



**OTHM LEVEL 7 DIPLOMA IN  
COACHING AND MENTORING**

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Qualification Ref. No: 603/7860/8  
Specification | September 2021

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## QUALIFICATION PURPOSE

The OTHM Level 7 Diploma qualification in Coaching and Mentoring will be of high interest to a wide range of individuals who are working in organisations or private practice and who are seeking to develop their knowledge and skills in coaching and mentoring. The qualification is also pertinent to learners who lead coaching and mentoring at individual and organisational level.

The OTHM Level 7 Diploma qualification in Coaching and Mentoring provides robust and rewarding learning to introduce the concepts, theories and practical application of coaching and mentoring in an organisational setting. The programme aims to enhance learners' personal and professional development, fostering transformative learning and reflection and thus expand the knowledge and skills necessary to develop professionally as a coach or mentor.

## QUALIFICATION OBJECTIVES

The OTHM Level 7 Diploma qualification in Coaching and Mentoring will provide learners with the underpinning knowledge, understanding and skills associated with leadership, coaching and mentoring activities.

After completing a Level 7 diploma a learner should be able to demonstrate and/or work with:

Knowledge and Understanding:

1. Critical analysis of the interface between theory and practice coaching and mentoring at individual and organisational level
2. Develop Comprehensive knowledge, understanding and skills of coaching, mentoring and supervision theory and models that inform practice
3. Critical understanding of the theories behind transformative learning, transformative reflection and transformative coaching .
4. Critical review and systematic evaluation of the role and contribution of coaching and mentoring at individual and organisational level.
5. Comprehensive understanding of the design, development and delivery of coaching and mentoring as a service operation with justification and rationale for ethical practice and contracting.
6. Critical evaluation of operational performance objectives in relation to client expectations and performance in practice
7. Comprehensive and critical understanding of the purpose and principles of professional coaching and mentoring codes of ethics and competency standards
8. Critical evaluation of alternative methodological approaches to research problems and justify design choices referring to appropriate methods and socio-cultural contexts
9. Develop self-reflection on your coaching and mentoring practice to identify opportunities for purposeful research and learning.

Generic Skills :

1. Develop skills to conduct theory and practices research and access and critically evaluate relevant literature
2. Develop skills to design an individualised coaching and mentoring intervention for use in practice
3. Undertake ethical and contractual coaching and mentoring interventions and Critical self-reflect on your own ability to perform effectively as a coach, mentor and supervisor
4. Develop skills to conduct a critical review of internal and external factors that impact on the development of coaching and mentoring practice

5. Able to create a business plan detailing the organisational development plans for a coaching and mentoring practice, incorporating financial, operational and marketing plans
6. Develop skills to design, develop and consolidate data handling, and analysis and evaluation of findings from a range of primary and secondary sources
7. Develop skills of enquiring, analytical and creative approach, encouraging independent judgment and critical self-awareness
8. The ability to form good, supportive, challenging and trusting relationships with people from diverse backgrounds and lead teams effectively.
9. Able to communicate effectively orally and in written form using a wide range of methods
10. Develop advanced academic writing skills in a style prescribed in your field of practice.
11. Develop systematic skills of objective analysis and critical evaluation of evidence and develop confidence in presenting your findings and conclusions.
12. Demonstrate independent, critical and reflective thinking.
13. Develop skills to expand your practice within your profession through the dissemination of your research findings to your wider community of professional practice.

The qualifications will support learners progressing to advanced studies or provide learners with the requisite skills and knowledge to enter the world of work in their chosen sector.

## QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the [Register of Regulated Qualifications](#).

OTHM has progression arrangements with several UK universities that acknowledge the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and Master's/top-up programmes.

## REGULATORY INFORMATION

Qualification Title	OTHM Level 7 Diploma in Coaching and Mentoring
Ofqual Qualification Number	603/7860/8
Regulation Start Date	06/09/2021
Operational Start Date	08/09/2021
Duration	1 Year
Total Credit Value	120 Credits
Total Qualification Time (TQT)	1200 Hours
Guided Learning Hours (GLH)	600 Hours
Sector Subject Area (SSA)	15.3 Business Management
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

## EQUIVALENCES

The OTHM Level 7 diplomas on the Regulated Qualifications Framework (RQF) are at the same level as master’s degrees. However, they are shorter (120 credits) and learners will have to proceed to the dissertation stage (60 credits) with a university to achieve a full masters programme.

## QUALIFICATION STRUCTURE

The OTHM Level 7 Diploma in Coaching and Mentoring qualification consists of 6 mandatory units making a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 600 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref. No.	Unit Title	Credit	GLH	TQT
M/618/8558	Theories and Concepts of Coaching and Mentoring within Organisational Culture	20	100	200
K/618/8560	Evaluating the Strategic Impact of Coaching and Mentoring	20	100	200
A/618/8563	Establishing Coaching and Mentoring in the Organisation	20	100	200
L/618/8566	Organisational Change Strategies and Personal Development	20	100	200
D/618/8572	Coaching, Mentoring and Managing Organisational Culture and Behaviour	20	100	200
H/618/8573	Research Methods for Coaching and Mentoring	20	100	200

## DEFINITIONS

**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.

The RQF 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).

**Total Qualification Time (TQT)** is 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, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

*(Ofqual 15/5775 September 2015)*

**Guided Learning Hours (GLH)** is defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a student working towards a qualification.

## ENTRY REQUIREMENTS

For entry onto the OTHM Level 7 Coaching and Mentoring qualifications, learners must possess:

- An honours degree in related subject or UK level 6 diploma or an equivalent overseas qualification
- Mature learners with management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)
- Learners must be 21 years old or older at the beginning of the course

**English requirements:** If a learner is not from a majority English-speaking country must provide evidence of English language competency. For more information visit the [English Language Expectations](http://www.othm.org.uk) page on our website [www.othm.org.uk](http://www.othm.org.uk).

## PROGRESSION

The OTHM Level 7 Diploma in Coaching and Mentoring qualification supports learners in meeting requirements for work and/or employment within all areas of management and leadership at this level.

As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners are eligible to progress to master's top-up at many universities in the UK and overseas with advanced standing. For more information visit the University [Progressions](http://www.othm.org.uk) page on our website [www.othm.org.uk](http://www.othm.org.uk).

## DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM Centres are free to deliver this qualification using any mode of delivery that meets the needs of their Learners. However, OTHM Centres should consider the Learners' complete learning experience when designing the delivery of programmes.

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

Guided Learning Hours (GLH) which are listed in each unit gives the Centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

## ASSESSMENT AND VERIFICATION

All units within this qualification are internally assessed by the centre and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the Assessor.

The Assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

## **OPPORTUNITIES FOR LEARNERS TO PASS**

Centres are responsible for managing learners who have not achieved a Pass for the qualification having completed the assessment. However, OTHM expects at a minimum, that centres must have in place a clear feedback mechanism to learners by which they can effectively retrain the learner in all the areas required before re-assessing the learner.

## **RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT**

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

## **EQUALITY AND DIVERSITY**

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race,

religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.



## **UNIT SPECIFICATIONS**

## Theories and Concepts of Coaching and Mentoring within Organisational Culture

Unit Reference Number	M/618/8558
Unit Title	Theories and Concepts of Coaching and Mentoring within Organisational Culture
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Structure	Pass/Fail

### Unit Aims

This unit aims to introduce learners to the theories and concepts within the coaching and mentoring process. Learners will be able to critically analyse and apply a range of theories, models, and practices related to coaching and mentoring within organisational culture.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:	Indicative Content
1. Understand the role of theory as a framework for interventions used by coaches and mentors to support career development and career management.	1.1 Examine the roles of the individual, coaches/mentors, organisation and national occupational standards in career development. 1.2 Analyse the role of theory to support career development and career management. 1.3 Compare and contrast the application of a range of theories, concepts and models to support the practice of coaching and mentoring.	<ul style="list-style-type: none"> <li>• Concepts of career management, career development, mentoring and coaching.</li> <li>• National occupational standards, careers, coaching and mentoring</li> <li>• Significance of career development and role of coaching and mentoring. Main functions of career development.</li> <li>• Roles of individual, coaches/mentors, organisation and national occupational standards in career development</li> </ul>

		<ul style="list-style-type: none"> <li>● Career development theories: Kolb’s learning cycle (1984), work-based learning and career development.</li> <li>● Content Theories: Frank Parsons’ Trait and Factor Theory, Holland Theory of Vocational Types,</li> <li>● Process Theories: Super’s Developmental Self-Concept Theory,</li> <li>● Content and Process Theories: Roe’s Personality Theory, Bandura’s Social Cognitive Theory, Human capital theory,</li> </ul>
<p>2. Understand the principles and practices required for effective coaching or mentoring at leadership level.</p>	<p>2.1 Critically analyse the knowledge, skills, behaviours and practices necessary for effective coaching or mentoring at an executive or senior level.</p> <p>2.2 Critically review an effective coaching or mentoring model which can be followed at a senior level.</p> <p>2.3 Justify the importance of reflective learning for own professional practice.</p> <p>2.4 Evaluate the theoretical and practical elements of ethical practice.</p> <p>2.5 Critically review the key elements of supervision and the rationale for its use in coaching or mentoring.</p>	<ul style="list-style-type: none"> <li>● Theoretical models on knowledge, skills, behaviours and practices adopted in coaching or mentoring</li> <li>● Some models suitable for effective coaching or mentoring (e.g. CLEAR, GROW, OSCAR, TGROW, etc.) <ul style="list-style-type: none"> <li>○ Reflection as a practice to support experiential learning and continuous improvement in coaching or mentoring practice</li> </ul> </li> <li>● Model of reflective learning (e.g. Kolb, Schön, etc.)</li> <li>● Relevant model (eg business ethics model) of ethical behaviour, including appropriate codes of practice (eg ethical framework of a membership body).</li> <li>● Theory or model associated with the key elements of supervision (eg the Seven Eyed model).</li> </ul>
<p>3. Understand how coaching and mentoring can support organisational development.</p>	<p>3.1 Analyse how the use of coaching and mentoring contributes to performance management.</p> <p>3.2 Analyse the need for stakeholder endorsement of coaching and mentoring.</p>	<ul style="list-style-type: none"> <li>● To facilitate cultural transformation; to impact on core business; impact on employee development; can inhibit the process and implementation of coaching and mentoring.</li> </ul>

	<p>3.3 Determine how coaching and mentoring can support organisational development.</p>	<ul style="list-style-type: none"> <li>● Stakeholder endorsement: support; investment; priorities; monitoring to support development and achievement of goals; evaluation.</li> <li>● Greater efficiency; increased effectiveness; skills development; increased loyalty; development of a more strategic operation; can facilitate conflict resolution.</li> </ul>
<p>4. Understand how to develop the links between strategic performance and coaching and mentoring.</p>	<p>4.1 Analyse the links between the individual, team and organisational strategic performance objectives.</p> <p>4.2 Analyse how coaching and mentoring can benefit organisational strategic performance objectives through individual, team and departmental performance development.</p> <p>4.3 Evaluate a cost/benefit analysis of a coaching and mentoring process to facilitate the achievement of organisational objectives.</p>	<ul style="list-style-type: none"> <li>● Career progression; achievement; goals; outcomes; sustainability; building rapport and trust, goal setting</li> <li>● Agreement and achievement of work related goals; learning goals; career aspirations and development; business development; personal development and growth; clear timescales and outcomes; liaison with stakeholders; effective</li> <li>● Consideration of organisational context; identification of resources; resource availability; arrangement for monitoring/evaluation/review; partnership working; skill enhancement.</li> </ul>
<p>5. Understand methods for evaluating coaching or mentoring at a senior leadership level.</p>	<p>5.1 Critically review methods for evaluating the impact of coaching or mentoring on the individual at organisation level.</p> <p>5.2 Critically review methods for evaluating the impact of coaching or mentoring on the organisation and other stakeholders.</p>	<ul style="list-style-type: none"> <li>● Methods for evaluating the effect of coaching or mentoring on the individual (e.g. Kirkpatrick's Model, 180° feedback, 360° feedback, self-assessment, etc.)</li> <li>● Methods for evaluating the impact (eg financial returns, Business Scorecard, employee satisfaction, engagement, achievement &amp; retention levels, etc.) that coaching or mentoring may have on the organisation and different stakeholders (eg line manager, colleagues, sponsor, KPI's etc.) and stakeholder needs (KPI's, people management, engagement, retention, talent management, etc.)</li> </ul>

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 5	All ACs under LO1 to LO5	Coursework	4000 words

## Indicative reading list

- Athanasou, J.A., & R. Van Esbroeck (2008). International Handbook of Career Guidance, 115 © Springer Science + Business Media B.V.
- Denison, D., Hooijberg, R., Lane, N., & Lief, C. (2012). Leading culture change in global organizations: Aligning culture and strategy. San Francisco: Jossey-Bass.
- Denison, D. R., Nieminen, L. R., & Kotrba, L. (2014). Diagnosing organizational cultures: A conceptual and empirical review of culture effectiveness surveys. *European Journal of Work and Organizational Psychology*, 23, 145–161.
- Gladding, S. T. (1992). *Counseling a Comprehensive Profession* (3rd Edition). Eaglewood Cliffs: Prentice Hall, Inc
- Patton, W., & McMahon, M. (2014). *Career Development and Systems Theory Connecting Theory and Practice* (3rd ed). Sense Publishers

## Evaluating the Strategic Impact of Coaching and Mentoring

Unit Reference Number	K/618/8560
Unit Title	Evaluating the Strategic Impact of Coaching and Mentoring
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Structure	Pass/Fail

### Unit Aims

This unit is about evaluating individual, team and departmental development derived from coaching and mentoring, and the impact of coaching and mentoring behaviour on strategic performance objectives. The learners will also gain knowledge on how to establish a coaching or mentoring contract that meets individual and stakeholder requirements.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:	Indicative Content
1. Understand how coaching and mentoring supports individual, team and departmental development.	1.1 Analyse how coaching and mentoring is used to manage individuals, teams and departments. 1.2 Evaluate how coaching and mentoring is used to share knowledge between individuals, teams and departments.	<ul style="list-style-type: none"> <li>• Use of management through objectivity; creativity; being intuitive; use of integrity, honesty and professionalism; adhering to codes/organisational policies; feedback</li> <li>• Tutorials/supervision; being non-judgmental; progression; benchmarking; good, safe practice exchange.</li> </ul>
2. Understand the effect of coaching and mentoring on strategic performance objectives.	2.1 Critically analyse methods used to measure and evaluate the impact of coaching and	<ul style="list-style-type: none"> <li>• Methods for evaluating the effect of coaching or mentoring on the individual (e.g. Kirkpatrick's</li> </ul>

	<p>mentoring at the individual and organisational level.</p> <p>2.2 Evaluate the costs of the coaching and mentoring process against the benefits obtained.</p> <p>2.3 Critically review methods for evaluating the impact of coaching or mentoring on the organisation and other stakeholders.</p> <p>2.4 Evaluate the methods used to share the evaluation of coaching and mentoring across the organisation.</p>	<p>Model, 180° feedback, 360° feedback, self-assessment, etc.)</p> <ul style="list-style-type: none"> <li>● Measures used: impact assessment; contracts/agreements; diagnostics; session records/diary; reflection; feedback; surveys; written questions.</li> <li>● Methods for evaluating the impact (eg financial returns, Business Scorecard, employee satisfaction, engagement, achievement &amp; retention levels, etc.) that coaching or mentoring may have on the organisation and different stakeholders (eg line manager, colleagues, sponsor, KPI's etc.) and stakeholder needs (KPI's, people management, engagement, retention, talent management, etc.)</li> <li>● Analysis of costs and resources involved; use of feedback; achievement; target driven</li> <li>● Stakeholder involvement; -to-one meeting; strategic focus groups; presentation; formal methods.</li> </ul>
<p>3. Understand the process of coaching and mentoring within the workplace.</p>	<p>3.1 Explain how to manage a coaching process using a recognised model.</p> <p>3.2 Explain how to manage a mentoring process using a recognised model.</p> <p>3.3 Describe a range of tools or techniques that can be used to agree on goals or outcomes facilitate the coaching and mentoring process.</p> <p>3.4 Explain methods for monitoring and reviewing progress towards goals.</p>	<ul style="list-style-type: none"> <li>● Coaching models e.g. GROW; OSKAR; CLEAR</li> <li>● Mentoring models eg TGROW; Tell/Show/Do; Clutterbuck; Owen.</li> <li>● Use of models and processes; strengths and limitations of each; building rapport and trust; goal setting; active listening; questioning techniques; proposing; guiding; advising; giving feedback.</li> <li>● Tools and resources e.g. d diagnostics; learning styles; assessment tools; competencies; personality profiles; self-assessment tools, visuals; role play</li> </ul>

		<ul style="list-style-type: none"> <li>Monitoring and review methods: self-reflection; feedback from others; measuring tools for progress/competency/achievement</li> </ul>
<p>4. Be able to agree and establish a contract to coach or mentor individuals at a senior leadership level.</p>	<p>4.1 Agree and establish a coaching or mentoring contract that meets individual and stakeholder requirements at an executive or senior level.</p> <p>4.2 Establish and build effective coaching or mentoring relationships with individuals at a senior level.</p>	<ul style="list-style-type: none"> <li>Practical application of the contracting process (eg individual, peer and group).</li> <li>A mutually agreeable contract that details commitment and expectations of all stakeholders (e.g. other individuals within the organisation) and intended outcomes. Needs and goals of individuals are set within their organisational context.</li> <li>Process and tools for goal identification and setting (e.g. learning styles, SWOT, 180° feedback, competency measures, etc.) key characteristics of effective coaching or mentoring sessions such as date and duration, aim or topic of the session and how it links to goals in the contract. appropriate coaching or mentoring tools and techniques and diagnostics used (eg MBTI, psychometrics, emotional intelligence, models of leadership and management, etc.)</li> <li>The nature of coaching or mentoring relationships at an executive or senior level.</li> <li>Importance of coach's credibility, trust, confidentiality, a duty of care and boundaries. Commitment and expectations of all stakeholders and intended outcomes.</li> </ul>
<p>5. Understand the role of recording, reflection and supervision in coaching and mentoring.</p>	<p>5.1 Explain the purpose of coaching and mentoring records for both parties.</p> <p>5.2 Analyse the importance of supervision in supporting coaching and mentoring activity.</p> <p>5.3 Analyse the process of reflective practice within a coaching and mentoring context.</p>	<ul style="list-style-type: none"> <li>Coaching and mentoring records: contracts/agreements; diagnostics; plans; session records/mentoring diary; reflection, feedback from mentee and other stakeholders.</li> <li>Use of records for monitoring progress, achievement, reflection, review, development.</li> </ul>



		<p>Adhere to requirements of confidentiality, data protection/GDPR.</p> <ul style="list-style-type: none"> <li>• Supervision processes/sources of; expectations of coaching and mentoring associations linked to supervision; parallel working</li> <li>• Reflective practice: Johns, Gibbs, Kolb, Schön, Rolfe. Reflection on and of current and future coaching and mentoring progress and activities.</li> </ul>
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## Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 5	All AC under LO1 to LO5	Coursework	4000 words

## Indicative reading list

Athanasou, J.A., & R. Van Esbroeck (2008). *International Handbook of Career Guidance*, 115 © Springer Science + Business Media B.V.

Moon, J. (2000). *Reflection in Learning and Professional Development*. London: Kogan Page.

Roffey-Barentsen, J & Malthouse, R. (2009). *Reflective Practice in the Lifelong Learning Sector*. Exeter: Learning Matters.

Wallace S. (2010). *The Lifelong Learning Sector Reflective Reader*. Learning Matters: Exeter.

## Establishing Coaching and Mentoring in the Organisation

Unit Reference Number	A/618/8563
Unit Title	Establishing Coaching and Mentoring in the Organisation
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Structure	Pass/Fail

### Unit Aims

The aim of this unit is to introduce learners to strategies used to embed coaching and mentoring in the organisation and align individual development to meet developing organisational objectives. Learners will also explore strategies for assessing coaching and mentoring needs, develop coaching & mentoring briefs, and plans for improving career development and progression interventions.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:	Indicative Content
1. Understand coaching and mentoring within an organisational context.	1.1 Describe the purpose of coaching and mentoring within an organisational context. 1.2 Explain the roles and responsibilities of a <ul style="list-style-type: none"> <li>● coach</li> <li>● mentor</li> </ul> 1.3 Analyse the skills, knowledge and behaviours required of a coach and mentor. 1.4 Describe how to overcome potential barriers to coaching and mentoring.	<ul style="list-style-type: none"> <li>● Purpose of coaching and mentoring: facilitating learning; development; improvement; achievement of goals/potential; enabling the individual to work through own ideas/solutions/roles and responsibilities</li> <li>● Coach: agreeing and managing contracts and arrangements; planning/using appropriate tools; diagnosis and development; learner-focused environment; ethical/confidential working within boundaries; concluding relationships; recording; regular supervision</li> </ul>

	<p>1.5 Evaluate methods used to initiate a productive working relationship with an individual.</p> <p>1.6 Describe safe and ethical practice in coaching and mentoring.</p>	<ul style="list-style-type: none"> <li>● Mentor: facilitating learning; development; achievement of goals/potential; enabling the mentee to work through their own ideas; identify solutions</li> <li>● Skills, knowledge and behaviours: communication; listening; questioning; goal setting; record keeping; using tools, techniques and models; ethics/codes of practice.</li> <li>● Barriers and strategies to overcome them: time; facilities; commitment; previous experiences; resources.</li> <li>● Safe and ethical practice: contracting rationale; confidentiality; whistleblowing; boundaries; record keeping; data; protection; Data Protection Act 2018; General Data Protection Regulation (GDPR), timescales/frequency; expectations; stakeholders; organisational policies; relationship building/trust; ethical behaviour/power.</li> </ul>
<p>2. Understand how to develop coaching and mentoring for individuals and organisations.</p>	<p>2.1 Analyse methods to sustain a working relationship with an individual.</p> <p>2.2 Explain what needs to be included in a coaching or mentoring agreement.</p> <p>2.3 Explain how to agree on goals and outcomes with a coachee or mentee.</p> <p>2.4 Describe the processes for recording interactions and progress to support information sharing.</p> <p>2.5 Evaluate accreditation and continuing professional development opportunities for coaches and mentors.</p>	<ul style="list-style-type: none"> <li>● Ability to build rapport and trust; effective questioning and listening; managing conversations; structure of initial contact/approach; agreeing boundaries; identifying roles and responsibilities</li> <li>● Effective ground rules for engagement: partnership working; meeting times/duration; either person can dissolve partnership; ending partnership; agreeing objectives; conflict of interest; boundaries. Roles and responsibilities; confidentiality; record keeping; frequency/location/duration of meetings; meeting content;; monitoring progress; rights; complaints procedure; review; person-centred;</li> </ul>

		<p>motivation; attend meetings or cancel; timekeeping; open communication.</p> <ul style="list-style-type: none"> <li>● Organisational processes for recording information; processes available; methods of recording and sharing information</li> <li>● Accreditation and continuing professional development opportunities: ongoing; documentation; accredited; supervision; reflection in action and of action; gathering and use of feedback; use of a diary; formal and informal networks</li> </ul>
<p>3. Be able to support the achievement of organisational objectives through coaching and mentoring.</p>	<p>3.1 Analyse organisational objectives that can be supported by coaching and mentoring.                      3.2 Devise a knowledge-sharing network to operate between peers.                      3.3 Promote achievements against organisational objectives to justify the use of coaching and mentoring.</p>	<ul style="list-style-type: none"> <li>● Organisational objectives: increased productivity; improved engagement; skill development; recruitment and retention goals; individual or team objectives</li> <li>● Knowledge sharing network: collaboration; culture of sharing; information management; formalised process; agreed roles and responsibilities; use of platforms and applications</li> <li>● Achievements: outcomes; monitoring of attainment; review; evaluation; reflection on progress and practice</li> </ul>
<p>4. To effectively contextualise coaching or mentoring practice at an organisational level.</p>	<p>4.1 Critically compare the strategic purposes of coaching and mentoring at an executive or senior level.                      4.2 Critically review the organisational:                      ● context                      ● strategy                      ● culture                      ● conditions                      required for effective coaching or mentoring at an executive or senior level.</p>	<ul style="list-style-type: none"> <li>● critical comparison of the strategic purpose of coaching to the strategic purpose of mentoring and the rationale for using coaching or mentoring at an executive or senior level.</li> <li>● a critical review of the organisational context, PESTEL, SWOT, strategy, McKinsey's 7S model, culture and conditions required for effective coaching or mentoring at an executive or senior level.</li> </ul>

	<p>4.3 Critically evaluate alternative learning &amp; development methods to coaching and mentoring at an executive or senior level.</p> <p>4.4 Determine the relevant factors which can impact how coaching or mentoring are integrated effectively at an executive or senior level.</p>	<ul style="list-style-type: none"> <li>● Learning and development methods to coaching and mentoring (eg workshops, on-the-job, online learning, work shadowing, etc.)</li> <li>● Factors (organisational policies and procedures, change management strategies, selection of coaches, etc. which can impact the effective integration of coaching or mentoring.</li> </ul>
<p>5. Be able to plan, manage, conduct and evaluate career development interventions through coaching and mentoring.</p>	<p>5.1 Determine and critically evaluate client-needs for coaching and mentoring.</p> <p>5.2 Apply and critique the principles of planning and design of programmes of career learning.</p> <p>5.3 Justify strategies for assessing and improving career development and progression interventions in learning organisations.</p>	<ul style="list-style-type: none"> <li>● Theoretical models on knowledge, skills, behaviours and practices adopted in coaching or mentoring</li> <li>● Coaching and Mentoring briefing: Determine the aims, objectives scope for mentoring or coaching programme. SMART objective and plans. The CLEAR, GROW, OSCAR, TGROW, models.</li> <li>● Strategies for assessing and improving career development: undertake Personal SWOT, diagnostics tests, feedback and self-reflection to assess current abilities and future needs of self and others. Continuous self-assessment and learning plans(CPD)., career counselling, assessment interpretation, group counselling, group assessment interpretation, career workshops, career classes, computer-assisted career guidance systems, and counsellor-free interventions Theory or model associated with the key elements of supervision (eg Seven Eyed model)</li> </ul>

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 4	All ACs under LO1 to LO4	Coursework	3000 words
LO5	All ACs under LO5	Report	1000 words

## Indicative reading list

- Brann, A. (2014) *Neuroscience for coaches*. London: Kogan Page.
- Gladding, S. T. (1992). *Counselling a Comprehensive Profession (3rd Edition)*. Eaglewood Cliffs: Prentice Hall, Inc
- Haden, S. (2013) *It's not about the coach: getting the most from coaching in business, life and sport*. Hants: Business Books.
- Jones, G. and Gorell, R. (2018) *How to create a coaching culture*. 2nd ed. HR Fundamentals. London: CIPD and Kogan Page.
- Lancaster, A. (2019) *Driving performance through learning*. London: Kogan Page.
- Lances, N., Clutterbuck, D. and Megginson, D. (2016) *Techniques for coaching and mentoring*. 2nd ed. London: Routledge.
- Parsloe, E. and Leedham, M. (2016) *Coaching and mentoring: practical techniques for developing learning and performance*. London: Kogan Page
- Patton, W., & McMahon, M. (2014). *Career Development and Systems Theory Connecting Theory and Practice (3rd ed)*. Sense Publishers:
- Boston Savickas, M. & Lent, R. (1994). *Convergence in Career Development Theories*. Palo Alto, California:

## Organisational Change Strategies and Personal Development

Unit Reference Number	L/618/8566
Unit Title	Organisational Change Strategies and Personal Development
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Structure	Pass / Fail

### Unit Aims

This unit is about identifying, developing and implementing change strategies to meet organisational objectives, using a range of management models, tools and techniques, involving coaching and mentoring. The unit also provides an opportunity for self-assessment and to develop a continuous development plan.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:	Indicative Content
1. Understand how to apply models to initiate organisational change.	1.1 Research the need for change in an organisation. 1.2 Identify organisational change models. 1.3 Analyse the application of models of change management. 1.4 Evaluate the criteria used to select a change implementation model to support organisational change.	<ul style="list-style-type: none"> <li>The need for change and the implications of this in a business environment; how to use change as a means of making improvements; how to analyse the current situation; evaluate the impact of a proposed change</li> <li>Models e.g. Lewin's Change Management Model; John Kotter's 8 steps of leading change; McKinsey's 7 - S model; the change transition curve</li> </ul>

		<ul style="list-style-type: none"> <li>● The concept of change and the implications of this in a business environment; how to use change as a means of making improvements; how to analyse current situation and evaluate the impact of a proposed change.</li> </ul>
2. Be able to instigate change and improvement in an organisation.	<p>2.1 Develop a plan for change using information and feedback from relevant stakeholders.</p> <p>2.2 Determine the potential impact of change on resources and service delivery.</p> <p>2.3 Communicate the plan for change to stakeholders to gain their support.</p> <p>2.4 Implement a plan for change incorporating the use of coaching and mentoring.</p>	<ul style="list-style-type: none"> <li>● Identification of key stakeholders; involving stakeholders; utilising expertise to identify the need for resources</li> <li>● What needs to be included in a report recommending change; key factors which might influence stakeholders; suggestions/recommendations for change</li> <li>● Internal reporting structures; methods of communication.</li> </ul>
3. Be able to analyse organisational response to change.	<p>3.1 Demonstrate the use of analytical tools to monitor the progress and the effect of change.</p> <p>3.2 Assess monitoring and measurement techniques to change within an organisation.</p> <p>3.3 Analyse strategies to minimise the adverse effects of change.</p> <p>3.4 Analyse how coaching and mentoring can address the effects of change.</p>	<ul style="list-style-type: none"> <li>● Use of strategic tools to focus; evaluation; feedback; problem solving</li> <li>● Strategy; vision; mission and values; stakeholder relationships; change and change management; levels of leadership; future thinking</li> <li>● One to one working; direction; focus, proactive support; ongoing process</li> </ul>
4. Be able to evaluate the impact of change strategies.	<p>4.1 Apply processes to review the impact of the change.</p> <p>4.2 Analyse the results of the impact review.</p> <p>4.3 Evaluate the impact of coaching and mentoring on the change process.</p> <p>4.4 Identify areas for future improvement.</p> <p>4.5 Present the findings of the impact review.</p> <p>4.6 Communicate suggested improvements with stakeholders.</p>	<ul style="list-style-type: none"> <li>● Anticipating the reaction; levels of authority and negotiating; establishing SMART objectives; how to establish achievable milestones, project management tools-Gantt and Pert charts; the process of reviewing progress against planned objectives; contingency planning.</li> <li>● Calculation of the overall return on change; through KPIs; productivity raised; quality maintained; is the project worthwhile; focus on</li> </ul>



		<p>investments; was coaching and mentoring effective; could they be used more effectively</p> <ul style="list-style-type: none"> <li>● Stakeholders: individual staff; teams, project managers; managers; directors; customer groups; partners; suppliers; other interested parties</li> </ul>
<p>5. Be able to review own ability to perform effectively as a coach or mentor at an organisation level.</p>	<p>5.1 Analyse own strengths and areas for development and how they affect performance as a coach or mentor.</p> <p>5.2 Critically analyse how the client's value systems, knowledge, skills and experience affects the coaching or mentoring relationship.</p> <p>5.3 Critically review own ability to perform effectively as a coach or mentor.</p> <p>5.4 Analyse how to adapt their approach to capitalise on own strengths and address areas for improvement.</p>	<ul style="list-style-type: none"> <li>● Critical thinking; problem solving; ability to Use of constructive feedback; clarify approach used; identify value and potential of role; the use of reflective questions; make reasoned judgements; drawing conclusions; researching information</li> <li>● Working collaboratively; being socially responsible; awareness of diversity; being resourceful; creative; professional attitude; commercial awareness; self-management; independent learning</li> </ul>
<p>6. Be able to plan own future professional development activities.</p>	<p>6.1 Critically reflect on their own developmental needs.</p> <p>6.2 Appraise and assess own professional competencies and identify and use means of support for own development.</p> <p>6.3 Provide a detailed professional development plan for an agreed time.</p> <p>6.4 Justify the career development profession and critically evaluate the outcomes.</p> <p>6.5 Evaluate ways to continue own professional development beyond the agreed month plan.</p>	<ul style="list-style-type: none"> <li>● Critical reflection of own developmental needs, based on evidence from a critical review of abilities as a coach or mentor.</li> <li>● Different options, methods, opportunities are available in order to develop the skills, knowledge, behaviours to perform effectively as a coach or mentor.</li> <li>● Continuing Professional Development (CPD) plan to set demanding but realistic goals and manage own continuous improvement and personal development. Personal Analysis, Setting Goals, Personal Objectives.</li> <li>● Techniques for detailed personal development planning and appropriate resourcing, monitoring and reviewing techniques.</li> </ul>

		<ul style="list-style-type: none"> <li>• Design and structural characteristics of personal development plans for developing and enhancing one's own knowledge and skills.</li> <li>• Continuation of own professional development (e.g. reflective practice, monitoring and evaluating own practice regularly, reading up-to-date publications, networking, peer groups, on-going supervision, membership of professional bodies, ways of increasing knowledge and developing practice, etc.)</li> <li>• Future anticipated implications and impact of continuing own professional development beyond the 12 month professional development plan</li> </ul>
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## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
LO 1 to 4	All ACs under LO1 to LO4	Coursework	2500 words
LO 5 to 6	All ACs under LO5 to LO6	Portfolio of a Personal Development Plan	1500 words plus Appendices of evidence

## Indicative reading list

- Cameron, E, Green, M. (2015). *Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change*. Kogan Page: London.
- Hayes, J. (2018). *The Theory and Practice of Change Management*. Palgrave: London. Patton, W., & McMahon, M. (2014). *Career Development and Systems Theory Connecting Theory and Practice (3rd ed)*. Sense Publishers: Boston

- Oakland J. (1994). *Total Quality Management*. Butterworth: London.

## Website Links

- <https://www.gov.uk/government/organisations/department-for-business-energy-and-industrial-strategy>  
Department for Business, Energy & Industrial Strategy
- [www.Dylanwiliam.net](http://www.Dylanwiliam.net)  
Dylan Wiliam, professional development materials
- [www.crlf.org.uk](http://www.crlf.org.uk)  
Centre for Research in Lifelong Learning

## Coaching, Mentoring and Managing Organisational Culture and Behaviour

Unit Reference Number	D/618/8572
Unit Title	Coaching, Mentoring and Managing Organisational Culture and Behaviour
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Structure	Pass / Fail

### Unit Aims

This unit aims to develop learners' knowledge of organisational behaviour, culture and values and the impact they have on strategy, performance and the development of appropriate cultures; the unit also explores cultural differences and their impacts on coaching and mentoring.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:	Indicative Content
1. Understand how organisational culture can impact on organisational behaviour.	1.1 Analyse the concept of culture to organisations. 1.2 Compare and contrast the characteristics of power culture, role culture, task culture and person culture. 1.3 Evaluate internal and external factors that could influence organisational culture.	<ul style="list-style-type: none"> <li>● Concept of culture: Hall's (1976) conception of high and low context cultures; Hofstede's five dimensions of cultural values; avoidance and Confucian dynamism; own cultural identities and backgrounds.</li> <li>● Features: cultural and religious beliefs; education; class structure; social priorities in the organisation.</li> <li>● Factors: management; leadership; values and traditions; employees; recruitment/retention; diversity of workforce; nature of the business; company values; policies and procedures</li> </ul>

<p>2. Understand the interrelationship between organisational culture, strategy and performance.</p>	<p>2.1 Analyse values and cultures that foster behaviours underpinning organisational strategy.                  2.2 Evaluate personal managerial behaviours that reinforce organisational values and cultures.                  2.3 Analyse how to communicate organisational values to the organisation that inspire the application of these values.</p>	<ul style="list-style-type: none"> <li>● Organisational context and strategy; ethics and principles; stakeholder/employee expectations; competitive market</li> <li>● Use of coaching/mentoring; communication methods; supervision; leadership; role modeling; delegation; supervision</li> <li>● Communication plan; open/ongoing; use of methodologies commensurate with organisational needs and abilities; creativity; forward planning</li> </ul>
<p>3. Understand the implications of people’s values, culture and legislation for professional practice.</p>	<p>3.1 Critically evaluate own values, beliefs and their impact on own practice.                  3.2 Critically appraise the effectiveness of the application of equality legislation and related codes of practice on career development provision within a range of settings.</p>	<ul style="list-style-type: none"> <li>● Impacts of individuals, clients and society. values, beliefs and culture on professional practices and career.</li> <li>● Legislations related to Equality and diversity and impacts on coaching and mentoring practices.</li> </ul>
<p>4. Understand the effect of organisational culture on coaching and mentoring.</p>	<p>4.1 Analyse how organisational culture can impact coaching and mentoring.                  4.2 Evaluate the cultural influences that can inhibit coaching and mentoring.                  4.3 Evaluate the cultural influences that support coaching and mentoring.                  4.4 Evaluate the effect of coaching and mentoring on organisational culture.</p>	<ul style="list-style-type: none"> <li>● Define coaching and mentoring; provision of resources; financial objectives; learning and development objectives; tangibles; organisational structure</li> <li>● Culture of understanding; low levels of skills; low levels of experience; resistance; limited time or resources; not a priority; experience; feeling threatened.</li> <li>● Allocated resources; driven by management; positive past experiences; viewed as a priority; expertise within the organisation; built into planning and forecasting.</li> <li>● The effect of coaching and mentoring on culture: achievement; effect on strategy; cohesion; inclusion; longevity; widening participation; staff recruitment, development and retention.</li> </ul>

<p>5. Understand approaches to management of teams and to cultural development.</p>	<p>5.1 Analyse team roles, and dynamics in developing effective cultures.                      5.2 Discuss the methods available to identify and develop organisational culture.                      5.3 Evaluate methods of dealing with practice and behaviours which are in conflict with organisational values.                      5.4 Analyse strategies to motivate people to apply organisational values.                      5.5 Evaluate how national trends and differences can affect transferability of organisational structures and processes.</p>	<ul style="list-style-type: none"> <li>● Gaining an understanding of existing traits; recruitment and selection; induction; monitoring</li> <li>● Supervision; appraisal; monitoring; coaching; mentoring; training and development; application of sanctions; supporting effective performance; promotion; job share; policy review</li> <li>● Implicit/explicit application and implementation; collective activities; sharing of good practice; synergy between organisations; recognition of practices;</li> </ul>
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## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
LO1 to LO3	All ACs under LO1 to LO3	Coursework	3000 words
LO4 to LO5	All ACs under LO5	Presentation	2x 20 minute Presentation

## Indicative reading list

- Bhatia, V.K. (1993). Analysing genre: Language use in professional settings. London: Longman.
- Bennett, M. J. (2013). Basic concepts of intercultural communication. Paradigms, principles and practices (2nd ed.). Boston: Intercultural Press.
- Forman, D. (2013). Creating a Coaching Culture for Managers in Your Organisation (Essential Coaching Skills and Knowledge), \*1( 1st ed). Routledge
- Hyland, K. (2004). Genre and second language writing. Ann Arbor, MI: University of Michigan Press.

- Jandt, F. E. (2009). An introduction to intercultural communication: Identities in a global community(5th ed.). Thousand Oaks: Sage.
- Neuliep, J. W. (2014). Intercultural communication: A contextual approach (6th ed.). Thousand Oaks. CA: Sage.
- Passmore, J (2021). Excellence in Coaching: Theory, Tools and Techniques to Achieve Outstanding Coaching Performance. (4th e.). Kogan Page.

## Research Methods for Coaching and Mentoring

Unit Reference Number	H/618/8573
Unit Title	Research Methods for Coaching and Mentoring
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Structure	Pass / Fail

### Unit Aims

The aim of this unit is to develop learners' research skills to include an understanding of different research approaches, formulation of research proposals, planning research activity, analysing and interpreting data, and the relationship between research and evidence based practice.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:	Indicative Content
1. Understand the relevance of research within organisational contexts.	1.1 Justify the contribution of research to the provision of coaching and mentoring. 1.2 Evaluate an existing piece of research relevant to coaching and mentoring provision.	<ul style="list-style-type: none"> <li>Quality improvement; evidence; guidelines and policy; support for individuals, teams and the organisation; currency/safety of practice</li> </ul>
2. Understand research approaches used within organisational contexts.	2.1 Critically evaluate a range of research philosophies. 2.2 Examine different approaches to research.	<ul style="list-style-type: none"> <li>Ontology; epistemology; axiology; positivism; realism; interpretivism; pragmatism; qualitative and qualitative approaches.</li> </ul>
3. Be able to review literature relevant to chosen research.	3.1 Critically review literature relevant to a research problem. 3.2 Identify and select appropriate literature methods and develop research questions.	<ul style="list-style-type: none"> <li>Critically review key literature and recent academic publications around the subject area discussing key definitions, current theoretical</li> </ul>



		<p>frameworks, and research carried out in similar areas.</p> <ul style="list-style-type: none"> <li>Develop a conceptual and theoretical framework for the research from the literature review explaining how and why it supports and informs your approach to the research process.</li> </ul>
4. Be able to plan and design a research proposal relevant to the management of coaching and mentoring contexts.	<p>4.1 Justify the elements of a research proposal. 4.2 Design an appropriate research proposal. 4.3 Analyse the ethical aspects of research.</p>	<ul style="list-style-type: none"> <li>Elements: statement of problem; literature review; conceptual framework; research question; hypothesis; terms of reference; methodology; timelines – scope of work and budget.</li> <li>Ethics: Permissions and approvals; consent; confidentiality and anonymity.</li> </ul>
5. Be able to analyse and interpret a range of data.	<p>5.1 Explain types and sources of research data. 5.2 Analyse data using appropriate approaches. 5.3 Evaluate the significance of data and the method of collection. 5.4 Draw conclusions from data collected.</p>	<ul style="list-style-type: none"> <li>Data collecting methods; types of data; analysis approaches; statistics packages; grounded theory; validity and reliability.</li> <li>Significance: currency; validity; reliability; focus; source; applicability.</li> </ul>
6. Understand the relationship between research and evidence-based practice.	<p>6.1 Analyse the relationship between research and evidence-based practice. 6.2 Analyse the contribution of research and evidence-based practice to decision-making.</p>	<ul style="list-style-type: none"> <li>Integration of relevant and current expertise; values and philosophies; application of the best research evidence into teaching; learning and assessment.</li> </ul>

## Assessment

To achieve a ‘pass’ for this unit; learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 6	All ACs under LO1 to LO6	Coursework	4000 words

## Indicative reading list

- Bryman; R. (2012). *Social Research Methods*. OU Press: Oxford
- Creswell; J. W. (2014). *An Introduction to Mixed Methods Research*. Sage: London
- Walker; I. (2010). *Research Methods and Statistics*. Palgrave: London
- Bratton; J.; and Gold; J. (2012). *Human Resource Management: Theory and Practice*. Palgrave Macmillan: London
- Myers; P.; Hulks; S. and Wiggins; L. (2012). *Organisational Change: Perspectives on Theory and Practice*; OUP: Oxford

## Website Links

- <https://www.gov.uk/government/organisations/department-for-business-energy-and-industrial-strategy>  
Department for Business; Energy & Industrial Strategy
- <https://www.gov.uk/government/organisations/department-for-education>  
Department for Education
- [www.crlf.org.uk](http://www.crlf.org.uk)  
Centre for Research in Lifelong Learning
- [www.geoffpetty.com](http://www.geoffpetty.com)  
Geoff Petty; on-line teaching resources
- [www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
Office for Standards in Education
- <https://set.et-foundation.co.uk/>  
Society for Education and Training
- <https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=51427&printable=1>  
Open Educational Research Assets (OPERA)

## IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this specification serves only as a useful guide to your learning experience.

For updated information please visit our website [www.othm.org.uk](http://www.othm.org.uk).