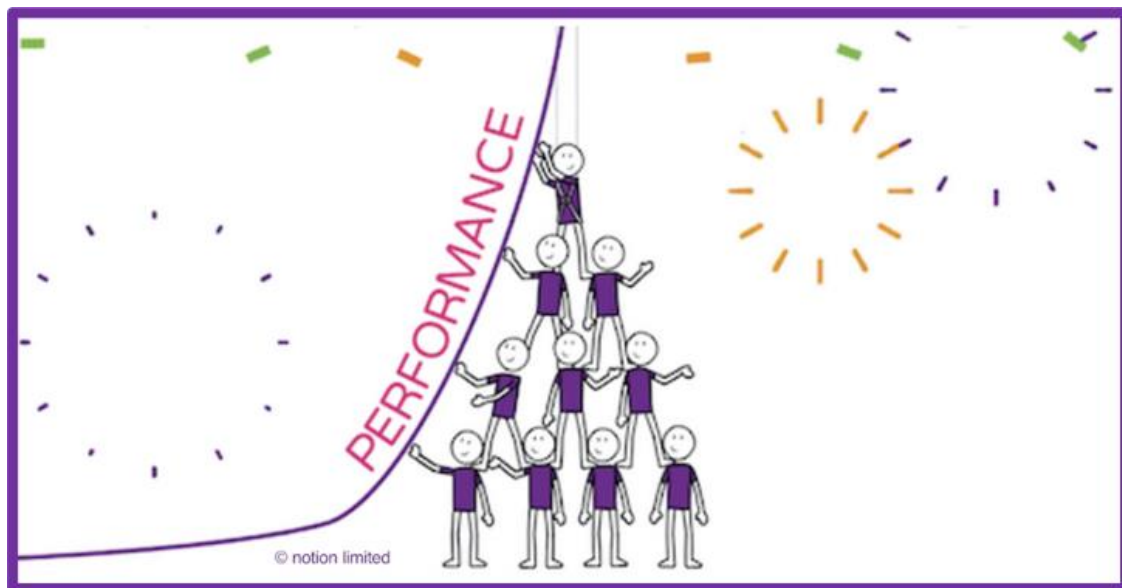




AIMQUALIFICATIONS

Level 5 Certificate in STAR Operational Coaching and Management Practitioner Qualification Number: 603/6053/7



Qualification Overview

Title:	AIM Qualifications Level 5 Certificate in STAR Operational Coaching and Management Practitioner
Qualification Number:	603/6053/7
Level:	Level 5
Credit Value:	26 credits
Guided Learning Hours:	38 hours
Total Qualification Time:	205 hours
Qualification Objective:	<p>This qualification has been designed to support learners who are working in a line, matric management or leadership role with direct responsibility or the development and performance improvement of colleagues, direct reports or teams.</p> <p>The STAR Operational Coaching and Management qualification provides the knowledge and helps learners to develop the knowledge which will enable them to adopt and then use coaching-related behaviours as a part of their everyday management styles. Use of these techniques will help the learner to better engage and motivate direct reports, peers and other colleagues to drive up performance and productivity.</p> <p>The qualification will also provide learners with the knowledge and skills to use these Operational Coaching behaviours in planned, developmental management settings such as 1-2-1s, goal setting and reviews, performance management and succession planning, or in the development of overall team performance as part of a wider continuous performance improvement approach.</p>
Progression Routes:	Successful completion of this qualification will provide learners with the opportunity to progress to Internal and/or Executive Coaching qualifications that would support roles such as Internal or Leadership coach within their own organisation, and the

opportunity to join a Professional Bodies such as the Association for Coaching.

Entry requirements:

Learners will need to be operating at supervisory or management level (with or without direct line management responsibility) including up to Senior Management.

Understanding of Management in the context of workplace and organisation. Ability to relate improvements in management effectiveness to the improvement in team performance metrics.

Read and interact with online learning tools, be able to apply exercises back in the workplace, ability to capture reflections and record them in a learning log. Ability to apply new learning and insights towards improving personal effectiveness.

Minimum age is 18 years old.

Access to appropriate devices to complete online learning elements.

Assessment method(s):

Assessment is through a Portfolio of Evidence/Workbook.

How is the qualification assessed?

The assessment process is as follows:

Internal Assessment by Portfolio of Evidence

Where the assessment method for the qualification is by internally set assessments (Portfolio of Evidence), then centres are free to devise their own assessments for the qualification/unit.

- All assessments should be designed in such a way as to minimise the requirement for Reasonable Adjustments to be made.
- Centre devised assessments must allow learners to meet all of the requirements of the assessment criteria for each unit. Assessments must not require learners to produce evidence above and beyond that stipulated in the Assessment Criteria.
- Centres must then have these assessments approved by their IQA.

When devising assessments, centres may choose from a range of assessment methods but where assessment guidance is provided within a unit this must be adhered to unless otherwise agreed with Aim Qualifications.

Assessment methods must be valid, fair, reliable and safe leading to authentic, sufficient and current evidence produced by the candidate.

Holistic assessment is good practice wherever possible and permitted by the assessment strategy for the qualification if this exists.

Other guidance and sample documentation is available to recognised centres covering: planning assessment; recording achievement; planning, carrying out and documenting IQA.

Reasonable Adjustment and Special Considerations

Reasonable adjustments and Special Considerations are available for all assessments, irrespective of whether they are internally or externally set.

Where a learner or group of learners may not be able to access the assessment without Reasonable Adjustments, centres should ensure that they apply in good time for relevant reasonable adjustments to be made, using the AIM Qualifications [Reasonable Adjustments and Special Considerations Policy](#) which gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

Qualification size

About the RQF

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications are indexed by their level and size.

Levels indicate the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels supported by three “entry levels”.

Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in term of Total Qualification Time (TQT). The part of the TQT spent being taught or supervised is known as Guided Learning Hours (GLH).

Guided Learning Hours (GLH)

GLH are defined as the time a learner spends 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. This includes guidance or supervision time:

- a) With the simultaneous physical presence of the learner and that person, or
- b) Remotely by means of simultaneous electronic communication.

It does not include the number of hours a learner spends 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 guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time (TQT)

TQT 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 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.

Rules of Combination and level for this qualification

To achieve the AIM Qualifications Level 5 Certificate in STAR Operational Coaching and Management Practitioner, learners must achieve the **26** credits from the Mandatory unit group.

There are no **Optional** units for this qualification.

Mandatory Group M

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Conducting Operational Coaching	5	9	1	89	AF5/5/NQ/001	Y/618/2429
Developmental Coaching Conversations	5	1	3	6	AF5/5/NQ/002	L/618/2430
Enabling Behavioural Change	5	2	6	15	AF5/5/NQ/003	R/618/2431
Giving Feedback	5	1	4	11	AF5/5/NQ/004	Y/618/2432
Identifying Actions to Resolve Issues	4	1	1	2	AF7/4/NQ/006	R/618/1151
Identifying Areas for Development and Improvement	4	1	1	2	AJ5/4/NQ/003	Y/618/1152
Operational Coaching	3	1	1	3	AF5/3/NQ/007	A/618/1144
Operational Coaching Model	4	2	6	19	AF5/4/NQ/008	D/618/2433
Practising and Observing Operational Coaching	5	1	4	8	AF5/5/NQ/005	H/618/2434
Reflecting on and Continuously Improving Operational Coaching Performance	5	1	1	6	AF5/5/NQ/006	K/618/2435

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
The Four Domains of Leadership	4	3	4	33	AF5/4/NQ/007	K/618/1155
Understanding Motivation and Goal Setting in the Management Environment	4	1	1	2	AG1/4/NQ/003	M/618/1156
Using Motivation and Goal Setting in Continuous Performance Improvement	5	1	2	4	AF5/5/NQ/007	M/618/2436
Why Operational Coaching Works	4	1	3	5	AG1/4/NQ/005	A/618/1158

Level Descriptors

Units are assigned a level based on current RQF guidance issued by Ofqual.

Level	Knowledge Descriptor (the holder...)	Skills Descriptor (the holder can...)
Level 3	Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks that while well-defined, may be complex and non-routine. Can interpret and evaluate relevant information and ideas. Is aware of the nature of the area of study or work. Is aware of different perspectives or approaches within the area of study or work.	Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine. Use appropriate investigation to inform actions. Review how effective methods and actions have been.
Level 4	Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine. Can analyse, interpret and evaluate relevant information and ideas. Is aware of the nature of approximate scope of the area of study or work.	Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined. Review the effectiveness and appropriateness of methods, actions and results.
Level 5	Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts. Can analyse, interpret and evaluate relevant information, concepts and ideas. Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them.	Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions. Evaluate actions, methods and results.

Extracted from 'After the QCF A New Qualification Framework' October 2015

Requirements to deliver the qualification

To offer this qualification, centres must ensure that tutors: hold or are working towards:

- Have a recognised coaching qualification above level 7 and be an established Operational Coaching practitioner.
- Business experience at Manager level and above with experience of applying coaching skills in the workplace.
- Trained and Licensed by Notion as a Tutor to deliver Operational Coaching programmes and have a broad selection of experience training coaching skills in different sectors.

To offer this qualification, centres must ensure that assessors hold or are working towards:

- Graduate Level, detailed understanding of the programme and have qualified as an Operational Coaching Practitioner with a level 5 or above.
- Have experience of administering the programme and a detailed understanding of the learning outcomes of each module.

Centres must also ensure that they have in place an Internal Quality Assurance person who:

- Holds or is working towards a Level 4 Award in Internal Quality Assurance of Assessment Processes and Practices or its equivalent.
- Graduate Level, detailed understanding of the programme and be an Operational Coaching Practitioner and have an additional coaching qualification at Level 5 or above.
- Business experience at Senior Manager level and above with experience of applying coaching skills in the workplace.
- Is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer.

Support for centres

AIM Qualifications provide all of our centres with on-going support and advice on the use of AIM Qualifications units and qualifications, including the requirements for assessment.

Centre responsibilities

Each centre should identify a centre contact who will be responsible for:

- ensuring that the centre meets all the AIM Qualifications requirements for centre recognition and adheres to all [policies and procedures](#)
- AIM Qualifications provision within the centre
- ensuring all procedures relating to the delivery of the qualification operate effectively in the centre
- ensuring all relevant AIM Qualifications documentation is distributed as required within the centre and that the security requirements for external assessment are adhered to, where applicable.

The information provided in this qualification specification is accurate at the time of publication but is subject to change. AIM Qualifications will occasionally update qualification information, so please refer to the 'AIM Qualifications' page of our website to view any updates, including qualification end dates and the latest versions of our qualification specifications.

AIM Qualifications and Assessment Group

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