LEVEL 5 IN PROFESSIONAL CONSULTING

(RQF) Syllabus | Oct 2016 | Version 3

INSTITUTE OF CONSULTING

Chartered Management Institute

CONTENTS

4	Qualification Purpose
4	Titles & Reference Numbers
4	Accreditation Dates
5	Progression
5	Entry & Recruitment Requirements
6	Definitions
7	Rules of Combination
9	Delivery of CMI Qualifications
9	Assessment & Verification
10	Word Count & Appendices
10	External Assessment
11	Accessibility of CMI Qualifications
11	Recognition of Prior Learning & Achievement
11	Membership
11	Chartered Manager
12	Study Resources

UNITS

14 Unit 5029 – Introduction to consulting essentials

16 Unit 5030 – Planning and managing consultancy interventions

18 Unit 5031 – The role and responsibilities of a consultant

20 Unit 5032 – The client relationship

22 Unit 5033 – Communication for consultants

24 Unit 5034 – Problem solving tools and techniques for consultants

26 Unit 5009V1 – Project development and control

33 Unit 5017V1 – Coaching practice and theory

37 Unit 5019V1 – Management of action learning

40 Unit 6003V1 – Planning the change process

QUALIFICATION PURPOSE

The CMI Level 5 Qualifications in Professional Consulting (RQF) have been developed by Chartered Management Institute (CMI) in cooperation with the Institute of Consulting (IC).

These qualifications are designed for Professional Consultants who want to develop their strategic skills with consulting such as organisational structure and culture, entry and diagnosis, communicating strategies for consulting and group dynamics and facilitating skills.

TITLES AND 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 RQF and on the Register. The CMI code is the code which should be used when registering Learners with CMI.

Therefore all CMI Centres must use the full qualification title as per below when advertising or making reference to the qualifications.

CMI CODE	TITLE	QUALIFICATION REFERENCE NUMBER
5A26V2	CMI Level 5 Award in Professional Consulting	600/4447/0
5C26V2	CMI Level 5 Certificate in Professional Consulting	600/4448/2
5D26V2	CMI Level 5 Diploma in Professional Consulting	600/4449/4

ACCREDITATION DATES

These qualifications are accredited from 1st September 2012, which is the operational start date in CMI Centres. The accreditation ends on 31st August 2017.

PROGRESSION

IC and CMI would recommend for progression once completing the Professional Consulting qualifications would be to progress onto:

- CMI Level 6 Qualifications in Management and Leadership (RQF)
- CMI Level 7 Qualifications in Professional Consulting (RQF)

Please see also the CMI Website for further information on CMI's portfolio of Level 6 and Level 7 qualifications.

ENTRY AND RECRUITMENT

These qualifications can be offered to Learners from age 19. CMI 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.

CMI Centre must ensure Learners are recruited with integrity onto appropriate qualifications that will:

- meet their needs
- enable and facilitate learning and achievement
- enable progression

In order to achieve this, the CMI Centre will need to:

- Provide relevant programme information, guidance and advice, to enable informed Learner choice
- Publish entry and selection criteria
- Demonstrate that Learners are recruited with integrity
- Carry out comprehensive Learner induction that:
    - addresses programme and organisational requirements
    - explains Learner facilities
    - identifies Learners' development needs
    - develops an Individual Learning Plan

The qualification is offered in the medium of the English Language.

DEFINITIONS

Total Qualification Time (TQT) is defined as *the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements –*

a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*

b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

Total Unit Time (TUT) is defined as *the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a unit.*

Guided Learning Hours is defined as *the activity if a Learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

Immediate Guidance or Supervision is defined as *the guidance or supervision provided to a Learner by a lecturer, supervisor, tutor or other appropriate provider of education or training –*

a) *with the simultaneous physical present of the Learner and that person, or*

b) *remotely by means of simultaneous electronic communication*

Credit value is defined as being *the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit*. *One credit is equal to 10 hours of TQT.*

Rule of Combination is defined as being *a rule specifying the combination of unit which may be taken to form a particular qualification, any units which must be taken and any related requirements.*

RULES OF COMBINATION

CMI Level 5 Award in Professional Consulting

Learners need to complete any combination of units to a minimum of 7 credits. The minimum Total Qualification Time is 70 hours, including 30 Guided Learning Hours.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
Unit 5029	Introduction to consulting essentials	8	30	80
Unit 5030	Planning and managing consultancy interventions	8	35	80
Unit 5032	The client relationship	8	35	80
Unit 5033	Communication for consultants	7	30	70
Unit 5034	Problem solving tools and techniques for consultants	9	40	90

CMI Level 5 Certificate in Professional Consulting

Learners need to complete any combination of units to a minimum of 13 credits. The minimum Total Qualification Time is 130 hours, including 55 Guided Learning Hours.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
Unit 5029	Introduction to consulting essentials	8	30	80
Unit 5030	Planning and managing consultancy interventions	8	35	80
Unit 5031	The role and responsibilities of a consultant	6	25	60
Unit 5032	The client relationship	8	35	80
Unit 5033	Communication for consultants	7	30	70
Unit 5034	Problem solving tools and techniques for consultants	9	40	90

CMI Level 5 Diploma in Professional Consulting

Learners must complete all mandatory units to a total of 25 credits and three optional units to a minimum of 18 credits to achieve this qualification. The minimum Total Qualification Time is 430 hours, including 180 Guided Learning Hours.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
MANDATORY GROUP A				
Unit 5030	Planning and managing consultancy interventions	8	35	80
Unit 5032	The client relationship	8	35	80
Unit 5034	Problem solving, tools and techniques for consultants	9	40	90
OPTIONAL GROUP B				
Unit 5029	Introduction to consulting essentials	8	30	80
Unit 5031	The role and responsibilities of a consultant	6	25	60
Unit 5033	Communication for consultants	7	30	70
Unit 5009V1	Project development and control	6	20	60
Unit 5017V1	Coaching practice and theory	6	45	60
Unit 5019V1	Management of action learning	6	45	60
Unit 6003V1	Planning the change process	7	25	70

DELIVERY OF CMI QUALIFICATIONS

CMI does not specify the mode of delivery for its qualifications at Level 5; therefore CMI Centres are free to deliver the Level 5 qualifications using any mode of delivery that meets the needs of their Learners. However, CMI Centres should consider the Learners' complete learning experience when designing the learning programmes.

CMI Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether direct or indirect, and that equality of opportunity is promoted. Where it is reasonable and practical to do so, it will take steps to address identified inequalities or barriers that may arise.

Please ensure that the content of the Centre Delivery plan is approved by the CMI Quality Manager.

For CMI requirements regarding Tutor/Deliverers of CMI qualifications please refer to the CMI Centre Handbook for more information.

ASSESSMENT AND VERIFICATION

The criteria of the assessment of a CMI qualification will be to meet the assessment criteria detailed within each individual 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 CMI Centre's assessment plan, to be agreed with the Quality Manager, 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, CMI 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

There is no grading system for CMI qualifications, and external moderation of Learners' work only confirms that the required criteria for achievement have been met. CMI Centres are, however, free to apply their own grade scales, but it must be understood that these are completely separate from the CMI qualification.

It is important to ensure consistency of assessment, and that demands made on Learners are comparable within and between CMI Centres. A number of assessment methods can be used.

CMI 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.

For CMI requirements regarding Assessors and Internal Verifiers of CMI qualifications please refer to the CMI Centre Handbook for more information.

WORD COUNT & APPENDICES

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.

Learner work should aim to minimise the amount of unnecessary attachments or appendices. Information that is essential to the Learners work in order to meet the learning outcomes and assessment criteria should be included within the main body of the report. However, CMI understands that from time to time a Learner may need to include additional supporting information which enhances the overall work and it is recommended that it is kept to a minimum and does not over-exceed.

EXTERNAL ASSESSMENT

As part of our dedicated service, Chartered Management Institute (CMI) Awarding Body offers the opportunity for all centres to have their Learner's assignments externally assessed.

Some CMI Centres choose to send one assignment of the qualification to be externally assessed, as it gives the Learner a CMI quality stamp, as it is marked and assessed by the Awarding Body.

This service provides CMI Centres with a simplistic, professional and cost effective way to get their CMI Learner's work assessed and certificated within a six week period. Please refer to fee's guide for the actual cost.

Further information on this service and the units for which is available appears on the CMI website.

ACCESSIBILITY OF CMI QUALIFICATIONS

There may be incidents where Learners may require special consideration and reasonable adjustments to the delivery and assessment of qualifications. In the event of this, Centres should notify their allocated Quality Manager and CMI.

RECOGNITION OF PRIOR LEARNING AND ACHEIVEMENT

For further guidance on RPL and exemptions can be found in CMI RPL policy. Please click here.

MEMBERSHIP

If an individual is not already in membership at the time of registering on a CMI qualification then your Learner will be provided with free Affiliate membership of the IC through until the completion of their studies. For details of the benefits of membership please click here. There may be the opportunity to upgrade during the Learners studies dependant on successfully completing an assessment with CMI.

CHARTERED MANAGER

Chartered Managers are consistent high performer, committed to current best practice and ethical standards.

A unique designation, exclusively awarded by the Chartered Management Institute, Chartered Manager embodies a professional approach to management through knowledge, competence, professional standards and commitment to continuing professional development (CPD).

To find out more about how to become a Chartered Manager please click here.

STUDY RESOURCES

Management Direct

www.managers.org.uk/mgtdirect

It's fast, comprehensive and free to members

Management Direct is a complete online library of comprehensive and up-to-date material that addresses current management practice, supports studying and those looking to develop their skills.

- 220 Management Checklists and 60 Management Thinker profiles
- One page overviews of key Management Models
- Multimedia resources – 400 Leader Videos and e-learning modules
- CMI research and Professional Manager articles
- Authoritative definitions of management terms
- Over 11,000 articles and 600 ebooks to read online when you need them
- Learning Journey playlists for many units giving you easy access to resources specifically selected to support your studies
- Resources to develop your Study Skills, including factsheets on assignment writing, references and citations, learning styles, note taking and avoiding plagiarism.

All these resources are freely available to members from one source. Definitions give you a headline understanding of topic; Checklists and Models provide the essentials; and books and articles enable you to research further. Depending on your need you choose how far you want to go.

CMI Management Library

www.managers.org.uk/library

The CMI Management Library is one of the largest collections of management literature in the UK. The focus of the collection of over 15,000 books and reports is on practical management and thought leadership in the field.

You can search by a wide range of criteria; download content and export lists of resources. Members (within the UK) can submit requests to borrow books and pamphlets from the library, which will be posted to you on loan.

The CMI Management Library is open to visitors Monday - Friday 9am - 5pm.

E-journals

For in depth research try our e-journals service

CMI has joined forces with EBSCO Information Services to offer member's access to Business Source: Corporate, a database providing direct access to articles on management and business from a range of academic journals and business magazines. Members also have access to country, company and industry reports from leading providers.

Access to Business Source Corporate is through ManagementDirect.

Online CPD

CPD can take many forms, but the most important feature of any activity you undertake is that there are clear learning outcomes. In many cases these may enable you to have a direct impact at work.

Our online CPD scheme enables you to record your learning objectives and the activities you have undertaken and encourages you to assess its impact in your role as a manager. Print reports for your reviews, appraisals or interviews.

Access to CPD is through ManagementDirect.

INTRODUCTION TO CONSULTING ESSENTIALS

Unit Level	5
Unit Number	5029
Ofqual Reference	M/503/7158
Credit Value	8
Total Unit Time	80
Guided Learning Hours	30

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
1	Understand the nature of consulting	1.1	Identify reasons why an organisation may employ the services of a consultant
		1.2	Explain how a consultant can add value to a client organisation
		1.3	Describe the stages in the consultancy cycle
		1.4	Discuss the importance of professional and ethical conduct in consulting
		1.5	Explain how a consultant can develop credibility for effective engagement with client organisations
2	Be able to prepare for professional personal development as a consultant	2.1	Explain why it is important for a consultant to plan for personal professional development
		2.2	Evaluate current skills knowledge and behaviours against those identified in the consultancy competency framework
		2.3	Produce a personal development plan to support development

		2.4	Explain the importance of reflective practice in developing oneself as a consultant
3	Know how to communicate effectively with clients	3.1	Evaluate different methods of communication available to a consultant
		3.2	Evaluate the importance of using diverse communication methods with clients
		3.3	Explain the impact of communication methods on the client relationship
		3.4	Assess the communication challenges facing a consultant to the client organisation

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is aimed at those who wish to gain an understanding of the role of a consultant. It identifies the importance of professionalism and client engagement.

PLANNING AND MANAGING CONSULTANCY INTERVENTIONS

Unit Level	5
Unit Number	5030
Ofqual Reference	A/503/7163
Credit Value	8
Total Unit Time	80
Guided Learning Hours	35

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
1	Understand the need to adopt a structured approach to managing consultancy interventions	1.1	Discuss different types of consultancy interventions and approaches available to a consultant
		1.2	Evaluate the role of planning in consultancy interventions
		1.3	Explain the stages of the consultancy cycle
		1.4	Identify the inputs and deliverables at each stage of the consultancy cycle
		1.5	Explain how to overcome challenges and risks which may arise during the consultancy cycle
		1.6	Evaluate the importance of scoping to a consultancy intervention
2	Be able to use project management techniques in a	2.1	Identify the components of an effective project plan
		2.2	Evaluate the need for budgeting of financial and non-financial resources

	consultancy intervention	2.3	Develop systems and practices to identify and manage potential risks to the achievement of project objectives
		2.4	Identify an appropriate infrastructure to support project delivery
		2.5	Assess the impact of the consultants own role and skills in project delivery
		2.6	Evaluate the importance of the project leader quality assuring the work of the project team
3	Know how to conduct a consultancy intervention	3.1	Identify the resource implications for gathering different types of data/information and evaluate their contribution to the project
		3.2	Select a range of data analysis tools/models and evaluate the contribution to the success of an intervention project in using a range of tools/models
		3.3	Explain how to develop a cohesive set of conclusions/findings
		3.4	Describe the process of developing recommendations from the analysis

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about understanding the stages of the consultancy cycle and how to manage interventions effectively.

THE ROLE AND RESPONSIBILITIES OF A CONSULTANT

Unit Level	5
Unit Number	5031
Ofqual Reference	T/503/7162
Credit Value	6
Total Unit Time	60
Guided Learning Hours	25

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
1	Understand the role of the consultant	1.1	Identify different types of organisational structures for consulting practices/departments
		1.2	Define the role of the consultant
		1.3	Explain the emerging trends and challenges facing the consulting industry
		1.4	Explain how the demand for consultants changes in different economic climates
2	Be able to assess current competencies, knowledge and behaviours against those required of a management consultant	2.1	Explain how the competencies required of a consultant change at different stages of their career
		2.2	Evaluate existing competencies, knowledge and behaviours against the Consultancy Competency Framework (CCF)
		2.3	Assess how the completion of Personal Development Plan (PDP) activities contributes to changes in the competence knowledge and behaviours as a consultant

3	Know how to behave in a professional and ethical manner	**3.1**	Identify the professional behaviours required of a consultant
		3.2	Identify ethical dilemmas that may arise in the course of the work of a consultant
		3.3	Explain the duty of care owed by a consultant to a client

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about the role of the consultant and the behaviours, skills and attributes required.

THE CLIENT RELATIONSHIP

Unit Level	5
Unit Number	5032
Ofqual Reference	M/503/7161
Credit Value	8
Total Unit Time	80
Guided Learning Hours	35

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
1	Understand the importance of the client/consultant relationship	1.1	Evaluate the impact different organisational structures and processes have on the client/consultant relationship
		1.2	Identify the key factors in developing a positive client/consultant relationship
		1.3	Assess the impact that client/consultant relationships have on consultancy interventions
		1.4	Evaluate the importance of trust in a client/consultant relationship
2	Be able to develop and manage the client relationship	2.1	Evaluate tools and techniques which may be used to identify the needs of clients and key stakeholders
		2.2	Describe a range of skills used by the consultant to build a rapport with the client
		2.3	Evaluate the impact of professionalism, ethical conduct and confidentiality in building and maintaining client relationships

		2.4	Explain the common causes of breakdown in the client/consultant relationship and the means by which these can be monitored
		2.5	Devise a plan to minimise potential conflicts in the client/management consultant relationship
3	Be able to use negotiation and influencing skills in the client/consultant relationship	3.1	Explain how the principles of negotiation can be used in the work of a consultant
		3.2	Evaluate how a variety of influencing and negotiation tools techniques and models can be used in different consultancy interventions
		3.3	Explain how the consultant may use influencing skills to ensure the intervention recommendations are implemented by the client

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about understanding how a client/ consultant relationship is forged and developed in a positive way and the skills required of a consultant in order to gain the trust of clients.

COMMUNICATION FOR CONSULTANTS

Unit Level	5
Unit Number	5033
Ofqual Reference	K/503/7160
Credit Value	7
Total Unit Time	70
Guided Learning Hours	30

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
1	Understand the importance of communication	1.1	Identify the key factors to consider when preparing to communicate with clients
		1.2	Assess the impact of communication skills on the client/consultant relationship
		1.3	Explain how different communication methods may be used to identify clients’ needs
		1.4	Evaluate the impact of communications skills on achieving intervention objectives
		1.5	Explain how client confidentiality is observed by the consultant
2	Be able to run effective meetings with clients	2.1	Explain the process of planning and preparing for a meeting with a client
		2.2	Identify the key skills required of a consultant when running meetings
		2.3	Evaluate the importance of the consultant employing questioning and listening skills during the meeting
		2.4	Identify the different types and formats of meetings during the sales and delivery cycles of consulting

3	Be able to present information, findings, conclusions and recommendations to clients	3.1	Explain the key principles of delivering a presentation which meets its objectives
		3.2	Evaluate the use of presentations as a method of communicating information to clients
		3.3	Identify the tools and resources a consultant may use to convey the desired message
		3.4	Prepare effective written reports
		3.5	Identify the different writing styles which may be used and match these two different situations

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit demonstrates the skills required of a management consultant using verbal and non-verbal communication methods.

PROBLEM SOLVING TOOLS AND TECHNIQUES FOR CONSULTANTS

Unit Level	5
Unit Number	5034
Ofqual Reference	T/503/7159
Credit Value	9
Total Unit Time	90
Guided Learning Hours	40

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
1	Understand how to identify the client need	1.1	Evaluate the tools and approaches a consultant may employ to identify the client issue
		1.2	Assess the impact on the intervention if the consultant does not fully understand the needs of the client
2	Understand data collection methods and confidentiality in a consultancy intervention	2.1	Evaluate different sources of data and information which may be used in a consultancy intervention
		2.2	Explain how validity and reliability of data and information can be evaluated
		2.3	Explain the importance of confidentiality when dealing with client information
3	Be able to apply analysis tools within consultancy interventions	3.1	Evaluate a range of analytical tools, techniques and models that can be used by consultants
		3.2	Select appropriate analytical tools, techniques and models to meet the needs of a consultancy intervention
		3.3	Evaluate findings and draw conclusions following analysis
		3.4	Determine options to address the needs of the client
		3.5	Assess risks to the client of adopting alternative course of action

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about the tools and techniques used by a consultant to select and analyse data and information and to formulate findings and alternative courses of action for the client.

PROJECT DEVELOPMENT AND CONTROL

Unit Level	5
Unit Number	5009V1
Ofqual Reference	D/504/9032
Credit Value	6
Total Unit Time	60
Guided Learning Hours	20

Good Practice

CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		GOOD PRACTICE
1	Be able to identify the components of project stages and lifecycle	1.1	Describe the component stages of a project	These criteria can readily be handled together and the narrative could be usefully introduced with a definition of what a project is and, ideally some examples of actual projects from the organisational context. Thereafter, the component stages and lifecycle will usually contain the following (although terminology may differ from source to source and there may be other 'stages' that are organisationally-specific)
		1.2	Define a project lifecycle from conception to commissioning or hand over	

				• Initiating (start up and feasibility) • Planning and organising • Executing (implementation) • Monitoring and Controlling • Closing (completion) and evaluation / handover
		1.3	Assess where projects fit in operational management activities	Projects can of course be large or small and it is useful here to draw the distinction between 'organisations' (who, as an entity, are concerned with the long term, survival and continuance) as opposed to 'projects' that have specific objectives and defined lifecycles (even though a project could, arguably, be larger in scale and value than an entire organisation) . Notwithstanding this difference, the two entities need to co-exist when a project is commissioned to achieve an organisational need and, as such, the day to day operations need to find a 'fit' and alignment with the project's activities (and vice versa!). Some considerations here to respond to this section (and ideally supported with workplace examples) include: • **Project team:** are they separate to the operational workforce or drawn from the workforce (e.g. matrix arrangements)? • Is the **team** focused exclusively on the project or, has a dual role e.g. operations

				and project? • **Resources** – what are the arrangements for access to resources – what are the priorities in terms of day to day ops versus project needs? • **Management decision making** – where is the power? Is the project manager part of, or separate to the operations management function? • **Cost –** how is the project funded? Are there separate or shared budgets? What are the **measurements** or KPI's? Are they aligned with the operational activity or do they produce conflict?
2	Understand project methodologies and their application	**2.1**	Discuss standard approaches available to manage projects	Project management has a wide scope and there is a significant amount of information, tools, software and so forth available. The internet is a particularly rich source of the latest information on the subject. In terms of 'standard' (and recognised) approaches to project management, the learner should check for currency as described, but may usefully draw from the following examples of methodologies, particularly if their own organisation uses a particular approach: • PRINCE2 (Projects in Controlled Environments) widely recognised in the public sector in particular

				• PMBOK (Project Management Body of Knowledge) • DSDM (Dynamic Systems Development Method) • SSADM (Structures Systems Analysis and Design Method) • Within these methodologies there are many tools that can be used; these are not always exclusively used in project management and the Learner may be familiar with these from other activity • Project charters • Work breakdown structures • Flowcharts • Critical path /PERT • Gantt charts
		2.2	Describe the process of developing an effective project management environment	In describing the process of developing an effective project management environment Learners should, where possible, support their discussion with organisational examples. As projects cannot exist in a vacuum (as recognised in 2.1) an awareness of the wider environment and approaches to managing factors within it could include but are not limited to:
		2.3	Discuss identification of and communication with all project stakeholders	• **Stakeholders (2.3).** Stakeholders should be identified and their interest and power considered (a stakeholder map is useful for this) in order to formulate a plan for communicating, influencing and negotiating with. • **The external environment –** Through understanding factors in the external environment that may impact on the project, these can be managed

				appropriately. Well-known tools such as PESTLE would contribute to this. An example here would be a project to decide upon the location of a new call-centre site would be influenced by the availability of the workforce (skills, demographic, transport links etc)
		2.4	Identify the fundamentals of a business case to support a project	In identifying the fundamentals of a business case to support a project, Learners may be able to cite organisational examples. A business case might usefully contain (but is not limited to): • Who the project sponsor is • Who will be the end user of the project following handover • Objectives, success criteria, deliverables (links to organisational objectives) • Scope • Timescales • Risks and contingencies • Roles and responsibilities • Communications strategy • Resources required including financial budget • Implementation plan The business case, drawing from the above components, should make a clear statement of benefit, impact and strategic relevance and be supported by evidence (e.g. experts' inputs, statistical information such as falling sales statistics).
3	Be able to develop a project plan, identify and mitigate risks	3.1	Design a project plan to achieve a specific objective	Cross referring to 2.1 in terms of elements of a plan, 3.1 require an actual project plan to be designed (which could be simulated if the opportunity does not exist to base the response on organisational evidence).

				If an organisational plan is used then this should not be simply enclosed as part of the assessment but should be supported by explanatory narrative as to how it has been constructed and how this links to recognised practice Within the project plan there should be consideration of financial components and risk appraisal – if your plan does not cover these then some additional narrative or evidence will be required to support this section. Fulfilment of 3.2 could be represented by: • Financial analysis and costing such as payback, net present value and similar methods • Sensitivity analysis (contributes to risk management through looking at different financial scenarios: e.g. best and worst case scenario as well as 'expected' situation) • Project budget Risk register (if applicable) and / or project risk assessments
		3.2	Identify the financial components including risk appraisal, which need to be developed for effective project design and control	
4	Be able to construct a monitor and review strategy	4.1	Construct a monitoring and review strategy for the project that assesses the impact and achievement of the project	This element requires the inclusion of an actual or simulated project monitoring and review strategy (i.e. associated documentation) ideally drawn from own organisation. The approach should ideally include or refer to some or all of the following: • Progress reports in general (see Lawrence P Leach 2004) • Planned v actual monitoring forms • Roles and responsibilities assignment • Milestones (e.g. as part of an overall Gantt chart for example)

				• Project meetings • Risk review (sometimes ‘risk registers’ are used) • Stakeholder review (e.g. + methods proposed; surveys, interviews etc) • Project evaluations (summative; at the close of the project) to include stakeholders, project team, sponsor for example • Review of documentation as required (some projects are subject to audit) • Impact & achievement measurements (based on objectives determined as part of a project charter)

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about understanding projects, developing project plans and management strategies, and ensuring projects achieve objectives with targets.

COACHING PRACTICE AND THEORY

Unit Level	5
Unit Number	5017V1
Ofqual Reference	R/504/9058
Credit Value	6
Total Unit Time	60
Guided Learning Hours	45

Good Practice

CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		GOOD PRACTICE
1	Understand the tools and techniques used in coaching practice	1.1	Explain what is meant by the coaching cycle	This relates to a cycle of inputs between the coach and coachee. It may be useful to refer to a coaching model such as GROW (Graham Alexander & Sir John Whitmore) or ACHIEVE (The Coaching Centre) to explain the inputs of both parties. For example in the initial meeting in which the coaching contract is agreed you may expect the coach to have the greatest input which will change as you go through the stages. (Updated Feb 2015)

		1.2	Evaluate the use of reflection, self-awareness, dialogue, questioning and listening techniques within coaching activities to achieve behavioural and organisational change	You may wish to provide examples of the questions you would ask to demonstrate your understanding of these key skills in the coaching activity, detailing your rationale. Equally you could use example from coaching sessions and provide a critique of how you used these skills, determining the impacts made on behavioural and organisational change.
		1.3	Explain the impact of personalities on the selection of the tools and techniques adopted with individuals	You may wish to provide examples to demonstrate your understanding. You could make reference to how you would use the goal setting stage to ascertain the personality of the coachee and therefore determine the appropriate approach to be taken. It is useful to consider Gallwey outer and inner game model to illustrate the interferences that people exhibit and their impact on coaching.
		1.4	Determine when problem-solving techniques are appropriate within coaching activities	It is useful to consider at what stage of the model you would select appropriate problem solving techniques. It is important to remember that coaching involves the coachee taking ownership of the issues and developing the solutions for themselves. Again using models such as inductive reasoning, PDCA or root cause analysis you may want to identify how the process encourages individuals to determine the options open to them and how they will assess the pros and cons of each option.
		1.5	Explain the differing techniques needed when coaching different groups and individuals	This links to 1.3 and you may want to build on the examples given by outlining how you would select different techniques for different individuals and

				groups.
2	Understand the need to develop relationships to support coaching practice	2.1	Analyse what is needed for successful coaching relationships	You may want to consider what is necessary to build a strong working relationship and why this is important for coaching. You may want to highlight the skills and competences used to achieve this, providing examples of when you have used them with what impact. You may want to relate this again to a model for coaching such as GROW or ACHIEVE in which the opening stages involve contracting and goal setting. You may consider when you will build review processes into the sessions. It is useful to ensure that the goals and objectives set are SMART. It is useful to consider how you will review goals and set milestones. The provision of a couple of real life example would help demonstrate your understanding. It is important to establish how you will ensure the commitment and responsibility of the coachee to adopt their goals. You may also want to make reference to the processes put in place to review actions and ownership. You may want to refer to a coaching model to consider the types of questions you would ask to check the coachee engagement and commitment. You could supplement this with examples from your coaching practice, highlighting both positive and negative aspects.
		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	Understand guidelines and protocols for intervention and the need to develop coaching interventions to meet organisational requirements	3.1	Discuss guidelines and protocols for interventions based on accepted coaching theory and practice	It is useful to reflect on how coaching is used in organisations from research undertaken by CMI/CIPD to highlight its contribution to organisations. This provides greater clarity when determining its impact on organisation objectives.

				Consideration should be made to key principles of coaching to reinforce this. You may wish to refer to the European Mentoring and Coaching Council for protocols.
		3.2	Develop coaching interventions against identified organisational objectives	It is important to clarify what the objectives are before determining how coaching could assist in meeting them. By way of providing examples explain why coaching was selected.
		3.3	Evaluate the effectiveness of the coaching interventions in achieving organisational objectives	Consideration should be given as to how you will measure the impact of coaching. you may want to make reference to the Kirkpatrick model of evaluation at different intervals from immediate reaction and feedback to organisation impact. The evaluation of a real life example would add value here.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	The unit is about the development of effective tools and techniques, relationships and interventions to facilitate coaching within the organisation.

MANAGEMENT OF ACTION LEARNING

Unit Level	5
Unit Number	5019V1
Ofqual Reference	L/504/9060
Credit Value	6
Total Unit Time	60
Guided Learning Hours	45

Good Practice

CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		GOOD PRACTICE
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	It is useful to refer to the work that Revans has undertaken for LO1. Consider the role of the manager both in terms of facilitating action learning but also in responding to the team's findings.
		1.2	Identify the benefits of action learning in the development of individuals	State what the benefits are gained during the process itself but also in the longer term. You may wish to provide examples. You may want to reflect on an action learning

		1.3	Evaluate the impact of action learning on organisational objectives	activity and determine how effective it was in meeting its objectives and how that impacted on the organisation. You may want to consider how it assists organisations going through change programmes. Consider developing a review sheet which embeds evaluation and consider the stakeholders you would involve in the evaluation.
2	Be able to facilitate learning through action learning	2.1	Assess mechanisms to monitor that the individual is taking responsibility for their own decisions, actions and learning approach	Monitoring can be achieved at different levels such as personal, team or organisational. A review sheet would assist individuals consider the decisions they have made, progress on issues or challenges and the learning gained. The provision of examples from the workplace would add value here.
		2.2	Develop practices to support individuals to elicit personal and organisational values	It is useful to consider how individuals have input into the development of values and how they inform decision making and problem solving. You may wish to consider what values your organisation has and how these shape what you do, alongside how individuals can be facilitated to better understand their personal values and how these align with the organisation’s stated values.
		2.3	Explain how individuals are motivated and encouraged to apply learning to practice	Consider the experience you have gained in action learning and reflect on how this assisted both in your personal learning and commitment to achieving outcomes, and in the motivation of others involved in the process. You may want to refer to the review sheets following each activity to reflect on how the learning has been transferred into the workplace.
		2.4	Explain how the individual can be supported to maintain focus and alignment to organisational needs	It could be helpful to use applied examples here to

				help explain how the process of action learning has involved individuals and set the right environment to facilitate focus on organisational needs.
		2.5	Evaluate programmes that integrate the practice of action learning with organisational needs	Consider where action learning occurs in your organisation and evaluate the effectiveness and integration of the programme. You may want to look at other examples of how action learning is incorporated into leadership development programmes, team development, facilitation of change, etc.
3	Understand the impact of action learning on organisational objectives	3.1	Evaluate the use of action learning across programmes of learning	You could discuss how you would measure and evaluate the impact of action learning within a wider learning programme, including who you might need to involve. It might be useful to consider the Kirkpatrick model of evaluation and over what timescales you would measure the impact. Your evaluation could include reference to potential areas of conflict with other types of learning, and the influence of internal politics and organisational development on the development of learning programmes.
		3.2	Analyse the organisational objectives and the impact of action learning towards achievement	You may want to provide examples of organisational objectives and state how action learning has contributed to their achievement.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about the management of action learning in the development of individuals and organisational objectives.

PLANNING A CHANGE PROCESS

Unit Level	6
Unit Number	6003V1
Ofqual Reference	L/504/9043
Credit Value	7
Total Unit Time	70
Guided Learning Hours	25

Good Practice

CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 6 level of difficulty.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		GOOD PRACTICE
1	Understand the forces for change in an organisation	1.1	Determine the organisation's position in the sector and market within which it operates	There are several ways of describing an organisation's position in its sector – size of turnover and profit are common. You will need to be able to obtain the figures for your organisation. You will then need to get an idea of the sector as a whole, to be able to determine your organisation's position within it. There may be a lot of information publically available, depending on the nature of your organisation. You could contact the relevant Sector Skills Council for your sector and the government's Office for National Statistics and Companies House for information

				on your main competitors. Professional bodies and trade associations also often hold data on the sector as a whole as well, which they may be willing to share. Additionally you should be familiar with market and environmental analysis tools, such as STEEPLE and Porter's 5 Forces.
		1.2	Identify an opportunity for change, in support of the organisation's objectives	Using a real-life example would be helpful for this section. If possible, base your answer on your own organisation, even if the change you identify is not one that will actually be considered by the organisation (although your suggestion should be realistic). It would be helpful to re-iterate the organisation's objectives (or at least the one your planned change applies to) at the start of your answer.
		1.3	Discuss a model or method to identify a change process and the communication of that change process	There are many models you may wish to consider (such as Kotter, Lewin, Stanley, Fisher, and Burke-Litwin) but all agree the importance of planning and communication. Identify the model you wish to use and explain why you think it is appropriate for your organisation and the changes you are planning. You also need to describe how you are going to communicate your changes to those that are involved and others than need to know.
2	Be able to assess the impact of the change process	2.1	Evaluate the impact of the change process on individuals in the organisation	Again, there is a lot of literature available (such as Fullan and Ballew, Patterson et al, Hall and Tolbert, Yukl, Stacey, Van De Ven (Andrew H.) and Poole) about how individuals cope with change and you may wish to refer to this to help

				with your answer and how to manage the people affected (they may be angry, become withdrawn, work harder and longer hours or disengage completely). The changes are likely to impact differently on different people and different groups of people. You may wish to start this section by identifying the factors that you will use to assess the impact of the change.
		2.2	Assess the impact of the change on organisational stakeholders	It would be helpful to start this section by identifying the group of stakeholders you are considering and again, the factors by which you will measure the impact of the planned change. Using models of stakeholder analysis like Mendelow's Power and Interest Matrix may be beneficial in supporting your argument.
		2.3	Analyse the impact of the change on achievement of organisational objectives	You could use your findings from above to begin to address this section. How will the changes affect productivity and effectiveness of the organisation? Changes properly planned and implemented should have a positive impact on achievement of organisational objectives. However, it might be that some changes that are analysed do not yield sufficiently significant advantage to counter any negative impact on individuals and stakeholders. If you encounter this situation, you may wish to address in the next section.
3	Be able to plan the change process	3.1	Describe how to secure support for the change process from senior management	You may wish to begin this section by identifying what is important to the senior managers and then describe your change plan in these terms. What tools are at your disposal to engage with the senior management? You could describe the process that applies in your own organisation for presenting a case for change; You may alternatively wish to present your answer as a

				formal business case.
		3.2	Demonstrate how individuals in the organisation will be supported during the change process	You could address this section by showing a range of support activities and mechanisms for those who will be affected by the change. This could range from communications plans to formal HR support, counselling, coaching, re-training, re-deployment, depending on the nature of the change. You could link with to AC2.3 above, and discuss how you might reduce any negatives impacts or increase positive impacts to make the change viable.
		3.3	Construct a plan to implement and monitor the change process	The whole change process might look something like this: define the process and practices; scrutinise details of change; plan for implementation; implement and monitor; evaluate and report on and modify if necessary. Other models are available, including the planning cycle, but mostly cover the same key areas, including communication. There is a lot of literature on which you can draw to assist in your planning to support individuals and (AC 3.3) in the implementation and monitoring of the change process. Your plan should include communication methodology, timescales, resource implications and key milestones, as well as the areas mentioned above (aim, analysis and exploration of opportunities, change processes, implementation, monitoring, evaluation, feeding back). (Updated Feb 2015)
		3.4	Analyse the outcome of the change process against the change plan and organisational objectives	Your analysis should inform you of the extent to which your process was successful and the level of achievement attained against the pre-set criteria (the change plan and organisational objectives). You may wish to comment on areas for improvement, or where you may have done

				something differently.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about identifying opportunities for change, modelling the change process and managing the change to produce expected outcomes.