

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

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	

		1.5	Identify potential barriers to coaching or mentoring and develop appropriate strategies to minimise these barriers	<p>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</p>	<p>The following should be taught as a means of identifying potential barriers within the coachee.</p> <p>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</p>
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	<p>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</p> <p>K2: The theories of emotional and social intelligence, such as Goleman and Salovey & Mayer, and application of the theories to understanding self</p> <p>K3: Theory here to cover the potential impact upon coaching of the following</p>	

			<p>'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'</p> <p>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)</p>	
		2.2	<p>Analyse the communication skills required by an effective coach or mentor</p>	<p>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</p>
		2.3	<p>Review the responsibilities of the coach or mentor to manage relationships effectively</p>	<p>K6: Coaching theory, including maintaining good practice coaching protocols and a code of conduct within the coaching process</p>

			<p>(including "unconditional positive regard", nonjudgmentalism and non-directiveness)</p> <p>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</p> <p>K11: Relevant legislation (e.g. Data Protection Act, safeguarding) and coaching competencies and codes of ethics described by the main professional bodies</p> <p>Responsibilities include managing and celebrating diversity should be taught as part of effective relationship management. Assessed via assignment and coaching records.</p> <p>S14: Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice.</p> <p>Could also include S5 Stakeholder management – NB these are skills</p>	
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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	<p>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</p>	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	<p>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</p> <p>K8: Theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence, and types of feedback.</p>	

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	
Summary Comments:		<p>A wider range of coaching models and theory needs to be taught to meet the apprenticeship standard – as indicated above. There also needs to be a comparison of coaching with training, counselling and consulting, consideration of the impact of Leadership Styles, bias theory and personality types etc.</p> <p>K3,5,10 and 12 need particular attention to ensure that there is depth of coverage in the content to meet the requirement of the Standard over and above the ILM Qualification</p> <p>At EPA knowledge requirements K1 K2 K3 K5 K6 K7 K8 K10 K11 are assessed via a test. The completion of the ILM assignment will ensure they have the knowledge to take this test</p>		

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	

			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	<p>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</p> <p>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</p>	
	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

			<p>K9: Evaluation: theories of return on investment and delivery of value</p> <p>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</p> <p>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</p> <p>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</p>	
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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	<p>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</p> <p>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</p>	
		2.2	Maintain effective records of coaching or mentoring activity to include goals, progress against goals, summary discussion and outcomes	<p>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,</p> <p>S8: Identification of patterns of thinking and limiting/enabling beliefs and actions</p> <p>S9: Questioning techniques to raise the self-awareness of those receiving coaching, including asking open questions, broaching challenging subject areas (e.g.</p>	

				<p>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</p> <p>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</p> <p>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</p>	<p>emotional state, characteristics of wider systems) and questioning untrue, limiting assumptions</p>
		2.3	Maintain evidence of feedback from supervisor and ongoing feedback from clients	<p>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</p>	

				whole person of those receiving coaching	
		2.4	Maintain evidence of ongoing reflection on the coaching or mentoring sessions	<p>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)</p> <p>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</p>	

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	<p>The use of self-awareness techniques can be reviewed and evaluated in the reflection</p> <p>K8: Theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence, and types of feedback.</p> <p>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</p> <p>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</p> <p>S12: Applies coaching theories, models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning</p>	<p>The following are not gaps necessarily however they may need special attention to ensure coverage within the portfolio</p> <p>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</p> <p>S13: Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed</p> <p>S14: Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice</p> <p>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</p>
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				<p>S13: Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed</p> <p>S14: Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice</p> <p>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</p>	
		3.2	Justify the tools and techniques used during the coaching or mentoring	<p>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.</p>	

				<p>Methods of goal setting, such as SMART goals, alignment of personal and organisational goals, and aspirational/dream goals</p> <p>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</p> <p>S12: Applies coaching theories, models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning</p>	
		3.3	<p>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</p>	<p>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</p> <p>S12: Applies coaching theories, models and tools, techniques and ideas beyond the core</p>	<p>There is potential for the Behaviours to be evidenced in the Client and Supervisor Feedback</p>

				<p>communication skills in order to bring about insight and learning</p> <p>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</p> <p>B2: Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing, resilience and maintaining mental capacity</p> <p>B4: Is spontaneous, open and flexible, demonstrating respect and engendering trust</p>	
		3.4	<p>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</p>	<p>S7: Deliver feedback in a style that is useful, acceptable, non-judgmental and meaningful to those receiving coaching</p> <p>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</p>	

			<p>whole person of those receiving coaching</p> <p>S12: Applies coaching theories, models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning</p>	
<p>Summary Comments:</p>		<p>Explicit evidence in the records or reflections to specifically cover</p> <p>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.</p> <p>S8: Identification of patterns of thinking and limiting/enabling beliefs and actions</p> <p>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</p> <p>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</p> <p>S13: Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed</p> <p>S14: Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice</p> <p>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</p> <p>At EPA the interview supported by the portfolio assesses K4 K9 S1 S4 S5 S13 S14 B1 B2 B3 – these are all covered above</p> <p>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</p>		

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

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	Be able to holistically review their ability to perform effectively as a coach or mentor within an organisational context	1.1	Evaluate the benefits that have been realised as a result of the coaching or mentoring undertaken		
		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 An evaluation can be provided of how the trainee coach has used diversity and inclusion to inform

				<p>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</p> <p>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</p> <p>B2: Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing, resilience and maintaining mental capacity</p> <p>B3: Act as an ambassador for a coaching mindset and positive approach to personal development</p>	<p>practice and how effective this has been.</p> <p>S14: Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice.</p>
2	Be able to develop a plan for their future professional development in coaching or mentoring	2.1	Produce an in-depth SWOT analysis for their role as a coach or mentor		
		2.2	Produce a comprehensive personal development plan that covers a minimum duration of 12 months,	B1: Committed to self-development, including self-reflection, gathering information on the effectiveness of	

			<p>detailing how this will support own development in coaching or mentoring</p>	<p>their own practice, producing personal development plans and receiving coach supervision</p> <p>B3: Act as an ambassador for a coaching mindset and positive approach to personal development</p>	
		2.3	<p>Explain how they will monitor and evaluate their own ongoing Continuing Professional Development (CPD) in relation to coaching or mentoring</p>		
Summary Comments:		<p>Content for ACs 1.2, 1.3, 2.2, 3.1 need to be expanded to include the additional information. However, this may be addressed in the enhanced work produced for units 500 and 501.</p> <p>The reflective journal for 503 supports the portfolio for 501 and therefore the Interview and Portfolio EPA. It covers many of the same KSB there is nothing relied upon here that is not covered elsewhere.</p>			

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 coaching needs analyses to inform their coaching practice, coaching strategy and the organisation's coaching culture	<p>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</p> <p>K4: The importance of coaching contracting and recontracting, and models enabling its effectiveness</p> <p>K6: Coaching theory, including maintaining good practice coaching protocols and a code of conduct within the coaching process (including "unconditional positive regard", non-judgmentalism and non-directiveness)</p>	<p>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</p> <p>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</p>	<p>B3: Act as an ambassador for a coaching mindset and positive approach to personal development</p>	<p>Unit 501 AC1.1 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</p> <p>AC 1.2 Identify individual developmental needs in the coaching or mentoring programme and agree overall goals prior to contracting</p> <p>AC 1.3 Agree and establish a coaching or mentoring contract which meets individual(s) and stakeholder requirements</p> <p>AC 1.4 – Assessment guidance 1.4 <i>Based on the business rationale, assess how the impact can be measured for individuals and organisations (eg financial returns, personal goals, aspirations, etc.) Select a model of evaluation and assess the</i></p>

	<p>K9: Evaluation: theories of return on investment and delivery of value</p> <p>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</p>	<p>their own competence and values, relevant codes of ethics, and relevant legislation, policies and procedures)</p> <p>S5: Stakeholder management, including a range of challenging and senior people, and focus on their agenda and outcomes throughout.</p> <p>S13: Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed</p>	<p><i>effectiveness in measuring the impact of coaching and mentoring for both individuals and the organisation. Include at least one example of a measure for individuals and one example of a measure for the organisation.</i></p> <p>Unit 500 AC 3.1 Analyse the reasons for and the characteristics of effective contracting in coaching or mentoring</p> <p>Unit 500 Assignment brief - 2.2</p> <p>Communication skills are an essential part of the coaching and mentoring role, in order for the coach or mentor to be effective, conduct an analysis of the required communication skills, including at least four skills.</p> <p>Unit 500 AC 2.4 Review an effective coaching or mentoring model which can be followed within an organisational context.</p> <p>Need to explore more than one model in response</p> <p>Unit 500 AC 2.3 Review the responsibilities of the coach or mentor to manage relationships effectively. This response requires a</p>
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				<p>review of ethical and non-judgemental behaviours. Unit 503 asks for an evaluation of the whole coaching process that must include -</p> <p><i>'Measurement against objectives relating to coaching or mentoring. Tools and techniques to evaluate the benefits of coaching or mentoring (eg KPIs, Kirkpatrick, etc.)'</i></p> <p>K3 – More theory needs to be included in the assignment in Unit 500 to cover the required knowledge.</p> <p>B3 – Evaluation in unit 503 could be broadened to include how the trainee coach plans to act as an 'ambassador for a coaching mindset'.</p> <p>Whilst S13 is implied within the records and reflection this needs to be more explicit to meet the skills requirements.</p>
<p>Duty 2 Agree and develop coaching contracts with all the relevant parties that also consider ethical issues in coaching and boundaries.</p>	<p>K3: Diversity and inclusion and bias theory, including personality type theories, such as preferences for introversion vs extroversion,</p>	<p>S1: Time management, including scheduling coaching sessions, and self-leadership to resolve conflicting priorities and</p>	<p>B2: Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing,</p>	<p>Unit 500 AC 2.3 - Review the responsibilities of the coach or mentor to manage relationships effectively.</p>

	<p>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.</p> <p>K4: The importance of coaching contracting and recontracting, and models enabling its effectiveness.</p> <p>K5: The theory of organisational culture (and values) and leadership styles, and the impact these can have on individuals and their behaviour.</p> <p>K6: Coaching theory, including maintaining good practice coaching protocols and a code of conduct within the coaching process (including "unconditional positive regard", non-judgmentalism and non-directiveness).</p> <p>K7: Methods of communication including verbal / non-verbal / building rapport / matching and mirroring. Listening skills, including levels of listening.</p>	<p>ensure sufficient time for record keeping and other role activities.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>resilience and maintaining mental capacity</p>	<p>This response requires a review of ethical and non-judgemental behaviours.</p> <p>AC3.1 - Analyse the reasons for and the characteristics of effective contracting in coaching or mentoring</p> <p>Ac 3.2 – Explain how to manage the coaching process within an organisation.</p> <p>This unit 500 will be assessed via an assignment and must include a review of the coach's responsibility to manage relationships through ethical and non-judgmental behaviour and to reference and analyse a code of practice for a coaching organisation e.g. EMCC.</p> <p>Assessment guidance also states that learners must</p> <p>1.2 <i>Evaluate organisational factors that may affect coaching or mentoring, such as structure, culture performance and stakeholder expectations. Consideration must be given to the impact of values, ethics and principles within organisations as well as the importance of internal</i></p>
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	<p>Theories of relationship management, including transactional analysis, power dynamics, and stakeholder management theories.</p> <p>K8: Theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence, and types of feedback.</p> <p>K10: The differences and similarities between coaching, mentoring, training, counselling and consulting</p> <p>K11: Relevant legislation (e.g. Data Protection Act, safeguarding) and coaching competencies and codes of ethics described by the main professional bodies</p> <p>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</p>	<p>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).</p> <p>S5: Stakeholder management, including a range of challenging and senior people, and focus on their agenda and outcomes throughout.</p> <p>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.</p> <p>S10: Uses several established tools and techniques to develop their</p>	<p><i>support. In the evaluation, include at least three factors that are affected by the organisational context.</i></p> <p><i>1.3 Provide a business rationale for the decision to use coaching or mentoring (eg in order to improve individual or organisational performance, personal effectiveness, motivation and confidence, etc.)</i></p> <p><i>Justify the benefits of adopting coaching or mentoring. At least two benefits to organisations and at least two benefits to individuals must be included.</i></p> <p>Unit 501 – Be able to plan and prepare a period of effective coaching within an organisation. To achieve this unit a range of documents must be presented to cover the whole coaching journey from planning and preparation to reflection and review.</p> <p>AC1.2 requires evidence of the identification of individual development needs and this could include some form of theoretical analysis e.g. learning styles, motivation, personality</p>
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	<p>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</p>	<p>own coherent model of coaching to help those receiving coaching work towards outcomes. Uses models and approaches from the context of those receiving coaching</p> <p>S12: Applies coaching theories, models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning.</p> <p>S13: Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed</p>		<p>types. This could meet K3 and K8.</p> <p>AC 3.2 -Justify the tools and techniques used during the coaching or mentoring. The depth of evidence needs to cover th following- <i>'Assessment tools to support learning and performance of client (eg Myers-Briggs, SWOT, 180° Feedback, 360° Feedback, Emotional Intelligence, Competency Measures, learning style questionnaires, etc.) Processes and models for effective coaching or mentoring (eg GROW, OSCAR, etc.) Justification should include why the tool or technique was used for the session.'</i></p> <p>K3 – More theory needs to be included in the assignment in Unit 500 to cover the required knowledge.</p> <p>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.</p>
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<p>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</p>	<p>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.</p> <p>K2: The theories of emotional and social intelligence, such as Goleman and Salovey & Mayer, and application of the theories to understanding self.</p> <p>K3: Diversity and inclusion and bias theory, including personality type theories,</p>	<p>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.</p> <p>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.</p>	<p>B2: Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing, resilience and maintaining mental capacity</p> <p>B4: Is spontaneous, open and flexible, demonstrating respect and engendering trust</p>	<p>Unit 500 is the underpinning knowledge for this qualification and must include the following in the assignment <i>'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.)</i></p>

	<p>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.</p> <p>K4: The importance of coaching contracting and recontracting, and models enabling its effectiveness.</p> <p>K5: The theory of organisational culture (and values) and leadership styles, and the impact these can have on individuals and their behaviour.</p> <p>K6: Coaching theory, including maintaining good practice coaching protocols and a code of conduct within the coaching process (including "unconditional positive regard", non-judgmentalism and non-directiveness).</p> <p>K7: Methods of communication including verbal / non-verbal / building rapport / matching and</p>	<p>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.</p> <p>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).</p> <p>S6: Rapport/trust building and maintenance, including recognition of the personal</p>	<p><i>Learning styles and preferences and how they can affect coaching or mentoring.</i></p> <p><i>Diagnostic and other tools/techniques to support learning and performance (eg Myers-Briggs, 180° Feedback, 360° Feedback, Emotional Intelligence, Competency Measures, etc.)</i></p> <p><i>Giving and receiving feedback.</i></p> <p><i>Source and potential impact of personal beliefs and values on the coaching or mentoring process.</i></p> <p><i>Importance of general self-awareness for coaches or mentors.</i></p> <p>Unit 501 This is assessed via a portfolio of evidence that follows the coaching journey. The assessment guidance includes the following-</p> <p>2.2 <i>Maintain comprehensive effective records of coaching or mentoring in the form of a coaching or mentoring diary to include goals, progress against goals, summary discussion, techniques and questions used, outcomes or actions and giving</i></p>
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	<p>mirroring. Listening skills, including levels of listening. Theories of relationship management, including transactional analysis, power dynamics, and stakeholder management theories.</p> <p>K8: Theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence, and types of feedback.</p> <p>K11: Relevant legislation (e.g. Data Protection Act, safeguarding) and coaching competencies and codes of ethics described by the main professional bodies.</p> <p>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</p>	<p>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.</p> <p>S7: Deliver feedback in a style that is useful, acceptable, non-judgmental and meaningful to those receiving coaching.</p> <p>S8: Identification of patterns of thinking and limiting/enabling beliefs and actions.</p> <p>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.</p> <p>S10: Uses several established tools and</p>	<p><i>feedback to enable reflection on own coaching or mentoring performance in order to support ongoing professional development and practice. A comprehensive coaching or mentoring record will support the achievement of this unit. Records should enable the learner to reflect on their coaching or mentoring performance after each session.</i></p> <p>Records must include feedback from both the coachee and the coaching supervisor.</p> <p>Unit 500- assessment is via an assignment that must include the following- <i>Evaluate organisational factors that may affect coaching or mentoring, such as structure, culture performance and stakeholder expectations. Consideration must be given to the impact of values, ethics and principles within organisations as well as the importance of internal support. In the evaluation, include at least three factors that are affected by the organisational context.</i></p>
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	<p>coaching. Methods of goal setting, such as SMART goals, alignment of personal and organisational goals, and aspirational/dream goals.</p>	<p>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.</p> <p>S12: Applies coaching theories, models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning.</p> <p>S13: Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed.</p> <p>S14: Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice.</p>		<p>K3 – More theory needs to be included in the assignment in Unit 500 to cover the required knowledge.</p> <p>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.</p> <p>K8 - The use of self-awareness techniques can be reviewed and evaluated in the reflection</p> <p>K12 – see comments on Duty 2</p> <p>Whilst S13 and 14 are implied within the records and reflection, this needs to be more explicit to meet the skills requirements.</p>
<p>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'</p>	<p>K1: Theories of learning and reflective practice such as Kolb, Gibbs, Schon, etc., and basic schools of psychology and neuroscience, including</p>	<p>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</p>	<p>B1: Committed to self-development, including self-reflection, gathering information on the effectiveness of their own practice, producing personal</p>	<p>Unit 500 is the underpinning knowledge for this qualification and must evidence the following <i>Knowledge, skills and behaviours may include attitudes, beliefs and values</i></p>

<p>perspectives to increase team functioning and accountability</p>	<p>linguistic interpretation and application.</p> <p>K2: The theories of emotional and social intelligence, such as Goleman and Salovey & Mayer, and application of the theories to understanding self.</p> <p>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.</p> <p>K5: The theory of organisational culture (and values) and leadership styles, and the impact these can have on individuals and their behaviour.</p> <p>K6: Coaching theory, including maintaining good practice coaching protocols and a code of conduct within the coaching process</p>	<p>benefits of coaching in relation to the context of those receiving coaching.</p> <p>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).</p> <p>S8: Identification of patterns of thinking and limiting/enabling beliefs and actions.</p> <p>S9: Questioning techniques to raise the self-awareness of those receiving coaching, including asking open</p>	<p>development plans and receiving coach supervision.</p> <p>B4: Is spontaneous, open and flexible, demonstrating respect and engendering trust</p>	<p><i>Links to theories about the relevant knowledge, skills and behaviours required to be an effective coach or mentor.</i></p> <p><i>Models of coaching competencies from the professional bodies or recognised texts and research (eg AC, ICF, EMCC, etc.)</i></p> <p><i>Learning styles and preferences and how they can affect coaching or mentoring.</i></p> <p><i>Diagnostic and other tools/techniques to support learning and performance (eg Myers-Briggs, 180° Feedback, 360° Feedback, Emotional Intelligence, Competency Measures, etc.)</i></p> <p>Unit 501 requires the trainee coach to provide evidence of putting the theory into practice and meets the requirements of this Duty.</p> <p>K1,2,3, 5 – covered above.</p> <p>K6, will be assessed via the assignment in unit 500 and coaching records in 501 and 503</p>
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	<p>(including "unconditional positive regard", non-judgmentalism and non-directiveness).</p> <p>K8: Theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence, and types of feedback.</p> <p>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.</p>	<p>questions, broaching challenging subject areas (e.g. emotional state, characteristics of wider systems) and questioning untrue, limiting assumptions.</p> <p>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.</p> <p>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.</p> <p>S13: Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed.</p> <p>S15: Demonstrates awareness of own values,</p>		<p>K8 - The use of self-awareness techniques can be reviewed and evaluated in the reflection</p> <p>K12 – See comments on Duty 2</p>
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		<p>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.</p>		
<p>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</p>	<p>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.</p> <p>K2: The theories of emotional and social intelligence, such as Goleman and Salovey & Mayer, and application of the theories to understanding self.</p> <p>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</p>	<p>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.</p> <p>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</p>	<p>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.</p> <p>B2: Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing, resilience and maintaining mental capacity.</p> <p>B3: Act as an ambassador for a coaching mindset and positive approach to personal development.</p> <p>B4: Is spontaneous, open and flexible, demonstrating respect and engendering trust</p>	<p>Unit 500 AC1.1 - Define what coaching and mentoring is within an organisational context, explaining the similarities and differences between coaching and mentoring.</p> <p>This requires expansion to cover Duty 5. When might it be more appropriate to refer to other professional services with examples?</p> <p>K3,5,10,12 – Gaps in knowledge are identified in earlier duties.</p>

	<p>Maslow's Hierarchy of needs, motivational theory, Herzberg.</p> <p>K4: The importance of coaching contracting and recontracting, and models enabling its effectiveness.</p> <p>K5: The theory of organisational culture (and values) and leadership styles, and the impact these can have on individuals and their behaviour.</p> <p>K6: Coaching theory, including maintaining good practice coaching protocols and a code of conduct within the coaching process (including "unconditional positive regard", non-judgmentalism and non-directiveness).</p> <p>K10: The differences and similarities between coaching, mentoring, training, counselling and consulting.</p> <p>K11: Relevant legislation (e.g. Data Protection Act, safeguarding) and coaching competencies and codes of</p>	<p>records) and management of boundaries (including their own competence and values, relevant codes of ethics, and relevant legislation, policies and procedures).</p> <p>S5: Stakeholder management, including a range of challenging and senior people, and focus on their agenda and outcomes throughout.</p> <p>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.</p>		
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	<p>ethics described by the main professional bodies.</p> <p>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.</p>			
<p>Duty 6 Provide support to those receiving coaching in the definition and delivery of valid goals, through clearly defined and committed to actions, within the context of the cultures and systems within which those receiving coaching operate, and facilitate challenge to those systems where appropriate</p>	<p>K4: The importance of coaching contracting and recontracting, and models enabling its effectiveness.</p> <p>K5: The theory of organisational culture (and values) and leadership styles, and the impact these can have on individuals and their behaviour.</p> <p>K6: Coaching theory, including maintaining good practice coaching protocols</p>	<p>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.</p> <p>S4: Contracting with all relevant stakeholders, including logistics, preferences of the coach</p>		<p>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 setting and reviewing goals, contracting and action planning, all set within the company context and culture. Unit 503 will concentrate on evaluation and must be based on recognised theory.</p>

	<p>and a code of conduct within the coaching process (including "unconditional positive regard", non-judgmentalism and non-directiveness).</p> <p>K9: Evaluation: theories of return on investment and delivery of value.</p> <p>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.</p>	<p>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).</p> <p>S5: Stakeholder management, including a range of challenging and senior people, and focus on their agenda and outcomes throughout.</p> <p>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.</p>		<p>The gaps in this unit have been identified previously and require the teaching of further coaching theory, models, tools and techniques. This would be best achieved by broadening the content of unit 500.</p>
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<p>Duty 7 Design coaching interventions that frame, challenge and meet the agreed objectives in the coaching contract and conform to the coaching sponsor's objectives and constraints, including budget considerations</p>	<p>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.</p> <p>K2: The theories of emotional and social intelligence, such as Goleman and Salovey & Mayer, and application of the theories to understanding self.</p> <p>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.</p> <p>K4: The importance of coaching contracting and recontracting, and models enabling its effectiveness.</p>	<p>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.</p> <p>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.</p> <p>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</p>	<p>B2: Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing, resilience and maintaining mental capacity.</p> <p>B3: Act as an ambassador for a coaching mindset and positive approach to personal development.</p>	<p>Unit 501 – All of these documents will need to be presented to achieve this unit.</p> <p><i>Evidence for this unit is likely to come from naturally occurring activities within an organisational setting and may include (but is not restricted to):</i></p> <p><i>Products from the learner's work.</i></p> <p><i>Direct observation of the learner's performance by their assessor.</i></p> <p><i>Outcomes from oral or written questioning.</i></p> <p><i>Personal statements and/or reflective accounts.</i></p> <p><i>Professional discussion record.</i></p> <p><i>Authentic statements/witness testimony.</i></p> <p><i>Organisational context including own goals</i></p> <p><i>Contracting process, including stakeholders and the use of authentic evidence</i></p> <p><i>Agreeing learning goals for a maximum of 3 clients and 18 hours of coaching or mentoring</i></p> <p><i>Using a range of diagnostic tools in coaching or mentoring sessions</i></p>
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	<p>K5: The theory of organisational culture (and values) and leadership styles, and the impact these can have on individuals and their behaviour.</p> <p>K6: Coaching theory, including maintaining good practice coaching protocols and a code of conduct within the coaching process (including "unconditional positive regard", non-judgmentalism and non-directiveness).</p> <p>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.</p> <p>K8: Theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence, and types of feedback.</p>	<p>of boundaries (including their own competence and values, relevant codes of ethics, and relevant legislation, policies and procedures).</p> <p>S5: Stakeholder management, including a range of challenging and senior people, and focus on their agenda and outcomes throughout.</p> <p>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.</p> <p>S8: Identification of patterns of thinking and limiting/enabling beliefs and actions.</p> <p>S9: Questioning techniques to raise the self-awareness of those receiving coaching,</p>		<p><i>Using a range of coaching or mentoring tools and an analysis of their value.</i></p> <p><i>Using types of questioning and listening skills, non-verbal behaviours Ethical framework and considerations for being non-judgemental</i></p> <p><i>Record keeping for all activity and maintenance of confidentiality</i></p> <p><i>Feedback evidence from coaching or mentoring clients and evaluation of findings</i></p> <p><i>Supervision evidence and records of sessions.</i></p> <p><i>Ongoing reflection and review of coaching or mentoring activity summarising the current status</i></p> <p><i>New learning and areas for improvement</i></p> <p><i>Planning with measurable outcomes</i></p> <p>K3,5,8,12, – The additional requirements to meet these elements are detailed previously</p> <p>S13, 14 – Also detailed previously</p>
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	<p>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.</p>	<p>including asking open questions, broaching challenging subject areas (e.g. emotional state, characteristics of wider systems) and questioning untrue, limiting assumptions.</p> <p>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.</p> <p>S12: Applies coaching theories, models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning.</p> <p>S13: Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed.</p> <p>S14: Manages and celebrates diversity in their coaching practice, including</p>		
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		demonstrating how diversity and inclusion informs their professional practice.		
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 ensuring confidentiality)	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 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.	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. 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 .	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 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. 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

				<p><i>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.</i></p> <p>B3 – Evaluation can be broadened to include how the trainee coach plans to act as an ‘ambassador for a coaching mindset’.</p>
<p>Duty 9 Maintain records of coaching practice including the logging of coaching hours, supervision, recording CPD and maintaining logs of practice</p>	<p>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.</p>	<p>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.</p>	<p>B2: Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing, resilience and maintaining mental capacity.</p> <p>B3: Act as an ambassador for a coaching mindset and positive approach to personal development.</p>	<p>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’.</p> <p>B3 – Evaluation can be broadened to include how the trainee coach plans to act as an ‘ambassador for a coaching mindset’.</p>

