycle 1.2 Evaluate the use of reflection, self-awareness, dialogue, questioning and listening techniques within coaching activities to achieve behavioural and organisational change 1.3 Explain the impact of personalities on the selection of the tools and techniques adopted with individuals 1.4 Determine when problem-solving techniques are appropriate within coaching activities 1.5 Explain the differing techniques needed when coaching different groups and individuals			
2. Understand the need to develop relationships to support coaching practice		2.1 Analyse what is needed for successful coaching relationships 2.2 Identify how to build the commitment of the individuals to establish a partnership for effective coaching 2.3 Establish goals and agree action plans with individuals 2.4 Evaluate individuals' engagement with the programme through the coaching process			
3. Be able to develop coaching interventions to meet organisational requirements		3.1 Discuss guidelines and protocols for interventions based on accepted coaching theory and practice 3.2 Develop coaching interventions against identified organisational objectives 3.3 Evaluate the effectiveness of the coaching interventions in achieving			

	organisational objectives
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Title:	Management mentoring				
Unit aim:	This unit is about management mentoring practice and theory				
Level:	5	Unit Number:	5018	QCA Unit Number	J/501/9670
Credit value:	6	Guided Learning Hours	45		
Learning outcomes <i>The learner will:</i>			Assessment criteria <i>The learner can:</i>		
1. Understand the tools and techniques used in mentoring			1.1 Evaluate the use of reflection, self-awareness, dialogue, questioning and listening techniques within mentoring activities to support behavioural and organisational change 1.2 Explain the impact of personalities on the selection of the tools and techniques adopted with individuals 1.3 Identify when problem-solving techniques are used when mentoring 1.4 Explain the differing techniques needed when mentoring individuals		
2. Understand the need to develop relationships to support mentoring practice			2.1 Analyse what is needed for successful mentor relationships 2.2 Identify how to build the commitment of the individuals to establish a partnership for effective mentoring 2.3 Establish goals and agree action plans with individuals 2.4 Evaluate individuals' engagement with the programme through the mentoring process		
3. Be able to develop mentoring interventions to meet organisational requirements			3.1 Discuss guidelines and protocols for interventions based on accepted mentoring theory and practice 3.2 Develop interventions of mentoring to support individuals in the achievement of organisational objectives 3.3 Evaluate the effectiveness of the mentoring interventions in achieving organisational objectives		

Title:	Management of action learning				
Unit aim:	This unit is about the management of action learning in the development of individuals and organisational objectives				
Level:	5	Unit Number:	5019	QCA Unit Number	R/501/9672
Credit value:	6	Guided Learning Hours	45		
Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>			
1. Understand the practice and operation of action learning against organisational objectives		1.1 Explain the practice of action learning and the role of the manager 1.2 Identify the benefits of action learning in the development of individuals 1.3 Evaluate the impact of action learning on organisational objectives			
2. Be able to facilitate learning through action learning.		2.1 Identify mechanisms to monitor that the individual is taking responsibility for their own decisions, actions and learning approach 2.2 Establish practices to support individuals to elicit personal and organisational values 2.3 Describe how individuals are motivated and encouraged to apply learning to practice 2.4. Describe how the individual can be supported to maintain focus and alignment to organisational needs 2.5 Identify programmes that integrate the practice of action learning with organisational needs			
3. Be able to understand the impact of action learning on organisational objectives		3.1 Evaluate the use of action learning across programmes of learning 3.2 Analyse the organisational objectives and the impact of action learning towards achievement			