

RNLA Professional Coaching Practice

Completion Pack October 2023
Version 1

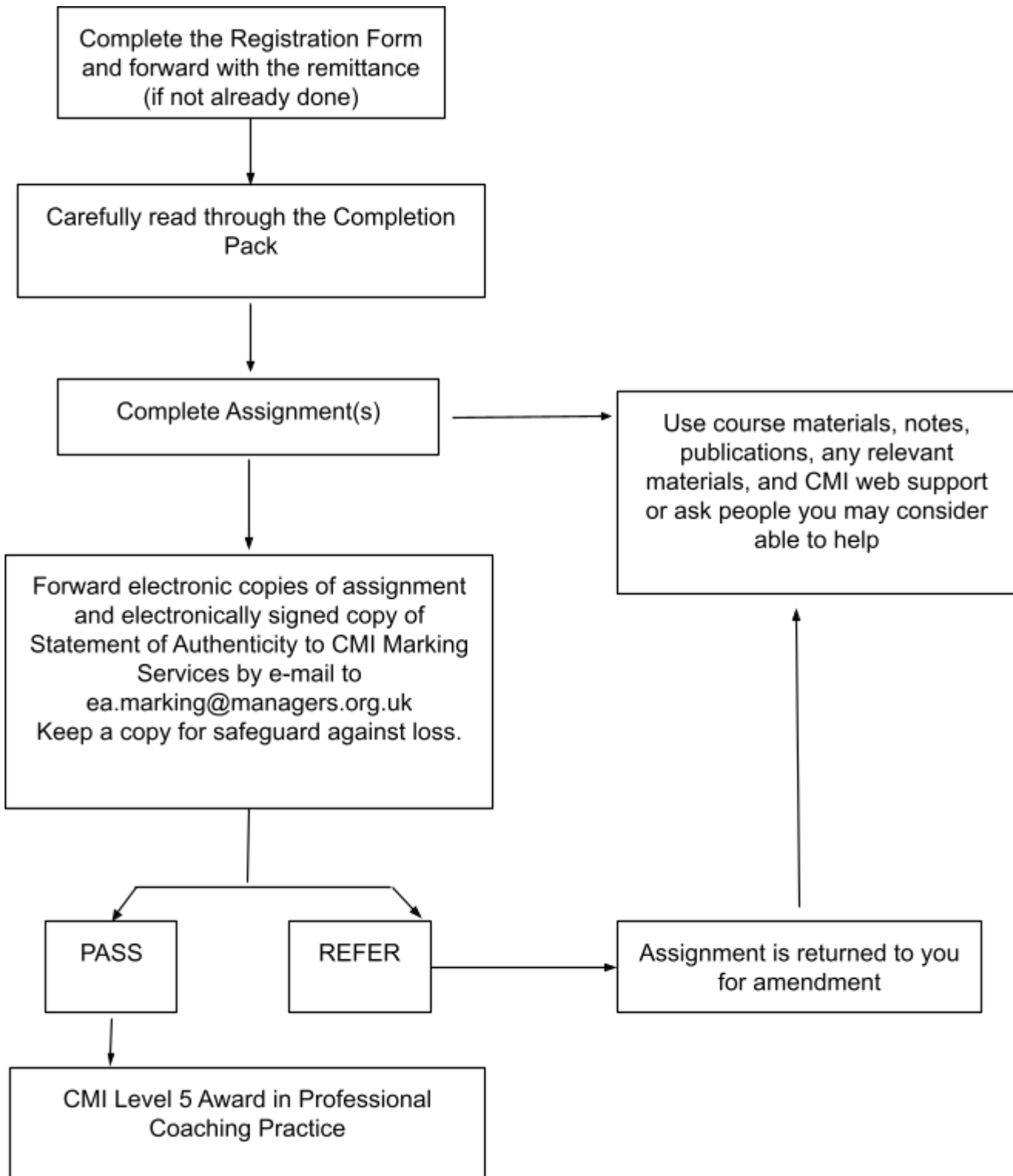
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COMPLETION PROCESS OVERVIEW - Qualification



INTRODUCTION

The Chartered Management Institute (CMI) has undertaken detailed mapping of your course with a view to recognising them against regulated professional qualifications. CMI has fully recognised that your course meets some of the requirements for the CMI Level 5 Award in Professional Coaching Practice.

- The CMI Level 5 Award in Professional Coaching Practice. Comprises of the following unit 532 that total 60 TQT/minimum of 6 credits.

To acquire the CMI Level 5 Award in Professional Coaching Practice, you must complete and submit the following assignment 532, comprising a number of tasks, and contained in this completion pack.

The qualifications are immediately transferable to, and acknowledged by, the civilian business world as a benchmark qualification expected for a management position. The qualifications are commended to all students as an extremely valuable addition to your in-service qualifications.

Note that you have 12 months to submit your external assignments for marking. It is very important that you contact CMI by telephone: +44 (0) 1536 207496 before this time if you are encountering difficulties (see below).

If there is no contact, CMI will default for you to receive the Recognised Status. There are no refunds for lapsed candidates.

SUPPORT FOR GAINING CMI QUALIFICATIONS

This CMI qualification Completion Pack provides you with the support information you need for the External Assignment.

For the duration of your qualification programme you receive complimentary 'Affiliate Membership' of CMI, enabling you to access a wide range of support material on the CMI website and ManagementDirect. If you are already a member you cannot claim a refund of membership fees.

NOTE: If you have not previously registered on the CMI Website you now need to do so using the information contained in your CMI Welcome Letter.

We ask where possible for you to access on personal devices and networks to prevent any issues with MOD security and firewalls.

How do I get started and access my learning resources?

1. Click [here](#) to set your password
2. Follow the on-screen instructions
3. Click [here](#) to access ManagementDirect
4. Username is the email as registered with CMI

Once logged in to ManagementDirect, use the following steps to access support for Unit 532:

Unit 532

- Opening Screen - Click on Qualification Support* for CMI Level 5 Award in Professional Coaching Practice.
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 532
- Select 'Mapped Resources to Learning Outcomes (LOs)' or Key Resources

Between the LOs there are links to 'View Resources'. By 'clicking' these open you will find comprehensive support for the appropriate LO. Resources include documents, checklists, video clips and recommended reading. Note that there may be some duplication of resource references as the LOs are interrelated.

*If you do not have a link to Qualification Support please contact the team (see below)

Unsure about anything?

Please contact CMI on: +44 (0) 1536 207496 during office hours (0900-1700 hours Monday to Friday), or mod.qualifications@managers.org.uk

UNIT COMPLETION REQUIREMENTS

You are required to complete 532 unit assignment to obtain the CMI Level 5 Award in Professional Coaching Practice.

Guidance on completing the assignment and submitting your work to CMI are on the following pages. You are also encouraged to submit a reflective statement of no more than 300 words (in addition to the assignment word count) describing the value and knowledge gained from undertaking the assignment. This statement will not be assessed; however it encourages you to review the value and application of your learning.

CMI Level 5 Award in Professional Coaching Practice.	Credits	Actions
Unit 532 - The Role of the Professional Coach	6	<ul style="list-style-type: none">● Register for the Qualification● Complete assignment(s)● Submit electronic copies of assignment(s) including signed copy of Statement of Authenticity● Keep a copy for safeguard against loss

QUALIFICATION REGISTRATION

If you have not already done so, you need to register for the qualification. The registration form must be accompanied with a copy of the relevant section of your end of course certificate (i.e. JPA print out), and the requisite remittance (cheque or credit/debit card details). Send this to the CMI at the address shown on the form.

SUBMISSION OF ASSIGNMENTS

Submitting your work for:

CMI Level 5 Award in Professional Coaching Practice

Submission directly to CMI Marking Services

Once you have completed all assignments, you must forward them, along with a signed copy of the Statement of Authenticity (as a single file with your completed Statement of Authenticity as the first page) by e-mail to ea.marking@managers.org.uk

The main body of the email should include the following: full name, P number, unit and submission number i.e Assignment Blogs_P123456_Unit_number_submission number.

You are strongly advised to keep a copy of your assignment to safeguard against loss; your assignment will not be returned to you but will be destroyed by safe and confidential means.

Please note that CMI does offer a paper based assessment service for learners who are unable to provide an electronic copy. Post the assignment along with your signed Statement of Authenticity to:

External Assignments/MOD,
Awarding Body,
Management House,
Cottingham Road,
Corby,
Northamptonshire NN17 1TT.

PASS: If a pass is achieved, the Institute will issue you with your qualification certification and your units / credit certificate along with an offer of graded membership of the Chartered Management Institute. This level of membership may be lower than that offered by the MOD guaranteed membership scheme – you can opt for either.

REFERRAL: If your assignment does not meet the pass standard, it will be returned to you with guidance notes for completion. You must meet the additional requirements before re-submitting the assignment. You will be allowed two further re-submissions.

Following two Referrals for your assignment, a Resubmission Fee of £15 (+ VAT) will be payable to CMI before work is reassessed. For more information please contact ea.marking@managers.org.uk or call 01536 207496 option 1.

ASSESSMENT GUIDANCE FOR LEARNERS

CMI provides a comprehensive external quality assessment service. Currently all units within the Management and Leadership qualifications from Level 2 to 7 have an assignment brief available.

CMI provides a six week service level on all assignments received.

Learners are required to complete all tasks and Assessment Criteria.

ASSESSMENT GUIDANCE

Submission directly to CMI EA Marking

All work must be submitted in a single electronic document (.doc file). The document must be marked with your full name, P number and unit number. Electronic assignments should be sent to ea.marking@managers.org.uk

Please note CMI do offer a paper based assignment service for learners that are unable to provide an electronic copy only. Please post the assignment to External Assignments, Awarding Body, Management House, Cottingham Road, Corby, Northamptonshire, NN17 1TT.

The assignment should be your own work and not direct copies of theories or models. Any models described and other quotes used must be properly attributed and referenced as appropriate. Learners must acknowledge or reference any sources that have been used to complete the assignment, listing reference material and web sites used, appendices must not be included.

Learners are encouraged to produce a reflective statement of no more than 300 words (which does not count towards the final word count), describing the value and knowledge gained from undertaking this assignment. The reflective statement is not assessed; however it encourages you to review the value and application of your learning.

PLAGIARISM & COLLUSION

In submitting the assignment the learner must complete a statement of authenticity (included in the Completion Pack) confirming that the work submitted for all tasks is their own and does not contravene CMI policies including word count and plagiarism.

Academic offences, including plagiarism and collusion, are treated very seriously. Plagiarism involves presenting work, excerpts, ideas or passages of another author without appropriate referencing and attribution. Collusion occurs when two or more learners submit work which is so alike in ideas, content, wording and/or structure that the similarity goes beyond what might have been mere coincidence. Plagiarism and collusion are very serious offences and any learner found to be copying another learner's work or quoting work from another source without

recognising and disclosing that source will be penalised.

In submitting their assignment for the unit, and completing the relevant statement of authenticity, learners are confirming that the work submitted for all tasks is their own and does not contravene the CMI policies including word count, plagiarism and collusion. CMI reserves the right to return assignments if the necessary statements of authenticity have not been completed.

Learners found to be in breach of these regulations will be reported to the relevant CMI contact for deliberation. The learner will be notified in writing of the outcome of the investigation. In the event that a learner is found to have perpetrated malpractice, the learner will be withdrawn from his/her qualification immediately; fees will not be refunded, the relevant Regulatory Body will be informed and membership of the CMI will be withdrawn.

APPENDICES

Appendices should not be included. All use of tables, graphs, diagrams, Gantt charts and flowcharts should be incorporated into the main text of the assignment. Any published secondary information such as annual reports and company literature, should be referenced in the main text of the assignment but not included.

CONFIDENTIALITY

Where learners are using organisational information that deals with sensitive material or issues, they must seek the advice and permission from that organisation about its inclusion in an assignment. Where confidentiality is an issue, studying members are advised to anonymise their assignment so that it cannot be attributed to that particular organisation.

WORD COUNT POLICY

In total, it is required that your assignment should be 4000 words. Learners must comply with the required word count, within a margin of $\pm 10\%$. These rules exclude the index (if used), headings, information contained within references and bibliographies. When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

Where a learner's work has contravened the word count policy, it will be reviewed by the Marker and Lead Moderator before a final decision is made.

REFERENCING & PROFESSIONALISM

A professional approach to work is expected from all learners. Learners must therefore identify and acknowledge ALL sources/methodologies/applications used. The learner must use an appropriate referencing system to achieve this. Whilst marks are not awarded for the use of English, the learner must express ideas clearly, succinctly, and ensure that appropriate terminology is used to convey accuracy in meaning.

INSTRUCTIONS & INFORMATION FOR LEARNERS

The external assignment is set and assessed by the Chartered Management Institute. It is designed to assess your achievement of all the Learning Outcomes and associated assessment criteria in the relevant unit of the qualification you are undertaking.

You should make sure that you plan your work carefully, to ensure that you cover all the requirements of the assignment, and complete it within the time limit specified.

Your statements, in answer to the tasks, need to be prefixed with the specific task number and unit title. This will help you keep on track and should ensure you address the details. Work submitted without a task prefix will be returned unmarked. Your statements should not be just a description of workplace activities but should include what you have learned from your programme of study. In other words you need to show how you can relate what

you have learned to day-to-day management activities.

You must submit your work as a single electronic word document (.doc file). You should mark the assignment with your name, P number, and the unit number - and a brief description of the context in which the assignment was undertaken. You may include a title page if you wish. You must show a total word count on the front page of your assignment. You are strongly advised to keep a copy of your completed assignment before you submit it for assessment – the copy you submit will not be returned to you. Your assignment may be kept by the CMI for quality assurance purposes. Any assignment not kept for quality assurance will be securely destroyed.

CMI will assess your assignment, and the result will be sent to you, normally within 6 weeks of receipt by the Institute.

If your assignment is assessed as referred, notification will be sent to you with an indication of the areas to be addressed. You may resubmit an assignment on a further two occasions during your period of registration as a CMI learner.

If there is anything in these instructions or in the assignment itself which you do not understand, please seek guidance from CMI by phone on 01536 207496.

Click [here](#) to download the Assignment Brief.

Click [here](#) to download the Evidence Booklet.

Overview of assessment tasks

Each task in this assessment brief has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 532: The Role of the Professional Coach**. Each of the assessment criteria must gain a pass outcome for you to successfully achieve the unit.

Preparation for the assessment

- Please read the **CMI 532** unit specification thoroughly as only the content related to the achievement of the assessment criteria will be assessed.
- Research the topics being assessed. Suggested reading/web resources are provided on the **CMI 532** unit specification. Your tutor may signpost you to relevant resources. Additionally, you may access excellent online resources at ManagementDirect <https://members.md.cmi.org.uk>
- Please read the definitions of the command verbs used in the assessment criteria (e.g. evaluate, discuss, analyse) at <https://www.managers.org.uk/wp-content/uploads/2020/03/Command-Verb-Definitions.pdf>

Completing the assessment brief

- The assessment brief contains a series of tasks which are clearly referenced to the relevant assessment criteria and indicative content.
- Refer to the Assessment Guidance Table at the end of the assessment brief which outlines the requirements for a Pass or Refer.
- Evidence for assessment must be presented in the evidence booklet.
- Work based evidence which is a requirement of the assessment, such as plans or documentation (which has been referred to within the main text) should be included at the end of the booklet marked 'Work Based Evidence'.
- Appendices are not a requirement of this assessment brief. If appendices are included these will not be marked or moderated by CMI.
- The work based evidence checklist in the evidence booklet must be completed to state the evidence submitted for assessment. Work based evidence (where required by the task) must not exceed SIX (6) pages. All evidence should be combined within the evidence booklet.
- A range of assessment templates have been created to support this unit. These are located in the evidence booklet.
- The evidence booklet must be completed in a professional manner (for example applying business conventions for writing formal reports) and by using Microsoft Word, Rich Text Format or another compatible software programme.
- The evidence booklet must be saved as a word document (.doc or .docx) and not in a PDF format.
- An appropriate referencing system (such as Harvard Referencing) must be used to ensure the original source(s) of quotations or models can be verified.
- Finally, you must complete and sign the Learner Authenticity statement (an electronic signature is accepted).

Learner support

For information regarding policies and procedures for assessment (for example special assessment arrangements, learner support, appeals, complaints, certification, confidentiality, plagiarism) you should contact your tutor or Centre manager and refer to the CMI Level 5 in Professional Coaching Practice syllabus.

INTRODUCING ASSESSMENT BRIEF CMI 532

The ability to deliver high quality coaching is central to the role of the Professional Coach regardless of whether they coach within their own organisation or as an external contractor.

Assessment brief CMI 532 has been designed for the Professional Coach to focus on the knowledge, skills, and behaviours required to coach individuals in a manner that engages the coachee, builds trust and supports them to progress towards their goals. It enables the Professional Coach to explore strategies for managing stakeholder relationships, communicating with impact, problem solving and decision making. It concludes by considering how the Professional Coach can be supported to improve the effectiveness of their practice.

ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 532** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

Assessment Task		Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1	A written account entitled: <i>'The knowledge, skills and behaviours for delivering professional coaching'</i>	LO1 Understand the knowledge, skills and behaviours for delivering professional coaching	1.1 Analyse the knowledge, skills, and behaviours for delivering effective professional coaching	Approx. 1250 words
			1.2 Evaluate communication techniques for developing relationships in professional coaching	
2	A report or proposal document entitled: <i>'Managing the Coaching Relationship'</i>	LO2 Understand how to manage the coaching relationship	2.1 Assess approaches for developing and maintaining relationships with coachee's	Approx. 1250 words
			2.2 Evaluate approaches for managing stakeholder relationships	
			2.3 Recommend strategies to respond to challenges that impact on coaching relationships	
3	A written account or briefing paper entitled: <i>'Support for Professional Coaches in their coaching role'</i>	LO3 Understand how Professional Coaches can be supported in their coaching role	3.1 Justify the reasons for maintaining a record of continual professional development (CPD)	Approx. 1500 words
			3.2 Analyse the role of reflective practice in professional coaching	
			3.3 Evaluate the role and purpose of coach supervision for Professional Coaches	

Guideline word count

The written word, whether generated and/or recorded, is expected to form the majority of assessable work produced by Learners at Level 5. The amount and volume of written work for this unit should be broadly comparable to a word count of **4000** words within a margin of +/-10%. The unit also includes additional work in

the form of work based evidence. Excessive use of word count is not grounds for referral, however, the CMI reserves the right to return work to the Centre for editing and resubmission by the Learner.

The following are excluded from the written word count: Index or contents pages, headings and subheadings, diagrams, charts and graphs, bibliography.

If you require further guidance on assessment, please ask your centre to refer to [CMI's Quality Assurance Handbook](#).

KNOWLEDGE SKILLS AND BEHAVIORS FOR DELIVERING PROFESSIONAL COACHING

A Professional Coach must be equipped with the knowledge, skills, and behaviours to coach in a manner that engages the coachee, builds trust and supports them to progress towards their goals.

The aim of Task 1 is for the Professional Coach to evidence their understanding of the knowledge, skills and behaviours for delivering professional coaching.

TASK 1

You are required to write a written account entitled:

'The knowledge, skills and behaviours for delivering professional coaching'

The written account must be presented in TWO (2) sections. It must include well chosen examples and reference to theory/published authors.

1a. The knowledge, skills, and behaviours for delivering effective professional coaching (AC1.1)

You are required to analyse the knowledge, skills, and behaviours for delivering effective professional coaching. The analysis should include reference to a minimum of TWO (2) knowledge areas, TWO (2) skills and TWO (2) behaviours for delivering professional coaching.

Reference must also be made to the professional body competency framework (e.g. APECS: Association for Professional Executive Coaching and Supervision. AOCS: Association for Coaching. EMCC (UK): European Mentoring and Coaching Council. AC: Association for Coaching. ICF (UK): International Coach Federation).

1b. The communication techniques for developing relationships in professional coaching (AC1.2)

You are required to evaluate a minimum of THREE (3) communication techniques for developing relationships in professional coaching.

Guidance for completion of Task 1

- *In preparation to complete the task, please reflect on the knowledge, skills and behaviours for delivering professional coaching. What do you believe are essential for delivering effective coaching?*
- *The written account should include well chosen examples to demonstrate the application of knowledge.*
- *The written account must be underpinned by relevant theoretical concepts/reference to published authors.*
- *Subheadings should be used when presenting the written work.*

Please refer to the indicative content for the assessment criteria (AC) outlined in the unit specification.

MANAGING THE COACHING RELATIONSHIP

Professional Coaches must be able to manage the coaching relationship. This includes being equipped to respond to challenges. The aim of Task 2 is to focus on how relationships with coachees and stakeholders can be managed, developed and maintained.

TASK 2

You are required to write a report **or** proposal document entitled:

'Managing the Coaching Relationship'

The report **or** proposal document must be presented in THREE (3) sections. It should include well chosen examples and reference to theory/published authors.

2a. Approaches for developing and maintaining relationships with coachees (AC2.1)

You are required to assess a minimum of THREE (3) approaches for developing and maintaining relationships with coachees

2b. Approaches for managing stakeholder relationships (AC2.2)

You are required to evaluate a minimum of THREE (3) approaches for managing stakeholder relationships

2c. Strategies to respond to challenges that impact on coaching relationships (AC2.3)

You are required to recommend strategies responding to each of the following THREE (3) challenges and the impact these have on the coaching relationships:

- Challenges in coach and coachee relationship
- Challenges in the stakeholder relationship
- Challenges in the organisational and/or operational relationships.

Guidance for completion of Task 2

- *In preparation to complete the task, please reflect on how the coaching relationship can be managed, developed and maintained. Consider the types of challenges that have occurred in the professional coaching you have delivered, and the approaches taken to respond to these.*
- *The report or proposal document must focus on managing the coaching relationship.*
- *The report or proposal document should include well chosen examples to demonstrate the application of knowledge.*
- *The report or proposal document must be underpinned with relevant theoretical concepts/reference to published authors.*
- *Subheadings should be used when presenting the written work.*

Please refer to the indicative content for the assessment criteria (AC) outlined in the unit specification.

HOW THE PROFESSIONAL COACHING CAN BE SUPPORTED IN THEIR COACHING ROLE

Professional Coaches must pay attention to their own professional development and access support to develop in their role. The aim of Task 3 is for the Professional Coach to focus on the role and purpose of continual professional development, reflective practice and coach supervision.

TASK 3

You are required to write a written account **or** briefing paper entitled:

‘Support for Professional Coaches in their coaching role’.

The written account **or** briefing paper must be presented in THREE (3) sections. It should include well chosen examples.

3a. The reasons for maintaining a record of continual professional development (CPD) (AC3.1)

You are required to justify the reasons for maintaining a record of continual professional development (CPD)

3b. The role of reflective practice in professional coaching (AC3.2)

You are required to analyse the role of reflective practice in professional coaching

3c. The role and purpose of coach supervision for Professional Coaches (AC3.3)

You are required to evaluate the role and purpose of coach supervision for professional coaches. The report must refer to a minimum of TWO (2) types of supervision.

Guidance for completion of Task 3

- *In preparation to complete the task, please reflect on the types of support that a professional coach can be given to develop in their role.*
- *The written account or briefing paper should include well chosen examples to demonstrate the application of knowledge.*
- *Reference to relevant theoretical concepts/reference to published authors should be made.*
- *Subheadings should be used when presenting the written work.*

Please refer to the indicative content for the assessment criteria (AC) outlined in the unit specification.

ASSESSMENT GUIDANCE

Refer	Pass
<ul style="list-style-type: none"> • Not all assessment criteria have been met • No for examples were used or the for examples given do not match the requirements of the assessment criteria • Evidence is - <ul style="list-style-type: none"> • Unclear 	<ul style="list-style-type: none"> • All assessment criteria have been met • for examples given are well chosen and match the requirements of the assessment criteria • Evidence is - <ul style="list-style-type: none"> • Well written and presented

<ul style="list-style-type: none"> ● Technically incorrect or inaccurate ● Biased ● Includes unprofessional language ● Poorly structured and presented ● Lacks sufficient detail to show understanding of the topic ● The application of different theories or approaches is incorrect, unclear or inappropriate ● Evidence is not directly attributable to the learner ● Evidence of plagiarism, collusion, cheating ● External sources of information are not acknowledged ● Work based evidence or artefacts (for example documents or presentation slides) do not meet the requirements of the assessment criteria and are not current (within 5 years) 	<ul style="list-style-type: none"> ● Contains a breadth of for examples ● Accurate ● Current (for example use of up to date legislation) ● Authentic ● Inclusive ● Coherent ● Credible ● Technically correct ● Evidence shows understanding of different theories or approaches, is clear and appropriate ● Evidence used from external sources has been correctly cited and referenced ● Evidence is directly attributable to the learner ● Work based evidence or artefacts (for example documents or presentation slides) match the requirements of the assessment criteria and are current (within 5 years)
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STATEMENT OF AUTHENTICITY

THIS STATEMENT MUST BE COMPLETED AND ELECTRONICALLY ATTACHED TO THE COMPLETED ASSIGNMENT BEING SUBMITTED TO THE CMI

Click [here](#) to download the Statement of Authenticity form.

Qualification	
Unit Number and Title	
Centre Name	
Learner Name	
Learner CMI Number	
Date Submitted	

I confirm that the work submitted is my own and that I am the sole author of this completed assignment and the following has been checked prior to submission

Requirement Prior to Submission	Learner Sign to Confirm
The assessment criteria have been used as headings or I have indicated/sign-posted within my work where I feel each assessment criteria has been demonstrated	
Word count is shown on the front sheet and is within the CMI guidelines and I understand that if this is exceeded, it may be returned, unmarked, for editing	
All answers relating to the Assessment Criteria are contained within the body of the text and appendices have not been used	
The work has been checked for spelling and grammar	
All work that is <u>not</u> my own has been referenced using a formal system of referencing	
Learner name and CMI membership number is identified on each page within the assignment (header or footer) and that each page is numbered	

Ofqual unit number	M/650/2460
RQF level	5
Guided learning hours	28
Total unit time	90
Credits	6
Aims of unit	<p>The ability to deliver high quality coaching is central to the role of the Professional Coach, regardless of whether they coach within their own organisation or as an external contractor. This unit focuses on the knowledge, skills, and behaviours required to coach in a manner that is engaging, builds trust, and supports the coachee to progress towards their goals.</p> <p>The unit is designed to enable the Professional Coach to explore strategies for managing stakeholder relationships, communicating with impact, problem solving and decision making. It concludes by considering how the Professional Coach can be supported to optimise the effectiveness of their practice.</p>
Keywords	Coaching, knowledge, skills, behaviours, communication, relationships, stakeholders, barriers, challenges, CPD, excellence.
Terminology	The term 'coachee' is used within the qualification to refer to a person receiving coaching. Coaching Providers and Professional Bodies may use different terminology such as 'client'. The phrase 'coaching assignment' is used to refer to a series of coaching sessions delivered to a coachee/coachee's.

Learning Outcome 1	
Understand the knowledge, skills and behaviours for delivering professional coaching	
Assessment Criteria	
1.1	Analyse the knowledge, skills, and behaviours for delivering effective professional coaching
Indicative content	
<p>1.1 Knowledge*: Understanding of coaching approaches, models, tools, and techniques. Organisational and legal frameworks (e.g. Safeguarding, Data Protection, Confidentiality). Codes of ethics (e.g. EMCC UK, ICF UK, AC). Contracting. Stakeholder management.</p> <p>Skills*: Ability to articulate the coaching process and its benefits. Communicate the roles and responsibilities of the coach, coachee, sponsor/stakeholders etc. Explore challenging subject areas (e.g. emotional state, characteristics of wider system (e.g. own organisation, community, environment)). Manage interrelationships between coachee's and stakeholders. Manage responsibilities of coaching within your own work role as appropriate. Organisational ability (e.g. time management, scheduling, record keeping).</p>	

Behaviours*: Act as an ambassador for a coaching mindset. Positive approach to personal development. Self-aware (e.g. own behaviours, values, beliefs, and attitudes). Mindful of own well-being (e.g. mental capacity). Embeds principles of diversity and inclusion in coaching practice. Spontaneous, open, flexible, resilient, respectful, engenders trust. Self-leadership (e.g. management of self, managing and setting priorities).

* To include reference to professional body competency framework (e.g. EMCC UK, ICF UK, AC). Influence and/or impact of values and beliefs on knowledge, skills and behaviours.

Assessment Criteria

1.2	Evaluate communication techniques for developing relationships in professional coaching
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Indicative content

Communication techniques: Verbal/non-verbal communication. Questioning (e.g. question types such as open, closed, reflective, exploratory). The style of questioning (e.g. cathartic, catalytic (Heron, 1989)). Use of effective feedback (e.g. challenging to explore limiting assumptions/negative beliefs. Supportive feedback). Ability to deliver feedback in a style that is acceptable, non-judgemental, and meaningful to coachee's (Blakey and Day, 2012). Listening skills and levels of listening (Covey, 2020). Transactional Analysis (Pratt, 2021). Matching and mirroring. Use of silence (Turner, 2020). Core competencies for communicating effectively in coaching (e.g. EMCC UK, ICF UK, AC).

Learning Outcome

Understand how to manage the coaching relationship

Assessment Criteria

2.1	Assess approaches for developing and maintaining relationships with coachee's
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Indicative content

2.1 Approaches for developing and maintaining relationships: Emotional intelligence (Goleman, 2020). Use of empathy, trust, rapport, unconditional positive regard (Rogers C, 1965)). Honesty. Recognition of difference and similarities between own personal values and those of the coachee. Ability to identify and respond to enabling or limiting beliefs, negative or positive patterns of thinking and behaviours (e.g. energy shifts). Adapts coaching style (e.g. use of language and behaviour to meet the need of coachee). Reacts effectively to successes, challenges or issues that arise in the coaching relationship. Validates coachee's understanding of themselves and their circumstances.

Assessment Criteria

2.2	Evaluate approaches for managing stakeholder relationships
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Indicative content

Stakeholder relationships: Identify key stakeholders/sponsor (e.g. seniority of stakeholder/power dynamic). Stakeholder management. Identification of stakeholder requirements (agenda/expectations/outcomes). Stakeholder mapping model (Johnson et al, 2005 adapted from Mendelow,1982).

Assessment Criteria

2.3	Recommend strategies to respond to challenges that impact on coaching relationships
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Indicative content

Challenges:

- Coach and coachee relationship: Readiness and willingness for coaching/coachability, (Clutterbuck, 2020). Lack of understanding and/or commitment to the process (coach and coachee). Failure to engage (e.g. non-attendance, lateness). Coachee emotions (e.g. crying, anger, passivism). Personal differences (e.g. culture, values, beliefs). Boundary issues (e.g. over familiarity, dependency). Transference and countertransference. Resistance to change. Ethical issues (e.g. disclosure regarding own or colleagues' behaviour). Appropriateness of coaching (e.g. suitability of method versus training, mentoring, counselling).
- Stakeholder relationship: Stakeholder management. Manager's influence, understanding and expectations of coaching (e.g. delivery and outcomes). Devolving/abdicating responsibility for managing coachee. Mismatch between coachee needs and stakeholder requirements.
- Organisational/Operational: Organisational top-level support. Culture and governance. Resourcing (e.g. funding, time, place for coaching). Theory of organisational culture and values. Leadership styles and the impact on individuals and their behaviour.

Strategies: Practical application of knowledge, skills and behaviours. Communication techniques. Contracting.

Learning Outcome 3

Understand how Professional Coaches can be supported in their coaching role

Assessment Criteria

3.1	Justify the reasons for maintaining a record of continual professional development (CPD)
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Indicative content

Reasons for continual professional development (CPD): Optimising coaching capability and practice. Maximise outcomes for coachee's and sponsors. Maintain up to date coaching practice (e.g. ability to use tools, techniques, technology). Developing evidence to gain accreditation with membership organisations (e.g. EMCC UK, ICF UK, AC).

Continual professional development (CPD): Training, webinars, attendance of CPD events, co-coaching groups/forums, book reviews, observation, coach supervision. Seminars delivered by coaching organisations.

Assessment Criteria

3.2	Analyse the role of reflective practice in professional coaching
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Indicative content

Reflective practice: Reflection on coaching capability (e.g. feedback from coachee's, coaching supervisor, peers, stakeholders). Reflection on coaching approach, challenges, successes, and opportunities for improvement. Theories of learning and reflective practice (e.g. Borton 1970. Kolb 1984. Gibbs 1988. Schon, 1983). Neuroscience 'NLP' psychology and neuroscience, including linguistic interpretation and application (Riddell, 2021). 3.3 Role and purpose of coach supervision: Qualitative, Developmental, Resourcing (Hawkins et al, 2019). Provides a safe reflective space for learning, development of knowledge, behaviours and skills. Personal growth.

Types of supervision: Group supervision. One-to-One supervision. Peer supervision. Self-supervision. Observation and feedback on practice. Use of Action Learning Sets.

Assessment Criteria

3.3	Evaluate the role and purpose of coach supervision for Professional Coaches
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Indicative content

Role and purpose of coach supervision: Qualitative, Developmental, Resourcing (Hawkins et al, 2019). Provides a

safe reflective space for learning, development of knowledge, behaviours and skills. Personal growth.

Types of supervision: Group supervision. One-to-One supervision. Peer supervision. Self-supervision. Observation and feedback on practice. Use of Action Learning Sets.