

LEVEL 6 PROFESSIONAL COACH SUPERVISION

Syllabus | June 2022 | Version 1

VERSION CONTROL

Document Version	Date Revisions Made
Version 1	June 2022

CONTENTS

Qualification Objective	04
Qualification Titles	04
Key Dates	05
Progression Opportunities	05
Entry and Requirements	05
Definitions	06
Qualification Structures	06
Qualification Delivery	07
Assessment & Verification	07
CMI Services - Supporting CMI Qualifications	10
Unit Summary	12
Unit 621 Professional Coaching Supervision	13
Command Verb – Definitions	21
Assessment Activity - Definitions	22
Resources to Assist with Unit Completion	24

QUALIFICATION OBJECTIVE

Professional coaching supervision is a catalyst for improving the quality of services provided by coaches to their coachee's and stakeholders. It provides a confidential framework that supports and promotes good practice by benchmarking and quality assuring the way coaching is planned and delivered. The aim of professional coaching supervision is to provide coaches with a safe reflective space, where they are able to critically appraise how they can develop and improve their coaching practice.

On successful completion of the unit, Professional Coach Supervisors will understand the purpose and role of supervision in coaching. They will evaluate models and approaches for its delivery and know to develop a strategy to optimise its effectiveness.

This qualification has been designed for practising or aspiring Professional Coach Supervisors, who have the ability to apply their learning, to develop their skills in this area and/or progress onto further learning.

Extensive research has been undertaken to ensure that these qualifications reflect tasks and activities of managers in the aforementioned roles in the workplace. Sources of information include, but are not limited to:

- 1 Comparability to existing Coaching programmes
- 2 CMI Professional Standards
- 3 Stakeholder consultation
- 4 Mapped to the Professional Apprenticeship Standard ST0809 AP01 Professional Coaching

QUALIFICATION TITLES

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 submission, which confirms that this is a regulated 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	Qualification Title	Qualification Reference Number
6A31	CMI Level 6 Award in Professional Coach Supervision	610/0909/X

KEY DATES

These qualifications are regulated from 1st June 2022 and the operational start date in CMI Centres is 1st June 2022. The qualification review date is 31st May 2027.

PROGRESSION OPPORTUNITIES

CMI would recommend the below qualifications as a possible progression route, once complete the Management Coaching and Mentoring qualifications:

- CMI Level 7 Qualifications in Leadership Coaching and Mentoring
- CMI Level 6 Professional Management and Leadership Practice
- CMI Level 7 Strategic Management and Leadership Practice

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

ENTRY AND REQUIREMENT

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 of 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 units which may be taken to form a particular qualification, any units which must be taken and any related requirements.

QUALIFICATION STRUCTURES

RULES OF COMBINATION

There are minimum requirements to achieve each qualification within this suite. The minimum requirements are based on the boundaries outlined in Ofqual's Guidance to the General Conditions of Recognition, namely Condition E2.

CMI LEVEL CMI Level 6 Award in Professional Coach Supervision

Learners complete the following unit to a minimum of 140 TUT hours, 14 credits to achieve this qualification.

The minimum GLH is 44 hours.

Unit Code	Unit Title	GLH	TUT	Credits
621	Professional Coaching Supervision	44	140	14

QUALIFICATION DELIVERY

CMI does not specify the mode of delivery for its qualifications at Level 6; therefore CMI Centres are free to deliver the Level 6 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.

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.

Further information, please see the [CMI Reasonable Adjustments Procedure](#) and the [CMI Special Consideration Procedure](#).

RECOGNITION OF PRIOR LEARNING

There may be occasions where Learners request Recognition of Prior Learning (RPL). This can be applied by Centres. Further guidance on RPL and exemptions can be found in [CMI RPL policy](#).

ASSESSMENT & 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:

1. the selected assessment task/activity is relevant to the content of the unit
2. there are clear instructions given to Learners as to what is expected
3. 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
4. the language used in the assessment is free from any bias
5. 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

LEARNER AUTHENTICITY

Learners are required to sign and date a Statement of Authenticity. The learner statement confirms the evidence submitted is all their own work and has not been completed by a third party. Additionally the learner statement confirms the evidence provided has been completed in accordance with CMI approved instructions.

Centres are required to complete a Centre Statement of Authenticity to confirm the learner is registered on a Chartered Management Institute (CMI) programme of study.

ASSESSMENT GRADING

The grading system for CMI qualifications is "Pass/Refer". The external moderation of Learners' work 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.

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

SUGGESTED ASSESSMENT METHODOLOGIES

CMI does not state the assessment method for its qualifications, instead supporting Centres in creating assessment plans to suit the needs of Learners and/or Employers. It is encouraged that a range of methods are used to ensure that all Learning Outcomes and Assessment Criteria are met, and to enhance Learners' development.

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

The following table presents an overview of the type of activities that partners may use to assess each unit. Further details are provided in the 'Recommendations for Assessment' section of each unit specification.

		Report	Reflective Account	Guide	Plan	Work Based Evidence
621	Professional Coaching Supervision	x	x		x	x

WORD COUNT AND APPENDICES

The written word, however generated and recorded, is still expected to form the majority of accessible work produced by Learners at Level 6. The guideline word count for units within this qualification are summarised below, and vary depending on size and content of the unit. There is a 10% allowance above/below these guidelines. For more information, please refer to the CMI Assessment Guidance Policy

The table below sets out the word count, by unit, within these qualifications. Word count has been set based on the content being covered within each unit.

Unit	Title	Word Count
621	Professional Coaching Supervision	5000 + work based evidence

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 MARKING

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 marked.

Some CMI Centres choose to send one assignment of the qualification to be externally marked, 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 marked and certificated within a six week period. Please refer to the fee's guide for current pricing.

APPEALS AGAINST ASSESSMENT DECISIONS

In the event that a Learner wishes to appeal against an assessment decision, they can do so by following outlined procedures.

Where an assessment decision has been made by CMI Centre, Learners must follow the Centre/s own Appeals Procedure in the first instance. If this procedure has been exhausted and remains unresolved, Learners may log on a Stage 2 appeal with CMI.

For further information, please see CMI's Enquiry and Appeals Procedure.

CMI 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 CMI 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 dependent on successfully completing an assessment with CMI.

CHARTERED MANAGER

Chartered Managers are consistent high performers, 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

ManagementDirect

<https://members.md.cmi.org.uk>

It's fast, comprehensive and free to members

ManagementDirect 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.

- 231 Management Checklists and 60 Management Thinker profiles
- One page overviews of key Management Models
- Multimedia resources – 200 Leader Videos
- CMI research and Professional Manager articles
- Authoritative definitions of management terms
- Over 11,000 articles and 9000 e-books 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 the 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.

E-journals

For in depth research try our e-journals service

CMI has joined forces with EBSCO Information Services to offer members 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.

The unit within these qualifications are different to other qualifications, and so the following summarises some key features:

- TUT refers to Total Unit Time. TUT is set based on estimated time expected for the average learner to be taught the content via formal Guided Learning, additional informal learning and preparation and completion of assessment.
- GLH refers to Guided Learning Hours. GLH is the estimated contact time the average learner has with tutors, trainers or facilitators as part of the learning process, it includes formal learning including classes, training sessions, coaching, seminars, live webinar and telephone tutorials, e-learning which is supervised. It is important to note that this also includes assessing learner's achievements for competency based assessments.
- The use of e.g within the unit content means an abbreviation for "for example".
- Key words which highlight knowledge, skills and behaviours which will be developed
- Indicative content has been developed to support the learner to understand the aims of learning outcomes and assessment criteria. It can also be used by tutors to develop lesson plans and schemes of work.
- Recommendations for Assessment which provides a range of suggested assessment activities for actual or aspiring managers and leaders
- Relationships to frameworks such as Chartered Management Consultant Competence Framework
- Suggested reading/web resource materials developed to compliment the unit content. The primary resource/research tool referred to is ManagementDirect

It is recommended that Learners have sight of each unit of study in preparation for assessment.

The table below summarises the units within these qualifications:

<p>621 Professional Coaching Supervision</p>	<p>Professional coaching supervision is a catalyst for improving the quality of services provided by coaches to their coachee's and stakeholders. It provides a confidential framework that supports and promotes good practice by benchmarking and quality assuring the way coaching is planned and delivered. The aim of professional coaching supervision is to provide coaches with a safe reflective space, where they are able to critically appraise how they can develop and improve their coaching practice.</p> <p>On successful completion of the unit, Professional Coach Supervisors will understand the purpose and role of supervision in coaching. They will evaluate models and approaches for its delivery and know to develop a strategy to optimise its effectiveness.</p>
--	--

Ofqual unit number F/650/2466

RQF level 6

Guided learning hours 44

Total unit time 140

Credits 14

Aims of unit

Professional coaching supervision is a catalyst for improving the quality of services provided by coaches to their coachee's and stakeholders. It provides a confidential framework that supports and promotes good practice by benchmarking and quality assuring the way coaching is planned and delivered. The aim of professional coaching supervision is to provide coaches with a safe reflective space, where they are able to critically appraise how they can develop and improve their coaching practice.

On successful completion of the unit, Professional Coach Supervisors will understand the purpose and role of supervision in coaching. They will evaluate models and approaches for its delivery and know to develop a strategy to optimise its effectiveness.

Keywords

Principles, roles, responsibilities, ethics, legal, contracting, delivery, support, supervision, excellence.

Terminology

The term 'supervisee' is used to refer to a coach undertaking coaching supervision.

Learning outcome 1
Understand the principles of professional coaching supervision
Assessment criteria
<p>1.1 Develop the rationale for professional coaching supervision</p> <p>1.2 Critically discuss the role and requirements for delivering effective coaching supervision</p> <p>1.3 Critically appraise reflective practice and professional development in coaching supervision</p>
Indicative content

1.1 Rationale for coaching supervision: Definition of coaching supervision. Differences between coaching and coaching supervision (e.g. Seven Principles of Coaching Supervision Mindset, Lucas, 2017). Qualitative. Developmental. Resourcing (Hawkins *et al*, 2019). Provides a safe reflective space for learning. Increased return on investment for stakeholders/sponsors. Builds resilience. Promotes mental health and wellbeing, emotional intelligence. Mitigates risks of poor practice (e.g. ethical dilemmas, boundaries, confidentiality).

Benefits to supervisee: Development of knowledge, behaviours, skills, abilities. Promotes awareness of self and impact on others. Management of self. Personal growth. Improved stakeholder results. Improved coaching strategies. Promotes quality and consistency in coaching practice. The use of different supervisors to continually develop coaching practice.

1.2 Roles and requirements for delivering effective coaching supervision:

Roles:

- Internal or external Professional Coach Supervisor: coach, educator, supporter, mentor. Role dependent on the organisation/organisational structure. Role modelling (Ladney, 2002) Create a safe environment. Guardianship (Lucas, 2017).
- Coaching Supervision Competence Frameworks (APECS, AOCS, EMCC (UK), AC, ICF (UK))

Requirements:

- Professional Coach Supervisor skills: Responsive to the needs of coachees. Able to use communication techniques effectively (e.g. questioning, listening, feedback). Uses insight, intuition, flexible in approach, helicopter approach (Hawkins and Smith 2013). Self-awareness. Ability to build rapport. Ability to challenge patterns of thinking, assumptions, practice. Use of intuition.
- Understanding and application of ethical practice: Definition and role of ethics (Hawkins & McMahon, 2020). Contracting. Confidentiality. Boundary Management (Hawkins & Shoheit, 2012). Ethical Maturity (Allen *et al* 2011. Carroll & Shaw, 2013). Ethical Decision-Making models (e.g. APPEAR, PLUS).
- Knowledge and ability to apply approaches to coaching supervision (e.g. Systemic, Behavioural, Analytic). Awareness of coaching models and approaches to provide feedback to the coach and coach the coach. (e.g. Transactional Analysis (Pratt, 2020). NLP (O'Connor, 2021). CLEAR (Hawkins and McMahon, 2020) GROW (Whitmore, 2017). Seven-Eyed Supervision Model (Hawkins and Shoheit, 2012)).

1.3. Reflective practice: Reflection on professional coaching supervision on action, in action and after action (e.g. approach, challenges, successes, and opportunities for improvement). Feedback (supervisees, stakeholders, own supervisor). Models of Reflective Practice (e.g. Kolb 1984. Gibbs, 1988. Schon, 1983. Argyris, 1991). Learning how to Learn.

Professional development: Supervision of Practice. Networking. Reading. Webinars. Training Courses. Action Learning Sets.

Learning outcome 2

Know how to deliver and quality assure professional coaching supervision

Assessment criteria

- 2.1 Evaluate models for delivering professional coaching supervision
- 2.2 Critically assess approaches and methods for delivering professional coaching supervision
- 2.3 Critically appraise factors which impact on the delivery of professional coaching supervision
- 2.4 Develop a strategy to quality assure professional coaching supervision

Indicative content

2.1 Models for delivering professional coaching supervision: Models (e.g. Seven-Eyed Supervision Model (Hawkins and Shohet, 2012)). Full Spectrum model (Murdoch and Arnold, 2013). CLEAR model (Hawkins and Smith 2013. Hawkins and McMahon, 2020). Effectiveness of models from different perspectives (e.g. supervisee, supervisor, stakeholder). Awareness of Psychological models: Transactional Analysis, (PAC, 'Parent – Adult - Child' (Berne, 1950)). Drama Triangle (Karpman, 1968). The Empowerment Dynamic (Emerald, 2016). Triggers, Hooks and Habits. Internal Supervisor (Murdoch and Arnold 2013).

2.2 Approaches and methods for delivering professional coaching supervision:

Approaches: Supervisor led supervision. Peer led supervision (Hawkins and McMahon, 2020).

Methods: One to one supervision, group supervision. Face to face (e.g. indoor/outdoor, coaching supervision in nature). Virtual. Telephone.

2.3 Factors which impact on the delivery of professional coaching supervision: Transcultural issues (e.g., cultural awareness, differences of self or others, unconscious bias, mindset, emotions, motivations). (Clutterbuck *et al*, 2016. Hawkins and McMahon, 2020). Mental health and well-being (e.g. disclosure, stress, anxiety, depression). Physical health needs. Resourcing (e.g. finance/time/access to Coach Supervisor).

2.4 Strategy to quality assure professional coaching supervision:

- **Aims and Objectives** (e.g. identification of goals, progress towards, levels of achievement)
- **Methodology** for evaluating the effectiveness of coaching supervision (e.g. Observation, feedback, self-evaluation)
- **Ethical and legal requirements** (e.g. Codes of Ethics). Organisational requirements (e.g. organisational governance frameworks. Data Protection 2018, UK GDPR)
- **Measurement of Outcomes:** Short-medium-long term benefits. Impact of coaching supervision on supervisor, supervisee, clients and stakeholders. Value/benefits of coaching supervision. Reference to competency framework Codes of practice (APECS, AOCS, EMCC (UK), AC, ICF (UK)).

Learning outcome 3

Be able to plan, deliver and evaluate professional coaching supervision

Assessment criteria

- 3.1 Develop plans to deliver professional coaching supervision
- 3.2 Deliver professional coaching supervision in accord with planning and record outcomes
- 3.3 Critically reflect on the outcomes of delivering professional coach supervision to supervisee's
- 3.4 Create a professional development plan to develop in the Professional Coach Supervisor role

Indicative content

3.1 *Plan for delivering professional coaching supervision:*

- Initiate relationship with supervisee.
- Engage with supervisee to prepare for coaching supervision (e.g. expectations, issues within coaching practice, challenges, successes).
- Development of formal written contract for coaching supervision to include:
 - *Procedural/Administrative*: Logistics (venue/location, virtual/face to face). Record keeping. Engagement with sponsor (reporting requirements). Legal frameworks, contract conclusion.
 - *Professional/Roles and responsibilities*: Style of coaching supervision, goals, codes of ethics, confidentiality, boundaries, competences, and values, organisational context.
 - *Psychological*: Relationship between supervisee and professional coach supervisor and relevant stakeholders. Exit strategy.
- Delivery of coaching supervision (e.g. use of models, approaches)
- Evaluation/review of coaching supervision (e.g. progress, outputs, value of coaching supervision for supervisee and stakeholders).
- Exit from coaching supervision (e.g. closure/re-contracting).

3.2 *Deliver the professional coaching supervision plan and record the outcomes:* Professional coaching supervision to be delivered to supervisees in line with assessment requirements.

Success indicators: Professional approach to the delivery of coaching supervision: Competency framework (e.g. APECS, AOCS, EMCC (UK), AC, ICF (UK))

Coaching Supervisor ability to:

- Contract and re-contract.
- Select and use coaching supervision approaches, models, tools and techniques.
- Embed the principles of diversity and inclusion in coaching supervision practice.
- Be an ambassador for the profession (e.g. professional appearance and behaviours, being present, self-managing, self-aware, role model).
- Use emotional intelligence (e.g. empathy, trust, rapport, unconditional positive regard).
- Be spontaneous, open, flexible, resilient, respectful.
- Respond effectively to challenges in delivering coaching supervision.
- Communicate effectively: Uses verbal/non-verbal communication. Questioning skills. Listening skills. Provides effective feedback. Use of silence.
- Be organised (e.g. effective time management, scheduling, record keeping).

Records of Professional Coaching Supervision: Digital and/or written (coaching supervision logs/session recordings which show achievement of objectives). Compliance to organisational and legal requirements (e.g. Data Protection/GDPR 2018). Accuracy and sufficiency of recording keeping.

3.3 Outcomes of professional coaching supervision: Self-reflection (e.g. completion of reflective journal and/or personal SWOT analysis). Feedback from supervisee. Feedback from observation and supervision. Feedback from stakeholders. Reflects on own knowledge, skills and behaviours against requirements of the professional coaching supervision role and competency framework (e.g. EMCC UK, ICF UK, AC). Theories and models of learning and reflective practice (e.g. Kolb 1984. Gibbs, 1988. Schon, 1983. Argyris, 1991).

3.4 Professional development plan: Plan covers a minimum of 6 months/maximum of 12 months. The plan may include reference to development objectives which may extend beyond the 12-month period. Use of short, medium and long-term SMART objectives. Includes development needs, resource requirements, support needs, development opportunities. Review and evaluation methodology.

Development activities: Formal and informal learning opportunities (e.g. face to face, blended or online learning). Social and collaborative learning. Coaching. Professional coaching supervision.

Requirements and recommendations for assessment

The assessment includes written and practical assessment elements.

1. Practical assessment requirements:

Professional coaching supervision must be delivered to a minimum of TWO (2) supervisees for a minimum of THREE (3) coaching supervision sessions in total. Each coaching supervision session must last for a minimum of SIXTY (60) minutes and will not exceed NINETY (90) minutes.

Professional coaching supervision will be delivered on a 1:1 basis. It may be face to face, virtual or audio.

Coaching supervision must be observed for a minimum of ONE (1) session per supervisee by someone with experience of coaching supervision (e.g. Qualified Professional Coach/Coaching Supervisor).

The observations will last a minimum of SIXTY (60) minutes and will not exceed NINETY (90) minutes.

The observation may be conducted in person, virtually or using a recording. Feedback must be provided to the learner (Professional Coach Supervisor) on their performance. The Professional Coach Supervisors performance must be assessed using the success criteria for success criteria stated in Assessment Criteria 3.2. The observation should identify areas of success and opportunities for improvement.

2. Submission of written evidence, reports and work based evidence (work products)

The following opportunities have been developed for the learner to provide evidence to meet the assessment requirements:

1. The learner may be asked to write a **report** or **written account** on the principles of professional coaching supervision.

2. The learner may be asked to write a **report** or **proposal** on the principles for delivering and quality assuring professional coaching supervision.
3. The learner will present **work based evidence** to evidence planning and delivery of professional coaching supervision.
4. The learner will complete a **reflective statement** on the outcomes of delivering professional coaching supervision to a Supervisee.
5. The learner will complete a **PDP** to improve own professional coaching supervision capability.

Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand each of the assessment criteria.

It is important to acknowledge the Professional Coach Supervisor will likely undertake a range of coaching supervisions whilst they are studying for this qualification. Whilst this will add value to the learning experience, only the evidence stipulated in this assessment plan must be submitted for assessment.

Relationship with CMI Professional Standards: This unit is mapped to:	
Personal Effectiveness	<ul style="list-style-type: none"> ● Managing yourself ● Making decisions ● Communicating and influencing
Interpersonal Excellence	<ul style="list-style-type: none"> ● Providing purpose and direction ● Developing people and capabilities ● Building relationships and networks
Organisational Performance	<ul style="list-style-type: none"> ● Leading change and innovation ● Managing resource and risk ● Achieving results

Suggested reading/web resource materials
<p>Clutterbuck, D., Whitaker, C., Lucas, M. (2016) <i>Coaching Supervision. A Practical Guide for Supervisees</i>. Routledge, OXON, UK.</p> <p>Hawkins, P., & McMahon, A. (2020) <i>Supervision in the Helping Professions</i>, 5th Edn, Open University Press, Maidenhead, UK.</p>

Hawkins, P. & Schwenk, G. (2011) *The Seven Eyed Model of Coaching Supervision*: In Tkach, J.T., & DiGirolamo, J. A. (2017) *The State and Future of Coaching Supervision*: International Coaching Psychology Review, Vol 1 No. 1, pp.49 – 63.

Hawkins, P, Turner, E & Passmore, J (2019) *The Manifesto for Supervision*. Henley-on-Thames: Association for Coaching and Henley Business School. ISBN: 978-1-912473-24.

Birch, J., & Welch, P. (2019) (Eds) *Coaching Supervision: Advancing Practice, Changing Landscapes*: Routledge: Oxon: UK.

Lucas, M. (2017) *from Coach-to-Coach Supervisor a Shift in Mindset*: International Journal of Evidence Based Coaching & Mentoring Vol 15 No1 pp. 11 – 23.

Lucas, M. (2020) (Ed) *101 Coaching Supervision Techniques, Approaches, Enquiries and Experiments*: Routledge : London, UK.

Textbooks/eBooks/Journals

Carroll, M. & Gilbert, M. (2005) *On Becoming a Supervisee*: Vulkani Publishing: London, UK.

Lucas, M. (2015) *What's So 'Super' about Supervision*: Association for Coaching Member Guide www.associationforcoaching.com

Argyris, C., & Schön, D. (1978) *Organizational learning: A theory of action perspective*, Addison Wesley. Reading, Mass: USA.

Bachkirova, T., Jackson, P., & Clutterbuck, D. (2011) (Eds) *Coaching & Mentoring Supervision: Theory & Practice*. Open University Press, Berkshire, England, UK.

Carroll, M., & Shaw, E. (2013) *Ethical Maturity in the Helping Professions* Jessica Kingsley, London, UK.

CIPD (2006) *'Change Agenda' Coaching Supervision: Maximising the Potential of Coaching*: CIPD, London: UK.

De Haan, E. (2012) *Supervision in Action*: Open University Press, Maidenhead, UK.

Hawkins, P., & Smith, M. (2013) *Coaching Mentoring & Organisational Consultancy: Supervision, Skills & Development* Open University Press, Berkshire, England, UK.

Hay, J., (2007), *Reflective Practice and Supervision for Coaches*, Open University Press, Berkshire, UK.

Institute of Business Ethics (2011), *Ethics in Decision-Making Good Practice Guide*, Institute of Business Ethics, London, UK.

Johns, C. (2004) *Becoming a Reflective Practitioner*. Blackwell Science, Oxford, UK.

Kolb, D.A. (1984) *Experiential Learning: Experience as the source of learning and development*: Prentice Hall: New Jersey: USA.

Lawrence, P. & Whyte, A. (2014) What is coaching supervision and is it important? *Coaching: An International Journal of Theory, Research and Practice*, Vol 7, No. 1, 39-55

Murdoch, E., & Arnold, J. (2013) (Eds) *Full Spectrum Supervision 'Who you are is how you supervise'* Panoma Press Ltd; St Albans, Herts. UK.

Ober, A., Granello, D. & Henfield, M. (2009) 'A synergistic model to enhance multicultural competence in supervision. *Counsellor Education & Supervision*, 48 (3): 204-221.

Passmore, J. & Turner, E. (2018) Reflections on Integrity: the APPEAR model. *Coaching at Work*, 13 (2) 42 – 46.

Passmore, J. & McGoldrick, S. (2009). Super-vision, extra-vision or blind faith? A grounded theory study of the efficacy of coaching supervision. *International Coaching Psychology Review* 4(2). 143-159.

Shohet, R. (2011) (Ed) Supervision as Transformation: A Passion for Learning: Jessica Kingsley Publishers, London, UK.

Schön, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. New York, NY: Basic Books.

Tkach, J.T., & DiGirolamo, J. A. (2017) The State and Future of Coaching Supervision: *International Coaching Psychology Review*, Vol 1 No. 1, pp.49 – 63.

Wingrove, A., Lai, Y-L., Palmer, S., & Williams, S. (2020) Self-determination theory: A theoretical framework for group supervision with internal coaches. *International Journal of Evidence Based Coaching and Mentoring* 18(2) 183-196.

Weblinks

Welch, P. (2019) The Association of Coaching Supervisors: What is Reflective Practice <https://www.associationofcoachingsupervisors.com/community/articles/47/what-is-reflective-practice>

What is reflective practice (2018) @

https://spielverlagerung.com/2018/03/07/what-is-reflective-practice/?doing_wp_cron=1592115777.0611870288848876953125

ManagementDirect resources require CMI membership and a username and password.

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

COMMAND VERB - DEFINITIONS

Command Verb	Definition
Analyse	Break the subject or complex situation(s) into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Appraise	Assess, estimate the worth, value, quality, performance. Consider carefully to form an opinion.
Articulate	Express or clearly state your understanding of the topic.
Assess	Provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale.
Comment	Identify and write about the main issues, express an opinion, giving reaction to what has been read/observed.
Compare	Review the subject(s) in detail – looking at similarities and differences.
Conceptualise	Create a diagram, model, chart or graphic with annotations, providing a holistic overview of the process.
Conduct	Organise and perform a particular activity
Consider	Take (something) into account (i.e. different ideas, perspectives, theories, evidence) when making a judgement
Construct	To create or build something original
Create	Originate or produce a solution to a problem.
Critically Evaluate	<p>Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable.</p> <p>Critical evaluation not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.</p>
Critically	Typically used to qualify verbs such as evaluate, assess, appraise, analyse and reflect. Give in-depth insight, opinion, debate, verdict based on a wide variety of sources, theory, research which may agree and contradict an argument.
Critique	A detailed analysis and assessment of something, especially a literary, philosophical, or political theory.
Define	Show or state clearly and accurately.

Describe	Provide an extended range of detailed factual information about the topic or item in a logical way.
Determine	Settle/conclude an argument/question as a result of investigation or by referring to an authority.
Develop	Elaborate, expand or progress an idea from a starting point building upon given information.
Differentiate	Recognise or ascertain a difference to identify what makes something different.
Discuss	Give a detailed account including a range of views or opinions, which include contrasting perspectives.
Distinguish	Draw or make distinction between
Draw	Present a conclusion or decision about what is likely to happen based on facts.
Establish	Discover, prove or show something to be true or valid by determining the facts.
Evaluate	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable.
Examine	Inspect (something) thoroughly in order to determine its nature or condition.
Explain	Make something clear to someone by describing or revealing relevant information in more detail.
Formulate	To devise or develop an idea or concept in a concise and systematic way.
Identify	Ascertain the origin, nature or definitive characteristics of something.
Interpet	To clarify/explain the meaning of something
Investigate	Carry out a systematic or formal inquiry to discover and examine the facts of (problem, options, incident, allegation etc) so as to establish the truth.
Justify	Provide a rationale for actions and/or decisions. Your rationale should be underpinned by research, academic theory, data analysis or experience.
Outline	A general description/broad account/summary of something showing essential features/outline the case briefly but not the detail.
Prepare	To make or develop something ready which will happen in the future.
Produce	To make, create or form something. Put together, assemble. leads to an outcome/result.
Recommend	Put forward proposals, an alternative or suggestion(s) supported by a clear rationale appropriate to the situation/context.
Reflect	Consciously contemplate, appraise or give balanced consideration to an action or issue.
Report	A structured document communicated or presented in an oral or written form and organised in a narrative, graphic or tabular form referring to a specific period, event or topic area.
Research	A detailed study or investigation of a subject in order to establish facts and reach

	new conclusions.
Review	To examine, survey, reconsider a subject, theory or item.
Specify	Identify or state a fact or requirement clearly and precisely in detail.
Summarise	Sum up or give a brief account of relevant information in your own words.
Use	The action of using something for a particular purpose.

ASSESSMENT ACTIVITY - DEFINITIONS

Activity Definition	Activity Definition
Briefing paper	A summary of facts pertaining to a particular issue or problem. Often includes a suggested course of action.
Business case	A formal document, presented in an oral or written format, which provides justification for an idea or project to address an identified business need or challenge.
Case Study	A description of an event, activity or problem outlining a real or hypothetical situation.
Good practice guide	A structured document produced with the purpose of supporting individuals to develop their practice in a particular area.
Plan	A detailed outline providing an insight into a range of activities required to complete a task.
Profile	An outline giving a description of a role or organisation
Proposal	A formal document, presented in an oral or written format, which puts forward ideas or suggestions for consideration by others.
Reflective Statement	Learners describe their actions in particular situations and reflect on the reasons for practicing in that way. This is particularly useful to provide evidence that they can evaluate their knowledge and practice.
Report	A structured document communicated or presented in an oral or written form and organised in a narrative, graphic or tabular form referring to a specific period, event or topic area.
Research project report	A formal, written document, organised in a narrative, graphic or tabular form presenting findings and recommendations.
Scenario	A written outline or a situation or setting, providing insight into a sequence of events or actions.
Written account	A written document presenting knowledge of facts or event
Work based evidence	An activity from within the workplace that is used by the learner to evidence and/or demonstrate competence and understanding

In order to support learners with their assessment, CMI has created additional resources designed to meet the needs of the following Unit 621.

Please note: these documents are not compulsory; it is strongly recommended that learners use these in conjunction with the CMI-designed assessment briefs or a version similar to these, to ensure all criteria are met.

Unit 621 Professional Coach Supervision

Workbased Evidence Mapping

Professional Coaching Supervision Plan

Observation Report

Record of Professional Coaching Supervision

Professional Coaching Supervision Reflective Statement

Personal Development Plan (PDP)

PROFESSIONAL COACHING SUPERVISION PLAN

UNIT 621 PROFESSIONAL COACH SUPERVISION

Please complete for each planned professional coach supervision assignment.

Professional Coach Supervisor	
Supervisee Name/Reference	
Date	

Delivery of Professional Coach Supervision	
Supervisee Profile/Pen Portrait (e.g. role, organisation).	
Identification of Supervisee needs: <ul style="list-style-type: none"> • Prioritisation of outcomes according to coaching need. <i>Please note: Please add/list attachments below if used.</i>	
Approaches/methods to deliver professional coaching supervision	
Planned evaluation/review of coaching supervision (e.g. progress outputs, value of coaching supervision for supervisee and stakeholders).	
Engagement with stakeholders/sponsor (if appropriate)	

Attachments: Please complete the list of attachments which support the professional coaching supervision assignment. Please note: A formal written coaching supervision contract must be attached.

1:
2:
3:

Professional Coach Supervisor	Signature:	Date:
Supervisee: I agree for my records to be used for the purpose of assessment	Signature:	Date:

RECORD OF PROFESSIONAL COACH SUPERVISION

UNIT 621 PROFESSIONAL COACH SUPERVISION

Please complete a record of professional coach supervision for each assignment.

Professional Coach Supervisor	
Supervisee Name/Reference	
Date	
Venue	

Record of Professional Coaching Supervision

Professional Coach Supervisor	Signature:	Date:
--------------------------------------	------------	-------

PROFESSIONAL COACH SUPERVISION OBSERVATION REPORT

UNIT 621 PROFESSIONAL COACH SUPERVISION

Professional Coach Supervisor	
Observer	
Supervisee	
Date of Observation	
Context of Professional Coach Supervision Assignment	

Success Indicators: Professional Coach Supervisor's ability to:	
Contract and re-contract.	
Select and use coaching supervision approaches, models, tools and techniques.	
Embed the principles of diversity and inclusion in coaching supervision practice.	
Be an ambassador for the profession (e.g. professional appearance and behaviours, being present, self-managing, self-aware, role model).	
Use emotional intelligence (e.g. empathy, trust, rapport, unconditional positive regard).	
Be spontaneous, open, flexible, resilient, respectful.	
Respond effectively to challenges in delivering coaching supervision.	
Communicate effectively: Uses verbal/non-verbal communication. Questioning skills. Listening skills. Provides effective feedback. Use of silence.	
Be organised (e.g. effective time management, scheduling, record keeping).	
Apply competency framework (e.g. APECS, AOCS, EMCC (UK), AC, ICF (UK))	

Observer feedback: Areas of good practice/Opportunities for improvement:
Signature and date:
Professional Status:

**PROFESSIONAL COACHING SUPERVISION REFLECTIVE STATEMENT
UNIT 621 PROFESSIONAL COACH SUPERVISION**

Please complete a reflective log/journal, you may amend this box to meet your requirements.

Professional Coach		
Date		
Professional Coach	Signature:	Date:

PROFESSIONAL DEVELOPMENT PLAN (PDP)

UNIT 621 PROFESSIONAL COACH SUPERVISION

Name	
-------------	--

Development Aim	Development Approach/ Method	Time	Ownership	Resource requirements	Outcomes

Signature		Date	
------------------	--	-------------	--