

8588 L5 Certificate in Effective Coaching and Mentoring Content Aligned to L5 Coaching Professional Standard

Introduction

The L5 Coaching Professional standard has been published by the Institute for Apprenticeships and Technical Education as a Level 5 apprenticeship in coaching. It is aimed at professionals working in the following areas - Business Coach, Career Coach, Coach, Coaching Practitioner, Coaching Professional, Leadership Coach, Performance Coach, Systemic Coach, Team Coach, Wellbeing Coach. It is envisaged that it will be delivered across the' private, public and third sector national and multinational organisations and employers. It is found in every sector across the country including, for example; the health sector, finance sector, engineering and manufacturing sectors, business and professional services, education sector, retail sector, leisure sector, technology sector and construction.

Apprentices will evidence their competence through EPA which consists of an Interview supported by a Portfolio of Evidence, a Knowledge Test and an Observation of Coaching Practice plus Q&A.

This document shows how the delivery of the L5 Certificate in Effective Coaching and Mentoring can support the on-programme development of an apprentice undertaking the L5 Coaching Professional Apprenticeship. The ILM Qualification has three mandatory units which are assessed by a written assignment, a portfolio of evidence and a reflective journal. Please note that this is not a mandatory qualification within the Apprenticeship but will support the development of the Apprentice's knowledge, skills and behaviours (KSB's).

The indicative content of the qualification has been mapped to the KSB's in order to identify where the delivery would need to go into more depth in order to fully cover off the requirements of the apprenticeship over and above what would usually be delivered for the ILM Qualification. You will see below that this has been mapped both ways for the avoidance of doubt in terms of where the gaps are.

In the first section the column entitled **Standard Ref** the KSB's have been mapped against the Learning outcomes of the qualification and the far right column details the gaps in content. Summary comments can be found at the end of each unit.

In the second section the KSB's are listed and areas requiring particular attention are highlighted within the Standard with the corresponding ILM Unit gaps and advice in the far right column.



Units 500, 501, 503

ILM Unit – Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context

Ofq	Ofqual Unit no: D/617/2906		Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context			
	Learning Outcomes		Assessment Criteria	Standard Ref	Gaps or more detailed content needed to satisfy Standard on top of ILM Cert requirements	
1	Understand the purpose of coaching and mentoring within an organisational context	1.1	Define what coaching and mentoring is within an organisational context, explaining the similarities and differences between coaching and mentoring	K10: The differences and similarities between coaching, mentoring, training, counselling and consulting	K10 Content would need to be expanded to include the similarities and differences between training, counselling and consulting.	
		1.2	Evaluate how the organisational context affects coaching or mentoring	K5: The theory of organisational culture (and values) and leadership styles, and the impact these can have on individuals and their behaviour.	K5 Leadership styles and potential impact on coaching are not mentioned in the Depth for the ILM but would need to be included	
		1.3	Present the business rationale for using coaching or mentoring to benefit individuals and organisations			
		1.4	Assess how the impact of coaching or mentoring can be measured for individuals and organisations	K9: Evaluation: theories of return on investment and delivery of value		



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		1.5	Identify potential barriers to coaching or mentoring and develop appropriate strategies to minimise these barriers	K3 : Diversity and inclusion and bias theory, including personality type theories, such as preferences for introversion vs extroversion, integrity, ontology and human values and how they impact on behaviour and organisations. The theory of self-actualisation, such as Maslow's Hierarchy of needs, motivational theory, Herzberg	The following should be taught as a means of identifying potential barriers within the coachee. K3 : Diversity and inclusion and bias theory, including personality type theories, such as preferences for introversion vs extroversion, integrity, ontology and human values and how they impact on behaviour and organisations. The theory of self-actualisation, such as Maslow's Hierarchy of needs, motivational theory, Herzberg
2	Understand the knowledge, skills and behaviours required to be an effective coach or mentor	2.1	Review the knowledge, skills and behaviours required to be an effective coach or mentor	 K1: Theories of learning and reflective practice such as Kolb, Gibbs, Schon, etc., and basic schools of psychology and neuroscience, including linguistic interpretation and application K2: The theories of emotional and social intelligence, such as Goleman and Salovey & Mayer, and application of the theories to understanding self K3: Theory here to cover the potential impact upon coaching of the following 	



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			'Diversity and inclusion and bias theory, including personality type theories, such as preferences for introversion vs extroversion, integrity, ontology and human values and how they impact on behaviour and organisations. The theory of self-actualisation, such as Maslow's Hierarchy of needs, motivational theory, Herzberg' K6: Coaching theory, including maintaining good practice coaching protocols and a code of conduct within the coaching process (including "unconditional positive regard", nonjudgmentalism and non-directiveness)	
	2.2	Analyse the communication skills required by an effective coach or mentor	K7: Methods of communication including verbal / non-verbal / building rapport / matching and mirroring. Listening skills, including levels of listening. Theories of relationship management, including transactional analysis, power dynamics, and stakeholder management theories	
	2.3	Review the responsibilities of the coach or mentor to manage relationships effectively	K6: Coaching theory, including maintaining good practice coaching protocols and a code of conduct within the coaching process	



(including "unconditional positive regard", nonjudgmentalism and non-directiveness)	
K7: Methods of communication including verbal / non-verbal / building rapport / matching and mirroring. Listening skills, including levels of listening. Theories of relationship management, including transactional analysis, power dynamics, and stakeholder management theories	
K11: Relevant legislation (e.g. Data Protection Act, safeguarding) and coaching competencies and codes of ethics described by the main professional bodies	
Responsibilities include managing and celebrating diversity should be taught as part of effective relationship management. Assessed via assignment and coaching records.	
S14: Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice. Could also include S5 Stakeholder management – NB these are skills	



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			not knowledge so need to be evident in the records	
	2.4	Review an effective coaching or mentoring model which can be followed within an organisational context	K12: The existence of a range of coaching models and techniques, and related psychological approaches, such as Whitmore's GROW model, Kline's Thinking Environment, Gestalt, neurolinguistic programming (NLP), cognitive behavioural coaching, positive psychology, metaphor, solutions-focussed coaching and skills and performance coaching. Methods of goal setting, such as SMART goals, alignment of personal and organisational goals, and aspirational/dream goals	To meet K12 , a range of coaching models must be explored.
	2.5	Justify the importance of reflective practice and supervision for an effective coach or mentor	 K1: Theories of learning and reflective practice such as Kolb, Gibbs, Schon, etc., and basic schools of psychology and neuroscience, including linguistic interpretation and application K8: Theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence, and types of feedback. 	



3	Understand the importance of effective contracting and management of the coaching or mentoring process	3.1	Analyse the reasons for and the characteristics of effective contracting in coaching or mentoring	K4: The importance of coaching contracting and recontracting, and models enabling its effectiveness	
		3.2	Explain how to manage the coaching or mentoring process within an organisational context		
Sum	Summary Comments:		ve. There also needs to be a compar impact of Leadership Styles, bias the 5,10 and 12 need particular attentio uirement of the Standard over and abo	n to ensure that there is depth of c ove the ILM Qualification 3 K5 K6 K7 K8 K10 K11 are assessed	ling and consulting, consideration of overage in the content to meet the

ILM Mapping – Undertaking Effective Coaching or Mentoring within an Organisational Context

Ofqual Unit No H/617/2907		Undertaking Effective Coaching or Mentoring within an Organisational Context			
Learning Outcomes		Assessment Criteria		Standard Ref	Gaps or more detailed content needed to satisfy Standard on top of ILM Cert requirements
1	Be able to plan and prepare effective coaching or mentoring within an organisational context	1.1	Plan and prepare to deliver a coaching or mentoring programme to support a minimum of 2 and a maximum of 3 individuals over 18 hours	S1: Time management, including scheduling coaching sessions, and self-leadership to resolve conflicting priorities and ensure sufficient time	



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			for record keeping and other role activities	
	1.2	Identify individual developmental needs in the coaching or mentoring programme and agree overall goals prior to contracting	K12: The existence of a range of coaching models and techniques, and related psychological approaches, such as Whitmore's GROW model, Kline's Thinking Environment, Gestalt, neurolinguistic programming (NLP), cognitive behavioural coaching, positive psychology, metaphor, solutions-focussed coaching and skills and performance coaching. Methods of goal setting, such as SMART goals, alignment of personal and organisational goals, and aspirational/dream goals S3: Communication, including (but not limited to) descriptions of the coaching process and roles and responsibilities (including those related to boundaries and confidentiality), and the benefits of coaching in relation to the context of those receiving coaching	
	1.3	Agree and establish a coaching or mentoring contract which meets individual(s) and stakeholder requirements	K4: The importance of coaching contracting and recontracting, and models enabling its effectiveness	S5 More emphasis on stakeholder management and how contracts were agreed with senior people is needed to meet S5



K9: Evaluation: theories of return on	
investment and delivery of value	
S2: Working with those receiving	
coaching to set clear goals,	
including visualisation techniques,	
setting timescales, validating their	
achievability, recording outcome-	
focused, prioritised action plans and	
monitoring progress towards goals	
S3: Communication, including (but	
not limited to) descriptions of the	
coaching process and roles and	
responsibilities (including those	
related to boundaries and	
confidentiality), and the benefits of	
coaching in relation to the context of	
those receiving coaching	
S4: Contracting with all relevant	
stakeholders, including logistics,	
preferences of the coach and those	
receiving coaching, considerations	
of the system within which the	
coaching relationship sits, goal	
setting, outcome realisation and	
contract conclusion. This includes	
holding oneself to high ethical	
standards, particularly in the areas	
of confidentiality (including when	
maintaining coaching records) and	
management of boundaries	
(including their own competence	



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				and values, relevant codes of ethics, and relevant legislation, policies and procedures)	
				S5: Stakeholder management, including a range of challenging and	
				senior people, and focus on their agenda and outcomes throughout	
2	Be able to undertake and record at least 18 hours of effective coaching or mentoring with a minimum of 2 and a maximum of 3 individuals	2.1	Complete a minimum of 18 hours of effective formal coaching or mentoring with a minimum of 2 and a maximum of 3 individuals	 S1: Time management, including scheduling coaching sessions, and self-leadership to resolve conflicting priorities and ensure sufficient time for record keeping and other role activities S2: Working with those receiving coaching to set clear goals, including visualisation techniques, setting timescales, validating their achievability, recording outcomefocused, prioritised action plans and monitoring progress towards goals 	
		2.2	Maintain effective records of coaching or mentoring activity to include goals, progress against goals, summary discussion and outcomes	K12: The existence of a range of coaching models and techniques, and related psychological approaches, such as Whitmore's GROW model, Kline's Thinking Environment, Gestalt, neurolinguistic programming (NLP), cognitive behavioural coaching, positive psychology, metaphor,	 S8: Identification of patterns of thinking and limiting/enabling beliefs and actions S9: Questioning techniques to raise the self-awareness of those receiving coaching, including asking open questions, broaching challenging subject areas (e.g.



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			solutions-focussed coaching and skills and performance coaching. Methods of goal setting, such as SMART goals, alignment of personal and organisational goals, and aspirational/dream goals	emotional state, characteristics of wider systems) and questioning untrue, limiting assumptions
			S2: Working with those receiving coaching to set clear goals, including visualisation techniques, setting timescales, validating their achievability, recording outcome- focused, prioritised action plans and monitoring progress towards goals S6: Rapport/trust building and	
			maintenance, including recognition of the personal values, emotional state(s) and response of those receiving coaching, validating their understanding of themselves and their circumstances, dealing with difficult coaching relationships and ensuring non-dependence on the coach	
	2.3	Maintain evidence of feedback from supervisor and ongoing feedback from clients	S11: Demonstrates emotional intelligence, including demonstrating empathy and genuine support for those receiving coaching ("unconditional positive regard"), and adapting language and behaviour in response to the	



		whole person of those receiving coaching	
2.4	Maintain evidence of ongoing reflection on the coaching or mentoring sessions	 S4: Contracting with all relevant stakeholders, including logistics, preferences of the coach and those receiving coaching, considerations of the system within which the coaching relationship sits, goal setting, outcome realisation and contract conclusion. This includes holding oneself to high ethical standards, particularly in the areas of confidentiality (including when maintaining coaching records) and management of boundaries (including their own competence and values, relevant codes of ethics, and relevant legislation, policies and procedures) S6: Rapport/trust building and maintenance, including recognition of the personal values, emotional state(s) and response of those receiving coaching, validating their understanding of themselves and their circumstances, dealing with difficult coaching relationships and ensuring non-dependence on the coach 	



			The use of self-awareness	The following are not gaps
3 Be able to demonstrate and evidence ongoing reflection and review of own coaching or mentoring practice	3.1	Reflect on each session and identify key learning to support continuous professional development	 techniques can be reviewed and evaluated in the reflection K8: Theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence, and types of feedback. S6: Rapport/trust building and maintenance, including recognition of the personal values, emotional state(s) and response of those receiving coaching, validating their understanding of themselves and their circumstances, dealing with difficult coaching relationships and ensuring non-dependence on the coach S10: Uses several established tools and techniques to develop their own coherent model of coaching to help those receiving coaching work towards outcomes. Uses models and approaches from the context of those receiving coaching S12: Applies coaching theories, models and tools, techniques and ideas beyond the core 	necessarily however they may need special attention to ensure coverage within the portfolio S10: Uses several established tools and techniques to develop their own coherent model of coaching to help those receiving coaching work towards outcomes. Uses models and approaches from the context of those receiving coaching S13: Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed S14: Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice S15: Demonstrates awareness of own values, beliefs and behaviours; recognises how these affect their practice and uses this self- awareness to manage their effectiveness in meeting the objectives of those receiving
			communication skills in order to	objectives of those receiving coaching and, where relevant, the
			bring about insight and learning	sponsor



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		 S13: Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed S14: Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice S15: Demonstrates awareness of 	
		own values, beliefs and behaviours; recognises how these affect their practice and uses this self- awareness to manage their effectiveness in meeting the objectives of those receiving coaching and, where relevant, the sponsor	
3.2	Justify the tools and techniques used during the coaching or mentoring	K12: The existence of a range of coaching models and techniques, and related psychological approaches, such as Whitmore's GROW model, Kline's Thinking Environment, Gestalt, neurolinguistic programming (NLP), cognitive behavioural coaching, positive psychology, metaphor, solutions-focussed coaching and skills and performance coaching.	



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			Methods of goal setting, such as SMART goals, alignment of personal and organisational goals, and aspirational/dream goals S10: Uses several established tools and techniques to develop their own coherent model of coaching to help those receiving coaching work towards outcomes. Uses models and approaches from the context of those receiving coaching S12: Applies coaching theories, models and tools, techniques and ideas beyond the core communication skills in order to	
	3.3	Use ongoing feedback on effectiveness of own coaching or mentoring for each session and show evidence of this, including a minimum of 1 hour of supervision feedback	bring about insight and learning S11: Demonstrates emotional intelligence, including demonstrating empathy and genuine support for those receiving coaching ("unconditional positive regard"), and adapting language and behaviour in response to the whole person of those receiving coaching S12: Applies coaching theories, models and tools, techniques and ideas beyond the core	



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		 communication skills in order to bring about insight and learning B1: Committed to self-development, including self-reflection, gathering information on the effectiveness of their own practice, producing personal development plans and receiving coach supervision B2: Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing, resilience and maintaining mental capacity B4: Is spontaneous open and 	
3.4	3.4 Assess and evidence own ability to use effective communication techniques including questioning, listening and giving feedback in order to facilitate coaching or mentoring practice	 B4: Is spontaneous, open and flexible, demonstrating respect and engendering trust S7: Deliver feedback in a style that is useful, acceptable, nonjudgmental and meaningful to those receiving coaching S11: Demonstrates emotional intelligence, including demonstrating empathy and genuine support for those receiving coaching ("unconditional positive regard"), and adapting language and behaviour in response to the 	



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	whole person of those receiving coaching
	S12: Applies coaching theories, models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning
Summary Comments:	 Explicit evidence in the records or reflections to specifically cover S5: Stakeholder management, including a range of challenging and senior people, and focus on their agenda and outcomes throughout - a broader explanation of stakeholder management and how this may impact upon the coaching process would be required. S8: Identification of patterns of thinking and limiting/enabling beliefs and actions S9: Questioning techniques to raise the self-awareness of those receiving coaching, including asking open questions, broaching challenging subject areas (e.g. emotional state, characteristics of wider systems) and questioning untrue, limiting assumptions S10: Uses several established tools and techniques to develop their own coherent model of coaching to help those receiving coaching work towards outcomes. Uses models and approaches from the context of those receiving coaching S13: Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed S14: Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice S15: Demonstrates awareness of own values, beliefs and behaviours; recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the objectives of those receiving coaching and, where relevant, the sponsor At EPA the interview supported by the portfolio assesses K4 K9 S1 S4 S5 S13 S14 B1 B2 B3 – these are all covered above
Page 17 of 42	K12 S2 S3 S6 S7 S8 S9 S10 S11 S12 S15 B4 will be assessed through an observation plus Q&A – preparation for this is through the coaching practice undertaken on the ILM programme



Ofqual Unit No M/617/2909			Reviewing own Ability as a Coach or Mentor in an Organisational Context			
	Learning Outcomes		Assessment Criteria	Standard Ref	Gaps or more detailed content needed to satisfy Standard on top of ILM Cert requirements	
		1.1Evaluate the benefits that have been realised as a result of the coaching or mentoring undertaken				
1	Be able to holistically review their ability to perform effectively as a coach or mentor within an organisational context	1.2	Reflect on their overall learning and development as a coach or mentor, including communication techniques of questioning, listening and giving feedback	S13 : Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed	The reflection on communication techniques could be expanded to cover the following- S13 : Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed	
		1.3	Conduct a comprehensive evidenced based assessment of their own ability as an effective coach or mentor	 S5: Stakeholder management, including a range of challenging and senior people, and focus on their agenda and outcomes throughout S14: Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice. 	The assessment can include an analysis of stakeholder management that could feed into the PDP S5 : Stakeholder management, including a range of challenging and senior people, and focus on their agenda and outcomes throughout	

ILM Mapping – Reviewing own Ability as a Coach or Mentor in an Organisational Context



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				S15: Demonstrates awareness of	practice and how effective this has
				own values, beliefs and behaviours;	been.
				recognises how these affect their	S14: Manages and celebrates
				practice and uses this self-	diversity in their coaching practice,
				awareness to manage their	including demonstrating how
				effectiveness in meeting the	diversity and inclusion informs their
				objectives of those receiving coaching and, where relevant, the	professional practice.
				sponsor	
				B1: Committed to self-development,	
				including self-reflection, gathering	
				information on the effectiveness of	
				their own practice, producing	
				personal development plans and	
				receiving coach supervision	
				B2: Self-awareness, including of	
				their own behaviours, values,	
				beliefs and attitudes, and attending	
				to their own wellbeing, resilience	
				and maintaining mental capacity	
				B3: Act as an ambassador for a	
				coaching mindset and positive	
				approach to personal development	
			Produce an in-depth SWOT analysis		
	Be able to develop a plan for	2.1	for their role as a coach or mentor		
2	their future professional				
2	development in coaching or		Produce a comprehensive personal	B1: Committed to self-development,	
	mentoring	2.2	development plan that covers a	including self-reflection, gathering	
			minimum duration of 12 months,	information on the effectiveness of	



	detailing how this will support own development in coaching or mentoringtheir own practice, producing personal development plans and receiving coach supervisionB3: Act as an ambassador for a coaching mindset and positive approach to personal development		
	 Explain how they will monitor and evaluate their own ongoing Continuing Professional Development (CPD) in relation to coaching or mentoring 		
Summary Comments: Content for ACs 1.2, 1.3, 2.2, 3.1 need to be expanded to include the additional information. However, this may addressed in the enhanced work produced for units 500 and 501. Summary Comments: The reflective journal for 503 supports the portfolio for 501 and therefore the Interview and Portfolio EPA. It cov many of the same KSB there is nothing relied upon here that is not covered elsewhere.			



Mapping of L5 Coaching Professional Standard onto ILM Level 5 Certificate in Effective Coaching and Mentoring

L5 Coaching Professional Standard				ILM Level 5 Certificate in Effective Coaching and Mentoring
Duties	Knowledge	Skills	Behaviours	
Duty 1 Plan, conduct and record	K3: Diversity and inclusion	S3: Communication,	B3: Act as an ambassador	Unit 501 AC1.1
coaching needs analyses to	and bias theory, including	including (but not limited to)	for a coaching mindset and	Plan and prepare to deliver a
inform their coaching practice,		descriptions of the coaching	positive approach to	coaching or mentoring
coaching strategy and the	such as preferences for	process and roles and	personal development	programme to support a
organisation's coaching culture	introversion vs extroversion,	responsibilities (including		minimum of 2 and a
	integrity, ontology and	those related to boundaries		maximum of 3 individuals
	<mark>human values and how they</mark>	and confidentiality), and the		over 18 hours
	<mark>impact on behaviour and</mark>	benefits of coaching in		AC 1.2 Identify individual
	organisations. The theory of	relation to the context of		developmental needs in the
	self-actualisation, such as	those receiving coaching		coaching or mentoring
	<mark>Maslow's Hierarchy of</mark>			programme and agree
	needs, motivational theory,	S4: Contracting with all		overall goals prior to
	Herzberg	relevant stakeholders,		contracting
		including logistics,		AC 1.3 Agree and establish
	K4: The importance of	preferences of the coach		a coaching or mentoring
	coaching contracting and	and those receiving		contract which meets
	recontracting, and models	coaching, considerations of		individual(s) and
	enabling its effectiveness	the system within which the		stakeholder requirements
	K6: Coaching theory,	coaching relationship sits,		AC 1.4 – Assessment
	including maintaining good	goal setting, outcome		guidance
	practice coaching protocols	realisation and contract		1.4 Based on the
	and a code of conduct within	conclusion. This includes		business rationale, assess
	the coaching process	holding oneself to high		how the impact can be
	(including "unconditional	ethical standards,		measured for individuals
	positive regard", non-	particularly in the areas of		and organisations (eg
	judgmentalism and non-	confidentiality (including		financial returns, personal
	directiveness)	when maintaining coaching		goals, aspirations, etc.)
	ŕ	records) and management		Select a model of evaluation
		of boundaries (including		and assess the



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K9: Evaluation: theories of	their own competence and	effectiveness in measuring
return on investment and	values, relevant codes of	the impact of coaching and
delivery of value	ethics, and relevant	mentoring for both
K12: The existence of a	legislation, policies and	individuals and the
range of coaching models	procedures)	organisation. Include at least
and techniques, and related		one example of a measure
psychological approaches,	S5: Stakeholder	for individuals and one
such as Whitmore's GROW	<mark>management, including a</mark>	example of a measure for
model, Kline's Thinking	range of challenging and	the organisation.
Environment, Gestalt,	senior people, and focus on	Unit 500 AC 3.1 Analyse the
neurolinguistic programming	their agenda and outcomes	reasons for and the
(NLP), cognitive behavioural	throughout.	characteristics of effective
coaching, positive		contracting in coaching or
psychology, metaphor,	S13: Identifies energy shifts	mentoring
solutions-focussed coaching	within a coaching context,	Unit 500 Assignment brief -
and skills and performance	enabling these to be aired	2.2
coaching. Methods of goal	and addressed and	Communication skills are an
setting, such as SMART	managed	essential part of the
goals, alignment of personal		coaching and mentoring
and organisational goals,		role, in order for the coach or
and aspirational/dream		mentor to be effective,
goals		conduct an analysis of the
5		required communication
		skills, including at least four
		skills.
		Unit 500 AC 2.4 Review an
		effective coaching or
		mentoring model which can
		be followed within an
		organisational context.
		Need to explore more than
		one model in response
		Unit 500 AC 2.3 Review the
		responsibilities of the coach
		or mentor to manage
		relationships effectively.
		This response requires a
		This response requires a



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				review of ethical and non- judgemental behaviours. Unit 503 asks for an evaluation of the whole coaching process that must include - <i>'Measurement against</i> objectives relating to coaching or mentoring. Tools and techniques to evaluate the benefits of coaching or mentoring (eg KPIs, Kirkpatrick, etc.)' K3 – More theory needs to be included in the assignment in Unit 500 to cover the required knowledge.
				B3 – Evaluation in unit 503 could be broadened to include how the trainee coach plans to act as an 'ambassador for a coaching mindset'.
				Whilst S13 is implied within the records and reflection this needs to be more explicit to meet the skills requirements.
Duty 2 Agree and develop coaching contracts with all the relevant parties that also consider ethical issues in coaching and boundaries.	K3: Diversity and inclusion and bias theory, including personality type theories, such as preferences for introversion vs extroversion,	S1: Time management, including scheduling coaching sessions, and self- leadership to resolve conflicting priorities and	B2: Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing,	Unit 500 AC 2.3 - Review the responsibilities of the coach or mentor to manage relationships effectively.

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integrity, ontology and human values and how they impact on behaviour and organisations. The theory of self-actualisation, such as Maslow's Hierarchy of needs, motivational theory, Herzberg. K4: The importance of	ensure sufficient time for record keeping and other role activities. S2: Working with those receiving coaching to set clear goals, including visualisation techniques, setting timescales, validating their achievability,	resilience and maintaining mental capacity	This response requires a review of ethical and non- judgemental behaviours. AC3.1 - Analyse the reasons for and the characteristics of effective contracting in coaching or mentoring Ac 3.2 – Explain how to manage the coaching process within an
coaching contracting and recontracting, and models enabling its effectiveness.	recording outcome-focused, prioritised action plans and monitoring progress towards		organisation. This unit 500 will be
K5: The theory of organisational culture (and	goals. S3: Communication,		assessed via an assignment and must include a review of the coach's responsibility to
values) and leadership styles, and the impact these can have on individuals and	including (but not limited to) descriptions of the coaching process and roles and		manage relationships through ethical and non- judgmental behaviour and to
their behaviour. K6: Coaching theory,	responsibilities (including those related to boundaries and confidentiality), and the		reference and analyse a code of practice for a coaching organisation e.g.
including maintaining good practice coaching protocols and a code of conduct within	benefits of coaching in relation to the context of those receiving coaching.		EMCC. Assessment guidance also states that learners must
the coaching process (including "unconditional positive regard", non- judgmentalism and non- directiveness).	S4: Contracting with all relevant stakeholders, including logistics, preferences of the coach		1.2 Evaluate organisational factors that may affect coaching or mentoring, such as structure, culture
K7: Methods of communication including verbal / non-verbal / building	and those receiving coaching, considerations of the system within which the coaching relationship sits,		performance and stakeholder expectations. Consideration must be given to the impact of values,
rapport / matching and mirroring. Listening skills, including levels of listening.	realisation and contract conclusion. This includes		ethics and principles within organisations as well as the importance of internal



Theories of relationship	holding oneself to high	support. In the evaluation,
management, including	ethical standards,	include at least three factors
transactional analysis,	particularly in the areas of	that are affected by the
power dynamics, and	confidentiality (including	organisational context.
stakeholder management	when maintaining coaching	1.3 Provide a business
theories.	records) and management	rationale for the decision to
	of boundaries (including	use coaching or mentoring
K8: Theories of increasing	their own competence and	(eg in order to improve
self-awareness such as the	values, relevant codes of	individual or organisational
Johari Window and the	ethics, and relevant	performance, personal
journey from unconscious	legislation, policies and	effectiveness, motivation
incompetence to	procedures).	and confidence, etc.)
unconscious competence,		Justify the benefits of
and types of feedback.	S5: Stakeholder	adopting coaching or
	management, including a	mentoring. At least two
K10: The differences and	range of challenging and	benefits to organisations
similarities between	senior people, and focus on	and at least two benefits to
coaching, mentoring,	their agenda and outcomes	individuals must be
training, counselling and	throughout.	included.
consulting		Unit 501 – Be able to plan
	S6: Rapport/trust building	and prepare a period of
K11: Relevant legislation	and maintenance, including	effective coaching within an
(e.g. Data Protection Act,	recognition of the personal	organisation. To achieve this
safeguarding) and coaching	values, emotional state(s)	unit a range of documents
competencies and codes of	and response of those	must be presented to cover
ethics described by the main	receiving coaching,	the whole coaching journey
professional bodies	validating their	form planning and
	understanding of	preparation to reflection and
K12: The existence of a	themselves and their	review.
range of coaching models	circumstances, dealing with	AC1.2 requires evidence of
and techniques, and related	difficult coaching	the identification of
psychological approaches,	relationships and ensuring	individual development
such as Whitmore's GROW	non-dependence on the	needs and this could include
model, Kline's Thinking	coach.	some form of theoretical
Environment, Gestalt,	S10: Uses several	analysis e.g. learning styles,
neurolinguistic programming	established tools and	motivation, personality
(NLP), cognitive behavioural	techniques to develop their	

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coaching, positive	own coherent model of	types. This could meet K3
psychology, metaphor,	coaching to help those	and K8.
solutions-focussed coaching	receiving coaching work	AC 3.2 -Justify the tools and
and skills and performance	towards outcomes. Uses	techniques used during the
coaching. Methods of goal	models and approaches	coaching or mentoring. The
setting, such as SMART	from the context of those	depth of evidence needs to
goals, alignment of personal	receiving coaching	cover th following-
and organisational goals,	S12: Applies coaching	'Assessment tools to
and aspirational/dream	theories, models and tools,	support learning and
goals	techniques and ideas	performance of client (eg
	beyond the core	Myers-Briggs, SWOT, 180°
	communication skills in	Feedback, 360° Feedback,
	order to bring about insight	Emotional Intelligence,
	and learning.	Competency Measures,
		learning style
	S13: Identifies energy shifts	questionnaires, etc.)
	within a coaching context,	Processes and models for
	<mark>enabling these to be aired</mark>	effective coaching or
	and addressed and	mentoring (eg GROW,
	managed	OSCAR, etc.) Justification
		should include why the tool
		or technique was used for
		the session.'
		K3 – More theory needs to
		be included in the
		assignment in Unit 500 to
		cover the required
		knowledge.
		K5 organisational culture is
		covered in Unit 500 but more
		need to be included on
		leadership styles and the
		impact these can have on
		individuals and their
		<mark>behaviour.</mark>



				 K10 – Unit 500 covers coaching and mentoring but will need to be expanded to include training, counselling and consulting K12 – Learning in unit 500 needs to be expanded to include a range of coaching theory, techniques and models and these must be included in the assignment for assessment. S13 – See comments in Duty 2
Duty 3 Deliver effective and responsive coaching sessions, ensuring they reflect boundaries and professional requirements and contribute towards wider objectives, such as embedding an organisation's values, improving workplace resilience	 K1: Theories of learning and reflective practice such as Kolb, Gibbs, Schon, etc., and basic schools of psychology and neuroscience, including linguistic interpretation and application. K2: The theories of emotional and social intelligence, such as Goleman and Salovey & Mayer, and application of the theories to understanding self. K3: Diversity and inclusion and bias theory, including personality type theories, 	 S1: Time management, including scheduling coaching sessions, and self-leadership to resolve conflicting priorities and ensure sufficient time for record keeping and other role activities. S2: Working with those receiving coaching to set clear goals, including visualisation techniques, setting timescales, validating their achievability, recording outcome-focused, prioritised action plans and monitoring progress towards goals. 	B2: Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing, resilience and maintaining mental capacity B4: Is spontaneous, open and flexible, demonstrating respect and engendering trust	Unit 500 is the underpinning knowledge for this qualification and must include the following in the assignment 'Knowledge, skills and behaviours may include attitudes, beliefs and values Links to theories about the relevant knowledge, skills and behaviours required to be an effective coach or mentor. Models of coaching competencies from the professional bodies or recognised texts and research (eg AC, ICF, EMCC, etc.)



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	<mark>such as preferences for</mark>		Learning styles and
	introversion vs extroversion,	including (but not limited to)	preferences and how they
	<mark>integrity, ontology and</mark>	descriptions of the coaching	can affect coaching or
	human values and how they	process and roles and	mentoring.
	<mark>impact on behaviour and</mark>	responsibilities (including	Diagnostic and other
	organisations. The theory of	those related to boundaries	tools/techniques to support
	self-actualisation, such as	and confidentiality), and the	learning and performance
	<mark>Maslow's Hierarchy of</mark>	benefits of coaching in	(eg Myers-Briggs, 180°
	needs, motivational theory,	relation to the context of	Feedback, 360° Feedback,
	Herzberg.	those receiving coaching.	Emotional Intelligence,
			Competency Measures,
	K4: The importance of	S4: Contracting with all	etc.)
	coaching contracting and	relevant stakeholders,	Giving and receiving
	recontracting, and models	including logistics,	feedback.
	enabling its effectiveness.	preferences of the coach	Source and potential impact
	-	and those receiving	of personal beliefs and
	K5: The theory of	coaching, considerations of	values on the coaching or
	organisational culture (and	the system within which the	mentoring process.
	values) and leadership	coaching relationship sits,	Importance of general self-
	styles, and the impact these	goal setting, outcome	awareness for coaches or
	<mark>can have on individuals and</mark>	realisation and contract	mentors.
1	<mark>their behaviour.</mark>	conclusion. This includes	Unit 501 This is assessed
		holding oneself to high	via a portfolio of evidence
	K6: Coaching theory,	ethical standards,	that follows the coaching
i	including maintaining good	particularly in the areas of	journey. The assessment
	practice coaching protocols	confidentiality (including	guidance includes the
	and a code of conduct within	when maintaining coaching	following-
1	the coaching process	records) and management	2.2 Maintain
	(including "unconditional	of boundaries (including	comprehensive effective
	positive regard", non-	their own competence and	records of coaching or
ļj	judgmentalism and non-	values, relevant codes of	mentoring in the form of a
	directiveness).	ethics, and relevant	coaching or mentoring diary
		legislation, policies and	to include goals, progress
	K7: Methods of	procedures).	against goals, summary
	communication including	S6: Rapport/trust building	discussion, techniques and
	verbal / non-verbal / building	and maintenance, including	questions used, outcomes
	rapport / matching and	recognition of the personal	or actions and giving



mirroring. Listening s		feedback to enable
including levels of lister		reflection on own coaching
Theories of relation	1	or mentoring performance in
	ding validating their	order to support ongoing
transactional anal	ysis, understanding of	professional development
power dynamics,	and themselves and their	and practice. A
stakeholder manager	nent circumstances, dealing with	comprehensive coaching or
theories.	difficult coaching	mentoring record will
	relationships and ensuring	support the achievement of
K8: Theories of increa	sing non-dependence on the	this unit. Records should
self-awareness such as	the coach.	enable the learner to reflect
Johari Window and	the	on their coaching or
journey from unconso	ious S7: Deliver feedback in a	mentoring performance after
incompetence	to style that is useful,	each session.
unconscious compete	nce, acceptable, non-judgmental	Records must include
and types of feedback.	and meaningful to those	feedback from both the
	receiving coaching.	coachee and the coaching
K11: Relevant legisla	ation	supervisor.
(e.g. Data Protection	Act, S8: Identification of patterns	
safeguarding) and coac	hing of thinking and	Unit 500- assessment is via
competencies and code	es of limiting/enabling beliefs and	an assignment that must
ethics described by the	nain actions.	include the following-
professional bodies.		Evaluate organisational
	S9: Questioning techniques	factors that may affect
K12: The existence of	of a to raise the self-awareness	coaching or mentoring, such
range of coaching mo	dels of those receiving coaching,	as structure, culture
and techniques, and rel	ated including asking open	performance and
psychological approac		stakeholder expectations.
such as Whitmore's GF		Consideration must be given
<mark>model, Kline's Thir</mark>		to the impact of values,
Environment, Ge	stalt, characteristics of wider	ethics and principles within
neurolinguistic programi	ning systems) and questioning	organisations as well as the
(NLP), cognitive behavio		importance of internal
	itive assumptions.	support. In the evaluation,
psychology, metar	phor,	include at least three factors
solutions-focussed coac	hing S10: Uses several	that are affected by the
and skills and performation	ance established tools and	organisational context.
		· · · ·



	coaching. Methods of goal setting, such as SMART goals, alignment of personal and organisational goals, and aspirational/dream goals.	techniques to develop their own coherent model of coaching to help those receiving coaching work towards outcomes. Uses models and approaches from the context of those receiving coaching. S12: Applies coaching theories, models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning. S13: Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed.		K3 – More theory needs to be included in the assignment in Unit 500 to cover the required knowledge. K5 organisational culture is covered in Unit 500 but more need to be included on leadership styles and the impact these can have on individuals and their behaviour. K8 - The use of self- awareness techniques can be reviewed and evaluated in the reflection K12 – see comments on Duty 2
Duty 4 Select and use a suitable variety of coaching tools and techniques and/or psychometrics to challenge/support, analyse and enable learning and insights, such as awareness of others'	K1: Theories of learning and reflective practice such as Kolb, Gibbs, Schon, etc., and basic schools of psychology and neuroscience, including		B1: Committed to self- development, including self- reflection, gathering information on the effectiveness of their own practice, producing personal	WhilstS13and14areimpliedwithintherecordsandreflection, this needs tobemoreexplicit to meet theskillsrequirements.Unit 500 is the underpinningknowledgeforthisqualificationandmustevidence the followingKnowledge,skillsandbehavioursmayincludeattitudes,beliefsandvalues

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perspectives to increase team functioning and accountability	linguistic interpretation and application.	benefits of coaching in relation to the context of those receiving coaching.	development plans and receiving coach supervision.	Links to theories about the relevant knowledge, skills and behaviours required to
	K2: The theories of	lineee receiving codering.	B4: Is spontaneous, open	be an effective coach or
	emotional and social	S4: Contracting with all	and flexible, demonstrating	mentor.
	intelligence, such as	relevant stakeholders,	respect and engendering	Models of coaching
	Goleman and Salovey &	including logistics,	trust	competencies from the
	Mayer, and application of	preferences of the coach		professional bodies or
	the theories to	and those receiving		recognised texts and
	understanding self.	coaching, considerations of		research (eg AC, ICF,
		the system within which the		EMCC, etc.)
	K3: Diversity and inclusion	coaching relationship sits,		Learning styles and
	and bias theory, including	goal setting, outcome		preferences and how they
	personality type theories,	realisation and contract		can affect coaching or
	such as preferences for introversion,	conclusion. This includes		mentoring.
	integrity, ontology and	holding oneself to high ethical standards,		Diagnostic and other tools/techniques to support
	human values and how they	particularly in the areas of		learning and performance
	impact on behaviour and	confidentiality (including		(eg Myers-Briggs, 180°
	organisations. The theory of	when maintaining coaching		Feedback, 360° Feedback,
	self-actualisation, such as	records) and management		Emotional Intelligence,
	Maslow's Hierarchy of	of boundaries (including		Competency Measures,
	needs, motivational theory,	their own competence and		etc.)
	Herzberg.	values, relevant codes of		
		ethics, and relevant		Unit 501 requires the trainee
	K5: The theory of	legislation, policies and		coach to provide evidence of
	organisational culture (and	procedures).		putting the theory into
	values) and leadership	Co. Identification of pottorno		practice and meets the
	styles, and the impact these can have on individuals and	S8: Identification of patterns of thinking and		requirements of this Duty.
	their behaviour.	limiting/enabling beliefs and		K1,2,3, 5 – covered above.
		actions.		
	K6: Coaching theory,			K6, will be assessed via the
	including maintaining good	S9: Questioning techniques		assignment in unit 500 and
	practice coaching protocols	to raise the self-awareness		coaching records in 501 and
	and a code of conduct within	of those receiving coaching,		503
	the coaching process	including asking open		



		*
(including "unconditional	questions, broaching	K8 - The use of self-
positive regard", non-	challenging subject areas	awareness techniques can
judgmentalism and non-	(e.g. emotional state,	be reviewed and evaluated
directiveness).	characteristics of wider	in the reflection
,	systems) and questioning	
K8: Theories of increasing	untrue, limiting	K12 – See comments on
self-awareness such as the	assumptions.	Duty 2
Johari Window and the		Daty 2
	S10: Uses several	
journey from unconscious		
incompetence to	established tools and	
unconscious competence,	techniques to develop their	
and types of feedback.	own coherent model of	
K12: The existence of a	coaching to help those	
range of coaching models	receiving coaching work	
and techniques, and related	towards outcomes. Uses	
psychological approaches,	models and approaches	
such as Whitmore's GROW	from the context of those	
model, Kline's Thinking	receiving coaching.	
Environment, Gestalt,	5 5	
neurolinguistic programming	S11: Demonstrates	
(NLP), cognitive behavioural	emotional intelligence,	
coaching, positive	including demonstrating	
psychology, metaphor,	empathy and genuine	
solutions-focussed coaching	support for those receiving	
and skills and performance	coaching ("unconditional	
coaching. Methods of goal	positive regard"), and	
setting, such as SMART	adapting language and	
goals, alignment of personal	behaviour in response to the	
and organisational goals,	whole person of those	
and aspirational/dream	receiving coaching.	
goals.	S13: Identifies energy shifts	
	within a coaching context,	
	enabling these to be aired	
	and addressed and	
	managed.	
	S15: Demonstrates	
	awareness of own values,	



		beliefs and behaviours; recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the objectives of those receiving coaching and, where relevant, the sponsor.		
Duty 5 Review and interpret coaching needs analyses, identifying when coaching is / isn't appropriate, and signpost those receiving coaching to other professional services when needed to complement or replace the coaching process, such as mental health professionals, charities, substance abuse support organisations, occupational health	K1: Theories of learning and reflective practice such as Kolb, Gibbs, Schon, etc., and basic schools of psychology and neuroscience, including linguistic interpretation and application. K2: The theories of emotional and social intelligence, such as Goleman and Salovey & Mayer, and application of the theories to understanding self. K3: Diversity and inclusion and bias theory, including personality type theories, such as preferences for introversion vs extroversion, integrity, ontology and human values and how they impact on behaviour and organisations. The theory of self-actualisation, such as	 S3: Communication, including (but not limited to) descriptions of the coaching process and roles and responsibilities (including those related to boundaries and confidentiality), and the benefits of coaching in relation to the context of those receiving coaching. S4: Contracting with all relevant stakeholders, including logistics, preferences of the coach and those receiving coaching, considerations of the system within which the coaching relationship sits, goal setting, outcome realisation and contract conclusion. This includes holding oneself to high ethical standards, particularly in the areas of confidentiality (including when maintaining coaching coaching when maintaining coaching 	 B1: Committed to self-development, including self-reflection, gathering information on the effectiveness of their own practice, producing personal development plans and receiving coach supervision. B2: Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing, resilience and maintaining mental capacity. B3: Act as an ambassador for a coaching mindset and positive approach to personal development. B4: Is spontaneous, open and flexible, demonstrating respect and engendering trust 	Unit 500 AC1.1 - Define what coaching and mentoring is within an organisational context, explaining the similarities and differences between coaching and mentoring. This requires expansion to cover Duty 5. When might it be more appropriate to refer to other professional services with examples? K3,5,10,12 - Gaps in knowledge are identified in earlier duties.





			S & IN FEOFL
	ethics described by the main professional bodies.		
	K12: The existence of a range of coaching models and techniques, and related psychological approaches, such as Whitmore's GROW model, Kline's Thinking Environment, Gestalt, neurolinguistic programming (NLP), cognitive behavioural coaching, positive psychology, metaphor, solutions-focussed coaching and skills and performance coaching. Methods of goal setting, such as SMART goals, alignment of personal and organisational goals,		
	and aspirational/dream		
	goals.		
Duty 6 Provide support to those receiving coaching in the definition and delivery of valid goals, through clearly defined and committed to actions, within	K4: The importance of coaching contracting and recontracting, and models enabling its effectiveness.	S2: Working with those receiving coaching to set clear goals, including visualisation techniques, setting timescales,	Unit 500 will cover the theory for this unit and Units 501 and 503 will evidence the theory in practice. Coaching records will look at
the context of the cultures and systems within which those receiving coaching operate, and facilitate challenge to those systems where appropriate	K5: The theory of organisational culture (and values) and leadership styles, and the impact these can have on individuals and their behaviour.	validating their achievability, recording outcome-focused, prioritised action plans and monitoring progress towards goals.	setting and reviewing goals, contracting and action planning, all set within the company context and culture. Unit 503 will concentrate on evaluation
	K6: Coaching theory, including maintaining good practice coaching protocols	S4: Contracting with all relevant stakeholders, including logistics, preferences of the coach	and must be based on recognised theory.



and a code of conduct within	and those receiving	The gaps in this unit have
the coaching process	coaching, considerations of	been identified previously
(including "unconditional	the system within which the	and require the teaching of
positive regard", non-	coaching relationship sits,	further coaching theory,
judgmentalism and non-	goal setting, outcome	<mark>models, tools and</mark>
directiveness).	realisation and contract	techniques. This would be
K9: Evaluation: theories of	conclusion. This includes	best achieved by
return on investment and	holding oneself to high	broadening the content of
delivery of value.	ethical standards,	<mark>unit 500.</mark>
K12: The existence of a	particularly in the areas of	
range of coaching models	confidentiality (including	
and techniques, and related	when maintaining coaching	
psychological approaches,	records) and management	
<mark>such as Whitmore's GROW</mark>	of boundaries (including	
<mark>model, Kline's Thinking</mark>	their own competence and	
Environment, Gestalt,	values, relevant codes of	
neurolinguistic programming	ethics, and relevant	
(NLP), cognitive behavioural	legislation, policies and	
coaching, positive	procedures).	
psychology, metaphor,		
solutions-focussed coaching	S5: Stakeholder	
and skills and performance	management, including a	
coaching. Methods of goal	range of challenging and	
setting, such as SMART	senior people, and focus on	
goals, alignment of personal	their agenda and outcomes	
and organisational goals,	throughout.	
and aspirational/dream	S9: Questioning techniques	
goals.	to raise the self-awareness	
1	of those receiving coaching,	
1	including asking open	
1	questions, broaching	
1	challenging subject areas	
1	(e.g. emotional state,	
1	characteristics of wider	
1	systems) and questioning	
1	untrue, limiting	
	assumptions.	



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Duty 7 Design coaching	K1: Theories of learning and		B2: Self-awareness,	Unit 501 – All of these
interventions that frame,	reflective practice such as	including scheduling	including of their own	documents will need to be
challenge and meet the agreed	Kolb, Gibbs, Schon, etc.,	coaching sessions, and self-	behaviours, values, beliefs	presented to achieve this
objectives in the coaching	and basic schools of	leadership to resolve	and attitudes, and attending	unit.
contract and conform to the	psychology and	conflicting priorities and	to their own wellbeing,	Evidence for this unit is likely
coaching sponsor's objectives	neuroscience, including	ensure sufficient time for	resilience and maintaining	to come from naturally
and constraints, including	linguistic interpretation and	record keeping and other	mental capacity.	occurring activities within an
budget considerations	application.	role activities.		organisational setting and
Ũ			B3: Act as an ambassador	may include (but is not
	K2: The theories of	S3: Communication,	for a coaching mindset and	restricted to):
	emotional and social	including (but not limited to)	positive approach to	Products from the learner's
	intelligence, such as	descriptions of the coaching	personal development.	work.
	Goleman and Salovey &	process and roles and		Direct observation of the
	Mayer, and application of	responsibilities (including		learner's performance by
	the theories to	those related to boundaries		their assessor.
	understanding self.	and confidentiality), and the		Outcomes from oral or
		benefits of coaching in		written questioning.
	K3: Diversity and inclusion	relation to the context of		Personal statements and/or
	and bias theory, including	those receiving coaching.		reflective accounts.
	personality type theories,			Professional discussion
	such as preferences for	S4: Contracting with all		record.
	introversion vs extroversion,	relevant stakeholders,		Authentic
	integrity, ontology and	including logistics,		statements/witness
	human values and how they	preferences of the coach		testimony.
	impact on behaviour and	and those receiving		Organisational context
	organisations. The theory of	coaching, considerations of		including own goals
	self-actualisation, such as	the system within which the		Contracting process,
	Maslow's Hierarchy of	coaching relationship sits,		including stakeholders and
	needs, motivational theory,	goal setting, outcome		the use of authentic
	Herzberg.	realisation and contract		evidence
		conclusion. This includes		Agreeing learning goals for a
	K4: The importance of			maximum of 3 clients and 18
	coaching contracting and	ethical standards,		hours of coaching or
	recontracting, and models	particularly in the areas of		mentoring
	enabling its effectiveness.	confidentiality (including		Using a range of diagnostic
		when maintaining coaching		tools in coaching or
		records) and management		mentoring sessions
	1	i i i i i i i i i i i i i i i i i i i	1	



K5: The theory of	of boundaries (including	Liping a range of apaching ar
		Using a range of coaching or
organisational culture (and		mentoring tools and an
values) and leadership		analysis of their value.
styles, and the impact these	ethics, and relevant	Using types of questioning
can have on individuals and	legislation, policies and	and listening skills, non-
their behaviour.	procedures).	verbal behaviours Ethical
		framework and
K6: Coaching theory,	S5: Stakeholder	considerations for being
including maintaining good		non-judgemental
practice coaching protocols		Record keeping for all
and a code of conduct within		activity and maintenance of
the coaching process	their agenda and outcomes	confidentiality
(including "unconditional	throughout.	Feedback evidence from
positive regard", non-		coaching or mentoring
judgmentalism and non-	S6: Rapport/trust building	clients and evaluation of
directiveness).	and maintenance, including	findings
·	recognition of the personal	Supervision evidence and
K7: Methods of	values, emotional state(s)	records of sessions.
communication including	and response of those	Ongoing reflection and
verbal / non-verbal / building	receiving coaching,	review of coaching or
rapport / matching and		mentoring activity
mirroring. Listening skills,		summarising the current
including levels of listening.		status
Theories of relationship		New learning and areas for
management, including		improvement
transactional analysis,	0	Planning with measurable
power dynamics, and		outcomes
stakeholder management	•	
theories.		K3,5,8,12, – The additional
-	S8: Identification of patterns	requirements to meet these
K8: Theories of increasing	of thinking and	elements are detailed
self-awareness such as the		previously
Johari Window and the		
journey from unconscious	-	S13, 14 – Also detailed
incompetence to	S9: Questioning techniques	previously
unconscious competence,	to raise the self-awareness	
and types of feedback.	of those receiving coaching,	
and good of foodbalder.	er mese recerning couldring,	



K12: The existence of a range of coaching models and techniques, and related psychological approaches, such as Whitmore's GROW model, Kline's Thinking Environment, Gestalt, neurolinguistic programming (NLP), cognitive behavioural coaching, positive psychology, metaphor, solutions-focussed coaching and skills and performance coaching. Methods of goalincluding asking open questions, broaching challenging subject areas (e.g. emotional state, characteristics of wider systems) and questioning untrue, limiting assumptions.S10: Uses several established tools and techniques to develop their own coherent model of coaching to help those receiving coaching work	
range of coaching models and techniques, and related psychological approaches, such as Whitmore's GROW model, Kline's Thinking Environment, Gestalt, neurolinguistic programming (NLP), cognitive behavioural coaching, positive psychology, metaphor, solutions-focussed coaching and skills and performancechallenging subject areas (e.g. emotional state, characteristics of wider systems) and questioning untrue, limiting assumptions.S10:Uses several established tools and techniques to develop their own coherent model of coaching to help those	
and techniques, and related psychological approaches, such as Whitmore's GROW model, Kline's Thinking Environment, Gestalt, neurolinguistic programming (NLP), cognitive behavioural coaching, positive psychology, metaphor, solutions-focussed coaching and skills and performance(e.g. emotional state, characteristics of wider systems) and questioning untrue, limiting assumptions.S10:Uses several established tools and techniques to develop their own coherent model of coaching to help those	
psychological approaches, such as Whitmore's GROW model, Kline's Thinking Environment, Gestalt, neurolinguistic programming (NLP), cognitive behavioural coaching, positive psychology, metaphor, solutions-focussed coaching and skills and performancecharacteristics of wider systems) and questioning untrue, limiting assumptions.S10:Uses several established tools and techniques to develop their own coherent model of coaching to help those	
such as Whitmore's GROW model, Kline's Thinking Environment, Gestalt, neurolinguistic programming (NLP), cognitive behavioural coaching, positive psychology, metaphor, solutions-focussed coaching and skills and performance	
model, Kline's Thinking Environment, Gestalt, neurolinguistic programming (NLP), cognitive behavioural coaching, positive psychology, metaphor, solutions-focussed coaching and skills and performanceuntrue, limiting assumptions.S10:Uses techniques to develop their own coherent model of coaching to help those	
Environment,Gestalt, neurolinguistic programmingassumptions.(NLP), cognitive behavioural coaching,S10:Usesseveralcoaching,positive establishedestablishedtoolsandpsychology,metaphor, solutions-focussed coaching and skills and performanceowncoaching tohelp	
neurolinguistic programming (NLP), cognitive behavioural coaching, positive psychology, metaphor, solutions-focussed coaching and skills and performanceS10:Uses several established tools and coaching to help the tools techniques to develop the the the techniques to develop the the the techniques to develop the techniques to develop	
(NLP), cognitive behavioural coaching, positive psychology, metaphor, solutions-focussed coaching and skills and performance coaching to help those	
coaching, positive established tools and psychology, metaphor, techniques to develop their solutions-focussed coaching own coherent model and skills and performance coaching to help	
psychology, metaphor, techniques to develop their solutions-focussed coaching own coherent model of and skills and performance coaching to help those	
solutions-focussed coaching own coherent model of and skills and performance coaching to help those	
and skills and performance coaching to help those	
setting, such as SMART towards outcomes. Uses	
goals, alignment of personal models and approaches	
and organisational goals, from the context of those	
and aspirational/dream receiving coaching.	
goals.	
S12: Applies coaching	
theories, models and tools,	
techniques and ideas	
beyond the core	
communication skills in	
order to bring about insight	
and learning.	
S13: Identifies energy shifts	
within a coaching context,	
enabling these to be aired	
and addressed and	
managed.	
S14: Manages and	
celebrates diversity in their	
coaching practice, including	



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Duty 8 Evaluate the effectiveness of coaching interactions for the purposes of quality assurance, self- development for the coach and to measure return on investment (including being a recipient of regular coach supervision, and recording CPD, coaching hours, feedback and reflection, while	K1: Theories of learning and reflective practice such as Kolb, Gibbs, Schon, etc., and basic schools of psychology and neuroscience, including linguistic interpretation and application. K6: Coaching theory, including maintaining good	demonstrating how diversity and inclusion informs their professional practice. S7: Deliver feedback in a style that is useful, acceptable, non-judgmental and meaningful to those receiving coaching. S8: Identification of patterns of thinking and limiting/enabling beliefs and actions.	B2: Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing, resilience and maintaining mental capacity. B3: Act as an ambassador	Unit 503 – Be able to holistically review their ability to perform effectively as a coach within an organisational context. In order to achieve this unit evidence must be provided of reflection, review and evaluation of coaching practice.
ensuring confidentiality)	practice coaching protocols and a code of conduct within the coaching process (including "unconditional positive regard", non- judgmentalism and non- directiveness). K9: Evaluation: theories of return on investment and delivery of value. K11: Relevant legislation (e.g. Data Protection Act, safeguarding) and coaching competencies and codes of ethics described by the main professional bodies.	S11: Demonstrates emotional intelligence, including demonstrating empathy and genuine support for those receiving coaching ("unconditional positive regard"), and adapting language and behaviour in response to the whole person of those r S15: Demonstrates awareness of own values, beliefs and behaviours; recognises how these affect their practice and uses this self- awareness to manage their effectiveness in meeting the objectives of those receiving coaching and, where relevant, the sponsor .	for a coaching mindset and positive approach to personal development.	The assessment guidance states trainee coaches must- '1.1 Evaluate the benefits of the coaching or mentoring undertaken. Consideration must be given to the outcomes reached against the initial objectives. 1.2 Provide a reflection of own learning and development as a coach or mentor with a particular focus on own self- awareness, communication techniques (eg questioning, listening and giving feedback, etc.), relationship management, ethical behaviours and non- judgmental attitude. 1.3 Undertake a wide- ranging evidenced-based assessment drawn from



				feedback and personal reflection, focusing on the knowledge, skills and behaviours, relationship management, ethical behaviours and non- judgmental attitude of an effective coach or mentor. B3 – Evaluation can be broadened to include how the trainee coach plans to act as an 'ambassador for a coaching mindset'.
Duty 9 Maintain records of coaching practice including the logging of coaching hours, supervision, recording CPD and maintaining logs of practice	K1: Theories of learning and reflective practice such as Kolb, Gibbs, Schon, etc., and basic schools of psychology and neuroscience, including linguistic interpretation and application.	S11: Demonstrates emotional intelligence, including demonstrating empathy and genuine support for those receiving coaching ("unconditional positive regard"), and adapting language and behaviour in response to the whole person of those receiving coaching.	 B2: Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing, resilience and maintaining mental capacity. B3: Act as an ambassador for a coaching mindset and positive approach to personal development. 	Unit 501 For this unit evidence must be provided of a minimum of 18 hours coaching with 2 or 3 coachees. The coaching records will contain evidence for Duty 9 and KSB. The feedback forms the coaching supervisor will include reflection on the emotional intelligence and rapport the coach has developed. Unit 503 – The trainee coach is asked to 'holistically review their ability to perform effectively as a coach within an organisational context'. B3 – Evaluation can be broadened to include how the trainee coach plans to act as an 'ambassador for a coaching mindset'.

