

**Document Control**

Document Reference:	QMS – PH	Date Issued:	12 <sup>th</sup> July 2018
Document Title:	Programme Handbook	Date of next review:	11 <sup>th</sup> July 2019
Version:	1.0	Author:	Martin Lockett

## CMI Programme Handbook

# THE GLL MANAGEMENT COACHING AWARD

**Qualification Level:** CMI Level 5 Award in Management Coaching and Mentoring

**Unit:** 5017V1 – Coaching Practice and Theory

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## Section 1: Programme Structure

### Joining Instructions

The structure of the GLL Management Coaching Award is explained in full within document Ref: SCTV-GLL-5017V1\_Award Joining Instructions -Nov 17- v1.

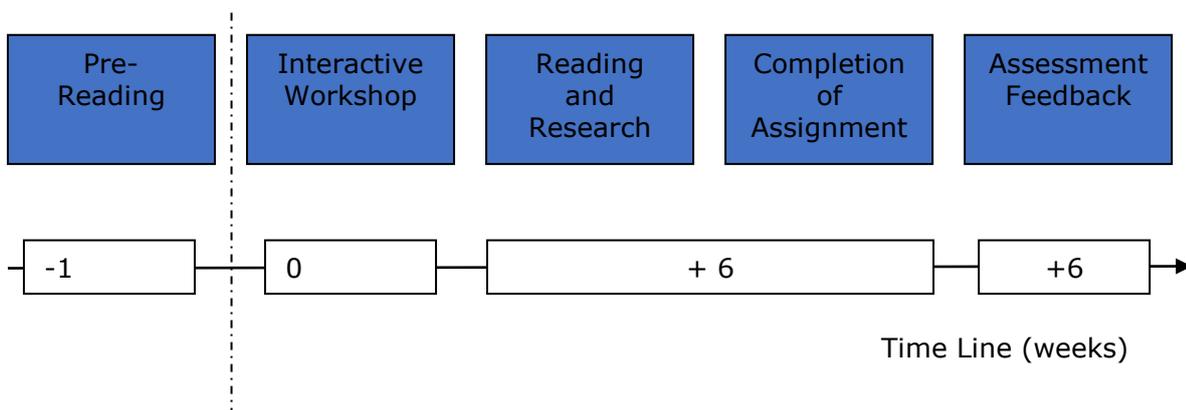
### Delivery Partners – Who are we

Enabling Maximum Potential Limited (EMP) is a Registered Centre with the Chartered Management Institute and as such we are able to offer Level 3, 5 and 7 Leadership and Management Qualifications.

This GLL Management Coaching Award will be administered by Enabling Maximum Potential and the Training Consultant who will be delivering your programme is Alec McPhedran. Alec works as an associate consultant for EMP and has been approved as having the knowledge, skills and qualifications to deliver the Level 5 Award in Management Coaching and Mentoring.

### Progression through the Qualification Units

The timetable for your programme is based on a 13 week cycle as shown in the schematic below:



## **Interactive Workshop**

The objective of the interactive workshop is to:

- Focus on key themes within the unit, drawing on learning from your pre-reading and associated current theory and ideas, linked to your workplace experience.
- Provide valuable guidance for further learning, investigation and research to aid the successful completion of any assessment component.

*Attendance at the workshop is mandatory.*

## **Reading and Research**

To support your learning, you are expected to conduct your own investigation and research using the CMI Library to further develop your knowledge and understanding.

Supplementary reading and research is self-directed (in other words is organised and undertaken by yourself). However, workshops and networking groups are excellent opportunities to explore possibilities and share learning with colleagues.

Suggested additional reading for the unit is detailed in the unit description which has been provided in pdf format. Staff in the CMI Library may also be able to suggest current publications of interest, although by using the CMI Library on-line searches and student support areas, you should be able to identify these for yourself.

In addition, as a studying member of the CMI you will have access to the ManagementDirect resource portal which includes a wealth of support materials such as study support specific to Unit 5017V1 - Coaching Practice and Theory.

## **Unit Assessment**

Your knowledge and understanding of the unit will be assessed through completion of a Unit Assessment which should be an individual piece of work.

As a Registered Centre we use the CMI Standard External Assignments for each unit.

A copy of the Assignment for Unit 5017V1 – Coaching Practice and Theory is also attached as a pdf document.

## **Assessment Feedback**

Results from your assessment will be sent out within 6 weeks of submission.

## **Section 2: Learning, Investigation and Research**

This programme is based on a blended learning approach. In order to be successful with this approach good personal discipline and efficient planning is required. You should, through this document and from the Induction Workshop, have a clear picture of the requirements and timings of the programme. Once you have a full understanding you should be able to adopt an effective approach to assist in your successful completion of the programme.

It is better that you construct your own plan, mainly because we all learn differently, but you do need to have a clear understanding of the learning approach of the programme and your own learning style. Studying in this way may well be very new to you, and make different demands compared with ways you may have learnt in the past. You are accountable for the learning and you will be expected to study on your own. You will also find the breadth of materials available to you is vast. Be realistic and selective, you cannot read everything there is to read on the subject!

In order to complete assignments you may well have to write in a more objective style than usual, and you will be expected to hand assessments in on time without being asked/ reminded. These issues are only problems if they are not managed effectively, and provide an opportunity to practice good management skills that an effective manager at this level should be able to demonstrate. Above all, this approach gives you the opportunity to really take control of your own learning and development and get the most from it.

Always remember the old adage “you will only get out as much as you put in”.

### **Learning, Using Information for Investigation and Research**

When we are investigating and researching, it is important to manage the use of information well. There are three key elements to the process:

1. Gathering Information
2. Processing Information
3. Organising, storing, retrieving and presenting information

### **Gathering Information**

N. Fleming in the book ‘Teaching and Learning Strategies’, describes the VARK system of information gathering.

**Visual**  
**Auditory**  
**Reading**  
**Kinaesthetic**

(N. Fleming ‘Teaching and Learning Strategies’)

- Visual information gathering works through the things that you observe, using your eyes.
- Auditory information gathering describes information gathering by good listening.
- Reading is a very clear requirement for good information gathering, whether from books or on-line.
- Kinaesthetic information gathering refers to information gained by other senses that is linked to things like practical hands-on activity.

We all have preferences related to how we like to gather information but they all tend to be linked, and in fact we all use all of them. Researching for this programme will require you to become better in all these areas, and in doing this become better managers, able to pick up information from sources more effectively.

Some of the techniques that you will use to investigate and research will be:

- interviewing people
- observing practice
- analysing questionnaires
- reading course materials
- trying things out in the workplace

These techniques really work when they are well organised using simple structures, so that information is gathered effectively, whether it is qualitative (opinion based) or quantitative (numerically based) in nature.

### **Processing Information**

This element of your research and investigation is vital to success. If you have been thorough in your information gathering you will probably have a lot of material (data) which can get confusing if it is not effectively managed.

You need to have a sound process by which you will organise and order your information, this needs to be defined at the start rather than when information has been gathered.

As you gather information you should be engaging with it, adding comment, putting it in the context of your situation, and considering how you apply it to both in your work, as well as its use in the completion of assignments. Therefore, it is crucial that you develop a good filing approach that is paper, card, or computer based.

It is very important to regularly review information during the investigation phase to ensure that any information is still relevant and necessary.

You need to be very focused about the objectives of your investigation and remain disciplined about staying within those objectives rather than deviating into other areas.

### **Organising and Presenting Information**

One of the key activities for a manager is to be able to organise and present information in a way that makes it accessible to the reader/listener/observer. We have all experienced poorly organised presentations and tried to understand confusing documentation.

In addressing assignments, you should ensure your work is well structured, readable and answers the assessment requirements fully. This is less about following rules we may impose about layout and presentation, and more about the way you write or present information. We expect you to write empathetically, with the focus on the reader. It is easy to wander off and ramble about a personal observation that is very meaningful to yourself, but has little relevance to the reader or observer (and the question that you are addressing for accreditation).

This is not about good academic writing; it is much more about writing and presenting in a convincing and structured way, with clear justification supported with evidence from background reading and research. Your presentation style should use appropriate visual imagery, and you should make a point of finding out the style and structure of presentation that your assessor is looking for in each individual assignment. It is not the assessor's job to decipher what you are trying to say, you need to present a convincing and clear piece of work that focuses on the essential points.

### **Research**

Research can be classified by:

- The reason why you are doing it – the purpose
- The way that you collect and analyse data – the process
- The particular problem or issue that you are trying to achieve or overcome – the outcome

If you are looking at the purpose of research, you can describe it as being either, exploratory, descriptive, analytical or predictive.

Exploratory research aims to look for patterns or ideas. The focus is on gaining insights and familiarity with a subject area. Typical techniques used in exploratory research include case studies, observation and historical analysis, which can produce both quantitative and qualitative data. This approach is about gathering a wide range of data and impressions.

Descriptive research looks at things as they exist. It is about gathering information on the present characteristics of a problem or issue, looking at how and why things are happening. It can often be about quantitative analysis, measuring what is happening now.

Analytical research looks beyond the descriptive approach to examine not just what is happening but why and how. As such it can tend to be more focussed on qualitative research.

Predictive research looks forward at what could happen, using effective forecasting not just to solve a present issue but to look at similar events in the future.

You may need to consider some or all of these approaches when addressing assignments.

### **Quantitative and Qualitative**

Some people prefer a quantitative approach, because they believe numbers and hard facts prove points, others prefer qualitative approaches because it allows for the nuances and effect of opinions and perceptions.

Good investigation and research uses both approaches in order to understand exactly what is happening and why.

### **Section 3: Managing your Personal Learning and Development**

The Programme sets out to build upon your management capabilities and business knowledge. The key to your success is your ability to learn and your desire for growth and development.

There are many approaches and ideas on how people learn, and the implications for work and study. Here we focus on two of the best known and most straightforward to work with.

Honey and Mumford in the Learning Styles Questionnaire (1986) suggest that there are four different Styles of Learning described as:

- **ACTIVISTS** – who generally learn by doing, and being active
- **REFLECTORS** – who generally learn by watching, and thinking
- **THEORISTS** – who learn by reading, and understanding basic concepts
- **PRAGMATISTS** – who learn by finding relevance and practical applications

The Learning Styles Questionnaire will give you an indication of your own current preferences in the balance of the four styles, and help you to identify potential strengths and weaknesses in your own learning habits.

The Programme has been specifically devised to assist in developing personal learning across the styles, for example:

#### **Review Your Learning Approach**

**Activity:** Complete the Learning Styles Questionnaire

My strong styles are .....

My weaker styles are .....

**Reflect:** From these findings

How have you learnt well in the past? .....

How do styles and approaches help to explain occasions when you learnt less well?  
.....

**Conclude/Theorise:**

What trends can you identify in your learning habits? .....

What are the implications? .....

**Plan:**

What do you need to do to ensure that you will maximise your learning from the programme?

.....

In your plans, consider the wider issues, such as:

What are the requirements & constraints

- programme requirements (deadlines, workshops)?
- work requirements?
- personal/family requirements?

When you will study

- regular or ad hoc?
- which days/times?

Where will you study

- home, train, work?
- physical location?

How will you know how well you are doing

- which measures will you use?

Where will you gain the support and help you might need in your study

- within your organisation?
- family and friends?
- participants on programme?
- how and when will you be in touch?

## **Section 4: Assessment Guidelines**

Within each unit there is an assessment process. Assessment for the programme will consist of formal assessments. These are designed to measure performance and progress during the programme and provide relevant feedback. The assessments are designed to develop the cognitive, practical and transferable skills of participants.

It is really important to stay on track and complete the assessment by the completion of the unit. If you are having difficulties contact the Programme Leader as soon as possible to negotiate a solution.

It is essential to ensure that work is well presented and easy to read and that you have used a spell checker before submitting your work.

Assessments will be carried out using agreed criteria, and appropriate feedback will be given in each case.

**Please note that your Membership number and address, as well as the word count and date of your submission must be clearly indicated on the front page of your assessment/project.**

### **Assessment Criteria**

All assessments will be made against the following marking criteria:

- **Clarity and Flow of Argument**  
It is expected that you will have understood a range of theories and concepts presented in the materials, and will have established your own position regarding the topic areas being assessed. You should demonstrate an ability to develop your argument through the assessment and provide evidence that you have fully grasped the subject matter.
- **Knowledge and Understanding**  
It is essential that you demonstrate a systematic understanding of knowledge presented in the materials and wider reading. You will be expected to indicate the depth of your understanding by applying your learning to issues raised in the assessments.
- **Use of sources, referencing and experience**  
You should illustrate and justify your argument with reference to the study materials, to other sources of learning and to your own experience in the work place. It is expected that you should also demonstrate independence of thought and provide a reflection on your learning as part of the development of a self-critical approach and commitment to lifelong learning.
- **Assessment structure and style of expression**  
The assessment should be appropriately presented with a clear structure. The argument should flow logically between points and reach a conclusion. The process by which opinions and conclusions have been reached should be abundantly clear.

You are required to achieve a Pass against all assessment criteria. If this is not achieved, participants will be allowed one resubmission of any failed assessment, to give them the opportunity to achieve the required Pass result. In the event of the resubmission being recorded as a fail, the Internal Verifier has the discretion to look at the participant's overall performance and, depending on the circumstances, decide the course of action to be taken. In most cases this excludes the candidate from achieving the full qualification but will receive unit certification for those of an acceptable standard.

All assessments will be marked and moderated by the Chartered Management Institute. No award can be achieved without the recommendation of the Internal Verifier and the Moderator.

Participants whose performance in any assessment is judged to be sufficiently poor as to jeopardise the successful completion of the programme will be counselled by the Programme Leader.

On successful completion of the course delegates will receive a formal certificate to show achievement of the Level 5 Award in Management Coaching and Mentoring (Unit 5017v1).

### **Assessment Submission**

You are required to submit one non-returnable electronic copy of each assessment. It is essential to keep a copy of your work to ensure that a back-up is available should your work go astray.

Assessment submissions should be emailed to the Support Team at Enabling Maximum Potential using the following email address: [support@empotential.co.uk](mailto:support@empotential.co.uk)

Please can you copy in Alec McPhedran to your submission email using the following email address: [alec@mcphedran.co.uk](mailto:alec@mcphedran.co.uk)

Please use the following format for the title of the word document and also your email:  
[GLL-Surname Initials-5017V1-Assignment.doc](#)

For example: GLL-McPhedranA-5017V1-Assignment.doc

Please ensure that all documents are in Word format, there are no pictures, attachments or other documentation attached to the submission. If the documents are too large 3Mb and above, they will be rejected – causing a delay in the receipt and marking of your work.

With each assessment submission you should complete an Assessment Submission Form (in Section 9), and send it together with your assessment to your assessor. If you do not send in the Submission form this may delay the marking and the feedback process significantly.

### **Assessment Outcomes**

In the case of your assessor awarding a Refer your assessment will be second marked, which will result in a slight delay in receiving your feedback form.

Candidates, who are referred on 3 consecutive assignments, but, in each case, pass on the second attempt; will be invited to a formal interview with the Quality Assurance Leader or a suitable substitute as agreed by the Quality Assurance Leader. The purpose will be to discuss their progress on the programme. Based on discussions with the tutor and information gleaned during the interview, there are four possible outcomes. It is anticipated that options 2, 3 and 4 will be decided jointly between the Institute and the candidate; however, the Institute reserves the right to make the final decision. During this process, the organisation will be kept fully informed.

- 1) - candidate will continue with the current programme and their progress monitored
- 2) - candidate should defer, with the option to join a later qualifications programme (this option would need to be agreed with the organisation)
- 3) - candidate may join a different qualifications programme at a lower level (clearly this option would need to be agreed with the organisation, CMI and for there to be an appropriate programme available)
- 4) - candidate should receive credits for those units achieved'

## **Plagiarism**

It is important when preparing your work that you avoid plagiarism.

Plagiarism involves claiming someone's work as your own. This may be through copying others work without giving a clear indication of the true source of the material, or the submission of work, which was not written by you. Examples include:

- Copying directly from workbooks, textbooks, reports, articles or web searched materials without acknowledging the source
- Copying other people's work in whole or part.

Avoiding plagiarism:

- Use your own words whenever possible
- Try to avoid over-reliance on one source
- If you are adopting other people's arguments and models, make sure that you clearly attribute them
- Use other's work sparingly and ensure that they are fully attributed

It is important that you are aware that plagiarism is regarded as academic misconduct that attracts severe penalties and possible expulsion from the programme. In suspected cases of plagiarism all pieces of work will be recalled and subjected to 100% verification followed by an interview between those candidates involved and the Quality Assurance Leader.

**If you are in any doubt please do not hesitate to call our support team at Enabling Maximum Potential. Contact details are given on the last page of this handbook.**

**Assessment Submission Declaration**

(Please complete a form for each assessment you submit)

**ASSESSMENT SUBMISSION**

Unit Number: \_\_\_\_\_

Unit Title: \_\_\_\_\_

**1. Confirmation of own work**

I confirm that the above assessment, attached herewith, is all my own work and does not include any work completed by anyone other than myself.

**2. Ethical approval**

Throughout the programme you will be collecting data, analysing information; this may involve accessing company information, preparing questionnaires and structured interviews amongst other data collection methods. Ethical approval must be obtained prior to starting your research and data collection and this should be via your line/general manager. I have considered and discussed the above with my line/general manager, and accept that I am responsible for ensuring appropriate clearance where necessary.

Participants Name (please print) .....

Participants signature.....

Date .....

## **Section 5: Unit Outlines / Assignment Briefs / Marking Sheets**

Please see the attached pdf documents for:

Unit 5017V1 – Coaching Practice and Theory

Syllabus – Good Practice Guide – 5017V1.pdf

External Assignment Brief – 5017V1.pdf

Marking Sheet – 5017V1.pdf

## **Section 6: Writing an Assignment**

### **Format**

Although a variety of formats can be used, we strongly recommend inclusion of:

- A Title Page
- An Index or Contents List
- Introduction
- Headings for each Section
- A numbering system
- A clear logical structure
- Conclusions and Recommendations drawn from the body of the report
- Clear reference to study sources
- A Bibliography or Literature Review
- Personal Reflections and Learning Points
- Appropriate Appendices to support the text

### **Introduction**

It is important to remember that the introduction sets the context for the assignment, it should include brief coverage of your role and any other relevant information which enables the reader to fully understand the assignment.

### **Title Page**

It is essential that you include the **word count on the front of your assignment**; this should include a breakdown of each section. Failure to do so will result in your assignment being returned unmarked.

### **Headings**

A key pointer for effectiveness is to break the report into a number of sections, each with its own heading. The headings from the questions should be used as this will help to keep you focussed on the topic under discussion).

### **Numbering**

A formal report must have a numbering scheme for the key sections and, in larger assessments, for the paragraphs. Any sensible scheme is fine, although care needs to be taken in not having too many 'decimal points' within the system, which can be confusing

### **A clear logical structure**

Forming the main body of the report, this will include the analysis and debate and will cover the majority of the response to the assignment question. Remember diagrams and tables, where appropriate, add a new dimension and adds interest for the reader!

Some of the assignments will involve you in collecting data. Once collected, it should be reported factually in a brief section specifically for the purpose, tables and graphs can be used. It is technically wrong to express opinions, or draw conclusions, within the data analysis section.

## Conclusions

This is where you draw inferences and conclusions from the data analysis, it will be a relatively short section and often includes bullet points. E.g.

“Clear conclusions emerge from the study, in particular that:

- best practice is not referenced sufficiently by many people
- headings and numbering systems enhance the clarity, both for the reader, and the writer.

## Recommendations

This is where you make your recommendations

Recommendations should come from the work you have carried out, and there should not be any new material included. Recommendations will often be as a result of comparing referenced best practice with workplace processes.

E.g. future meetings should have a published start and finish time

## Action Points

These should grow from the recommendations

Action points should be as **S.M.A.R.T.** as possible and relate directly to recommendations.

## Clear Reference to Study Sources (Referencing)

All assessments should include significant referencing to study and other materials. The format of the references is not vital, so long as it is consistent throughout the report (Author, date).

If in doubt, it is useful to reference by Author and Date within the text, and provide full details of the source in the bibliography.

Referencing serves three distinct purposes as it demonstrates:

- You have researched/read about the theories and ideas.
- You understand the concept; a brief explanation of the key point and/or a diagram is sufficient.
- You are applying the ideas in the workplace

## **Bibliography**

Lists all of the items referred to in the text. The following style is recommended:

### **Books**

- Author's family name and initials
- Year of publication
- Title (underlined or in italics)
- Edition (if not the first)
- Place of publication
- Publisher

For example: Berdie, D.R. et al. (1986) Questionnaire design and use. 2nd ed. Metuchen, NJ: Scarecrow Press.

### **Parts of, or contributions in, a book**

- Contributor's family name and initials
- Year of publication
- Title followed by 'In:'
- Editor or author of the publication (followed by ed. or eds. if appropriate)
- Title of book (underlined or in italics)
- Edition (if not the first)
- Place of publication
- Publisher
- Page number/s of the contribution.

For example: Wheatley, R. (1995) Company profile - Pilkington Optronics. In: Harrison, P. and D'Vaz, G. Business process re-engineering. Corby: Institute of Management Foundation, p.25-33.

### **Journal articles**

- Author's family name and initials
- Year of publication
- Title of article
- Title of journal (underlined or in italics)
- Volume number
- Part number (in brackets)
- Page number/s

*For example:* Saunders, M.N.K. and Lewis, P. (1997) Great ideas and blind alleys: a review of the literature on starting research. *Management Learning*, vol 28 (3), p.283-299.

## **Section 7: Course Regulations**

### **Duration of Programme**

The contractual period with your assessor is for 18 months and commences with the Induction Day. Any assessment after the 18 month period will require an additional assessment fee, which is normally charged per additional month.

### **Notification of withdrawal or defer from your programme of study**

If you are having problems continuing with your programme, it is important that you discuss with your Tutor or the Programme Director at Enabling Maximum Potential who may be able to suggest an alternative solution. In some cases such as ill health or change of employment you may be able to defer to another programme starting at a later date. However you will need the agreement of the Programme Director, your Organisation (if sponsoring you) and the Chartered Management Institute. Please note that there may be an additional fee to cover administration costs.

If you wish to withdraw from the programme (again this can be for a number of reasons), then you should advise your Tutor or the Programme Director at Enabling Maximum Potential and your Organisation if sponsoring you. You will then be issued with a Notification of Withdrawal/Defer form to complete. Once complete this form should be sent to the CMI who will then arrange for you to be withdrawn with the awarding body.

### **Ethical Approach**

During your studies you will be collecting information that may be of a sensitive nature to your colleagues and your organisation. It is important that you protect this information and seek approval before you commence. In completing the Submission Form, with each of your assessments, you are confirming that you have adopted an ethical approach.

### **Equal Opportunities Policy**

Enabling Maximum Potential (EMP) supports the principle and practice of equal opportunities and opposes all unlawful or unfair discrimination on any grounds. EMP aims to ensure that unlawful or unfair discrimination, whether direct or indirect, is eliminated from the delivery of its qualifications and that equality of opportunity is promoted. Access to and progress in CMI qualifications shall be connected solely with individuals' merits, abilities and potential; and that we operate, monitor and continually review our Equal Opportunities Policy. In addition, EMP will continually review policies and procedures inclusive of participants with particular needs, and regularly evaluate and revise these and associated practices using consultative processes.

### **Participants with Particular Needs**

Enabling Maximum Potential (EMP) has a responsibility to provide reasonable opportunity for participants with particular needs to access and participate equitably in their development and achieve their individual capabilities and will take into consideration all aspects of the learning process.

EMP in discharging its responsibilities to participants will ensure:

1. their right to privacy and confidentiality and treatment with integrity and dignity
2. high standards of integrity and social justice in providing equitable educational access
3. participation of participants in decision making about policies, procedures and services designed to meet their collective and individual needs
4. its policies and procedures anticipate the requirements of participants who have a disability.

We expect that participants with particular needs will make their requirements known in a timely manner so that appropriate services may be provided.

## **Section 8: Appealing**

As a Registered Centre, the Assessment for our Qualification Programmes will be completed by the Chartered Management Institute. As such, the CMI Appeals Process will be applied as outlined below.

### **Grounds for appeal**

All participants are entitled to appeal against any decisions regarding assessment(s) leading to the award of the Certificate or Diploma on the following grounds: the result(s) of assessment(s) determined are unfair and/or illegal in terms of the provision under Equal Opportunities legislation and Institute policy,

- the process of assessment has been the subject of material irregularity, such as administrative errors or failure to comply with course regulations

or

- there are mitigating circumstances, which may have led to impaired performance in assessment items and which arise from factors which the participant was unable, or for legitimate reasons unwilling, to divulge. This category would include inadequate provision allowed for special needs on the part of the participant.

Appeals can only be allowed on procedural grounds or factors relating to a participant's personal circumstances. Participants are not entitled to challenge the academic judgements.

### **Appeals procedure**

All participants may appeal to the CMI, free of charge, regarding assessment decisions on the following grounds:

1. Discrimination of any sort
2. Dissatisfaction over assessment decision

Appeals must be submitted, in writing, to the Programme Director at CMI who will lodge your appeal with the Awarding Body. You will be asked to submit your appeal in writing to the Qualifications Quality Auditor, who will provide a copy to the Centre's External Verifier.

A written acknowledgement of the appeal, stating when the appeal will be heard, will be issued within two working days. The Centre's External Verifier will investigate the appeal and report their findings in writing to the Qualification Quality Auditor within 21 working days. The appeal decision will be given to the participant, in writing, within 28 working days of receipt of the written appeal.

If the participant is not satisfied with the appeal decision the Head of Qualifications and Regional Accreditation Co-ordinator, and where appropriate the Appeals Committee, act as the ultimate arbiters in the case of dispute between participants and the centre.

#### **a) Initial approach by participants**

Participants who wish to lodge an appeal are personally responsible for ensuring that they are familiar with the regulations of the appropriate accrediting body/bodies for the course.

All appeals must be made in writing to the Programme Director, within two calendar months of the last notification of assessment results. The appeal must contain a summary of the grounds for appeal and must clearly identify the facts relating to the appeal.

The Programme Director will determine whether there are prima facie grounds for the appeal and whether such an appeal is permissible under the regulations of the relevant accreditation body. The Programme Director will then advise the participant accordingly and invite the participant to choose if they wish to continue with the appeal.

If the appeal is withdrawn, the Programme Director will formally notify the Faculty Committee of the circumstances surrounding the initial appeal and submit copies of any documentation supplied by the participant.

*Further information on our appeals procedure is available on request.*

## **Section 10: Programme Support**

If you have any questions regarding the administration of your programme please contact the support team at Enabling Maximum Potential using the following details:

**Telephone:** 01564 774058

**Email:** [support@empotential.co.uk](mailto:support@empotential.co.uk)

If your question is related to guidance on an academic issue our support team will pass your message on to your Tutor (Alec McPhedran) or our CMI Course Director (Martin Lockett) who is responsible for all learning and assessment activities.