LEVEL 5 COACHING FOR PROFESSIONALS

Syllabus | September 2024 | Version 3

CONTENTS

QUALIFICATION OBJECTIVE

These qualifications are designed to support individuals in the development of professional coaching skills, helping them understand and be able to apply core skills required for effective coaching practice.

These qualifications are designed for individuals wishing to develop their professional coaching abilities, and who will have the knowledge, skills and behaviours to coach.

They will have the professionalism to deliver impact, behave ethically and demonstrate a commitment to continual learning and development.

Extensive research has been undertaken to ensure that these qualifications reflect tasks and activities of managers in the aforementioned roles in the workplace. Sources of information include, but are not limited to:

● Comparability to existing Coaching programmes
● CMI Professional Standards
● Stakeholder consultation
● Mapped to the Professional Apprenticeship Standard ST0809 AP01 Professional Coaching

QUALIFICATION TITLE

The title given below is the title as it will appear on the qualification when awarded to the Learner. The qualification reference number is the number allocated to the qualification by the Regulator at the time of submission, which confirms that this is a regulated qualification on the RQF and on the Register. The CMI code is the code which should be used when registering Learners with CMI.

CMI Code	Qualification Title	Qualification Reference Number
5D42	CMI Level 5 Diploma in Coaching for Professionals	610/1277/4

KEY DATES

This qualification is regulated from 1st September 2022 and the operational start date in CMI Centres is 1st September 2024.

CMI qualifications are reviewed from time to time, for information on the next review date please see the CMI External Qualification List.

PROGRESSION OPPORTUNITIES

Upon successful completion of their qualification, learners are able to progress into employment and/or onto Higher Education (HE).

Learners may also wish to further their ongoing personal and professional development by accessing other CMI qualifications, such as the CMI Level 6 or 7 Qualifications in Management and Leadership with the goal of becoming a Chartered Manager.

Possible job roles for learners to progress into upon successful completion of their qualification:

- Careers and Skills Development Coach
- Employment and Skills Coach
- Progression Coach
- Life Coach

ENTRY REQUIREMENTS

These qualifications can be offered to Learners from age 18. CMI does not specify entry requirements for these qualifications, but Centres are required to ensure that Learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.

CMI Centre must ensure Learners are recruited with integrity onto appropriate qualifications that will:

- meet their needs,
- enable and facilitate learning and achievement,
- enable progression.

In order to achieve this, the CMI Centre will need to:

- Provide relevant programme information, guidance and advice, to enable informed Learner choice,
- Publish entry and selection criteria,
- Demonstrate that Learners are recruited with integrity,
- Carry out comprehensive Learner induction that:
    - addresses programme and organisational requirements
    - explains Learner facilities
    - identifies Learners' development needs
    - develops an Individual Learning Plan.

The qualification is offered in the medium of the English Language.

HIGHER TECHNICAL QUALIFICATIONS

Higher Technical Qualifications (HTQs) are level 4 or 5 qualifications that have been quality marked by IfATE to indicate their alignment to employer-led occupational standards. New or existing level 4 or 5 qualifications submitted to IfATE's approvals process will receive a quality-mark if the qualification satisfies IfATE's approvals criteria. HTQs align to approved occupational standards and allow learners to enter their chosen profession or progress onto higher education.

For further information please visit the IfATE website:
https://www.instituteforapprenticeships.org/qualifications/higher-technical-qualifications/introduction-to-higher-technical-qualifications-and-scope-of-approval/.

DEFINITIONS

Total Qualification Time (TQT) is defined as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements –

a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Unit Time (TUT) is defined as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a unit.

Guided Learning Hours (GLH) is defined as the activity of a Learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Immediate Guidance or Supervision is defined as the guidance or supervision provided to a Learner by a lecturer, supervisor, tutor or other appropriate provider of education or training –

a) with the simultaneous physical present of the Learner and that person, or

b) remotely by means of simultaneous electronic communication

Credit value is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

Rule of Combination is defined as being a rule specifying the combination of units which may be taken to form a particular qualification, any units which must be taken and any related requirements.

QUALIFICATION STRUCTURES - COACHING FOR PROFESSIONALS

RULES OF COMBINATION

There are minimum requirements to achieve this qualification. The minimum requirements are based on the boundaries outlined in Ofqual's Guidance to the General Conditions of Recognition, namely Condition E2.

CMI LEVEL 5 DIPLOMA IN COACHING FOR PROFESSIONALS

Learners must complete and pass all four (4) mandatory units and achieve a total of 37 credits .The minimum GLH is 92 hours. The Total Qualification Time (TQT) is 370 hours.

Unit Code	Unit Title	GLH	Credits	TUT
531	Principles of Professional Coaching	16	6	60
532	The Role of the Professional Coach	28	9	90
533	Strategies for Delivering Professional Coaching	16	7	70
534	Professional Coaching Practice	32	15	150

QUALIFICATION DELIVERY

CMI does not specify the mode of delivery for its qualifications at Level 5; therefore CMI Centres are free to deliver the Level 5 qualifications using any mode of delivery that meets the needs of their Learners. However, CMI Centres should consider the Learners' complete learning experience when designing the learning programmes.

CMI Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practical to do so, it will take steps to address identified inequalities or barriers that may arise.

***The CMI Level 5 Diploma in Coaching for Professional (HTQ) is only available for **Approved CMI Centres** and cannot be delivered by Registered CMI Centres. This is because unit 534 requires the completion of observations of the coach/mentor delivering coaching/mentoring to a coachee/mentee. It is essential that observers meet the requirements set out in the assignment, syllabus and Centre Handbook. See Assessment & Verification on page 7 for more information**.*

Please ensure that the content of the Centre Delivery plan is approved by the CMI Quality Manager.

For CMI requirements regarding Tutor/Deliverers of CMI qualifications please refer to the CMI Quality Assurance Manual for more information.

ACCESSIBILITY OF CMI QUALIFICATIONS

There may be incidents where Learners may require special consideration and reasonable adjustments to the delivery and assessment of qualifications. In the event of this, Centres should apply using the online form Qualification Adjustment Request in MyCMI.

Further information, please see the CMI Reasonable Adjustments Procedure and the CMI Special Consideration Procedure

RECOGNITION OF PRIOR LEARNING

There may be occasions where Learners request Recognition of Prior Learning (RPL). This can be applied by Centres. Further guidance on RPL and exemptions can be found in CMI RPL policy.

ASSESSMENT & QUALITY ASSURANCE

The criteria of the assessment of a CMI qualification will be to meet the assessment criteria detailed within each individual unit.

The primary interface with the Learner is the Assessor, whose job it is to make an assessment judgement against the Assessment Criteria (AC). The Assessor should provide an audit trail showing how the judgement of the Learner's overall achievement has been arrived at.

As this is a Higher Technical Qualification (HTQ), CMI mandates the use of its own Assessment Briefs and associated assessment methods. This ensures that all criteria are addressed, and there is standardisation and comparability across learners and assessment. For more information please refer to page 9 of this document - Assessment Methodologies.

Approved Centres - Units 531, 532 and 533 are knowledge based. Unit 534 requires the completion of observations of the coach/mentor delivering coaching/mentoring to a coachee/mentee. It is essential that observers meet the requirements set out in the assignment, syllabus and Centre Handbook (*i.e. the observer must be a Professional Coach/Coach Supervisor that is qualified and/or experienced to an equivalent Level or above to that being observed, and where possible be member of a professional coaching body)*. CMI requires at least one session is recorded for each learner, and kept on record in the event of an audit or quality issue. Note: this recording should be available on request by the CMI moderator, and all observation documents should be sufficiently completed as per the assignment brief.

In addition to the specific assessment criteria in each unit, the Learner's work must be:
- accurate, current and authentic,
- relevant in depth and breadth.

and must also show the Learner's:
- clear grasp of concepts,
- ability to link theory to practice, and,
- ability to communicate clearly in the relevant discipline at the expected level for the qualification.

LEARNER AUTHENTICITY

Learners are required to sign and date a Statement of Authenticity. The Learner statement confirms the evidence submitted is all their own work and has not been completed by a third party. Additionally, the Learner statement confirms the evidence provided has been completed in accordance with CMI approved instructions. An electronic signature that is scanned is acceptable and also where there is a fully automated system for uploading evidence then a 'tick-box' to the statement is also acceptable. Where CMI evidence booklets are used, the statement of authenticity may be integral to the booklet and in this case, a separate statement is not required.

Centres are required to complete a Centre Statement of Authenticity to confirm the Learner is registered on a CMI programme of study.

ASSESSMENT GRADING

The grading system for CMI qualifications is "Pass/Refer". The external moderation of Learners' work confirms that the required criteria for achievement have been met.

CMI Centres are, however, free to apply their own grade scales, but it must be understood that these are completely separate from the CMI qualification.

It is important to ensure consistency of assessment, and that demands made on Learners are comparable within and between CMI Centres. A number of assessment methods can be used.

For CMI requirements regarding Assessors and Internal Verifiers of CMI qualifications please refer to the [CMI Quality Assurance Manual](#) for more information.

ASSESSMENT METHODOLOGIES

In order to ensure valid and reliable assessment, the following assessment methods have been selected to be used within this qualification. See the Qualification Syllabus for more information on specific assessment tasks.

Unit	Assessment Methods
531 - Principles of Professional Coaching	A written account or briefing paper titled: 'The principles of professional coaching' A written account or report titled: 'The process for contracting and delivering professional coaching'
532 - The Role of the Professional Coach	A written account titled: 'The knowledge, skills and behaviours for delivering professional coaching' A report or proposal document titled: 'Managing the Coaching Relationship' A written account or briefing paper titled: 'Support for Professional Coaches in their coaching role'
533 - Strategies for Delivering Professional Coaching	A written account or briefing paper titled: 'Approaches, models, tools and techniques for delivering professional coaching' A report or good practice guide titled: 'Strategies for delivering professional coaching to respond to coachee needs.'
534 - Professional Coaching Practice	Practical Evidence Delivery of a minimum of THREE (3) coaching sessions. Completion of records of Coaching Session write a reflective statement or report titled: 'Delivery and outcomes of own professional coaching practice' A professional development plan entitled: 'Professional development plan to improve coaching capability'

WORD COUNT AND APPENDICES

The written word, however generated and recorded, is still expected to form the majority of accessible work produced by Learners at Level 5. The guideline word count for units within this qualification are summarised below, and vary depending on the size and content of the unit. There is a 10% allowance above/below these guidelines. For more information, please refer to the CMI Assessment Guidance Policy

The table below sets out the word count, by unit, within these qualifications. Word count has been set based on the content being covered within each unit.

Unit	Title	Word Count
531	Principles of Professional Coaching	4000
532	The Role of the Professional Coach	4000
533	Strategies for Delivering Professional Coaching	4500
534	Professional Coaching Practice	2000

Learner work should aim to minimise the amount of unnecessary attachments or appendices. Information that is essential to the Learner's work in order to meet the learning outcomes and assessment criteria should be included within the main body of the report. However, CMI understands that from time to time a Learner may need to include additional supporting information which enhances the overall work and it is recommended that it is kept to a minimum and does not exceed the word count.

EXTERNAL MARKING

As part of our dedicated service, CMI Awarding Body offers the opportunity for all Centres to have their Learners' assignments externally marked.

Some CMI Centres choose to send one assignment of the qualification to be externally marked, as it gives the Learner a CMI quality stamp, as it is marked and assessed by the Awarding Body.

This service provides CMI Centres with a simplistic, professional and cost effective way to get their CMI Learner's work marked and certificated within a six week period. Please refer to the fees guide for current pricing.

APPEALS AGAINST ASSESSMENT DECISIONS

In the event that a Learner wishes to appeal against an assessment decision, they can do so by following outlined procedures.

Where an assessment decision has been made by the CMI Centre, Learners must follow the Centre's own Appeals Procedure in the first instance. If this procedure has been exhausted and remains unresolved, Learners may log a Stage 2 appeal with CMI.

For further information, please see CMI's Appeals Policy and Procedure.

CMI SERVICES - SUPPORTING CMI QUALIFICATIONS

CMI MEMBERSHIP

If an individual is not already in membership at the time of registering on a CMI qualification then your Learner will be provided with free Affiliate membership of the CMI for the duration of their studies. For details of the benefits of membership please click here. There may be the opportunity to upgrade during the Learner's studies dependent on successfully completing a qualification with CMI.

CHARTERED MANAGER

Chartered Managers are consistent high performers, committed to current best practice and ethical standards.

A unique designation, exclusively awarded by the Chartered Management Institute, Chartered Manager embodies a professional approach to management through knowledge, competence, professional standards and commitment to continuing professional development (CPD).

To find out more about how to become a Chartered Manager please click here.

STUDY RESOURCES

ManagementDirect
https://members.md.cmi.org.uk

It's fast, comprehensive and free to members

ManagementDirect is a complete online library of comprehensive and up-to-date material that addresses current management practice, supports studying and those looking to enhance their knowledge and develop their skills.

- 231 Management Checklists and 60 Management Thinker profiles
- One page overviews of key Management Models
- Multimedia resources – 100s of leader insights videos, including Pearls of Wisdom from Eliesha
- CMI research and Professional Manager articles
- Authoritative definitions of management terms
- Over 11,000 articles and 9000 e-books to read online when you need them
- Learning Journey playlists for many units giving you easy access to resources specifically selected to support your studies
- Resources to develop your Study Skills, including factsheets on assignment writing, references and citations, learning styles, note taking and avoiding plagiarism.

All these resources are freely available to members from one source. Definitions give you a headline understanding of the topic; checklists and models provide the essentials; and books and articles enable you to research further. Depending on your need you choose how far you want to go.

E-journals

For in depth research try our e-journals service

CMI has joined forces with EBSCO Information Services to offer members access to Business Source: Corporate, a database providing direct access to articles on management and business from a range of academic journals and business magazines. Members also have access to country, company and industry reports from leading providers.

Access to Business Source Corporate is through ManagementDirect.

Online CPD

CPD can take many forms, but the most important feature of any activity you undertake is that there are clear learning outcomes. In many cases these may enable you to have a direct impact at work.

Our online CPD scheme enables you to record your learning objectives and the activities you have undertaken and encourages you to assess its impact in your role as a manager. Print reports for your reviews, appraisals or interviews.

Access to CPD is through ManagementDirect.

UNIT SUMMARIES

The units within these qualifications are different to other qualifications, and so the following summarises some key features:

- TUT refers to Total Unit Time. TUT is set based on the estimated time expected for the average Learner to be taught the content via formal Guided Learning, additional informal learning and preparation and completion of an assessment.
- GLH refers to Guided Learning Hours. GLH is the estimated contact time the average Learner has with tutors, trainers or facilitators as part of the learning process, it includes formal learning including classes, training sessions, coaching, seminars, live webinar and telephone tutorials, e-learning which is supervised. It is important to note that this also includes assessing Learner's achievements for competency based assessments.
- Key words which highlight knowledge, skills and behaviours which will be developed
- Indicative content has been developed to support the Learner to understand the aims of learning outcomes and assessment criteria. It can also be used by tutors to develop lesson plans and schemes of work.
- Recommendations for Assessment which provides a range of suggested assessment activities for actual or aspiring managers
- Mapped to the Chartered Management Competency Framework at applied level.
- Suggested reading/web resource materials developed to complement the unit content. The primary resource/research tool referred to is ManagementDirect.
- Please note that the resources lists provided to guide the Learner to potential sources of information are by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may also make reference to other local or national legislation as relevant.

It is recommended that Learners have sight of each unit of study in preparation for assessment.

The table below summarises the units within these qualifications:

Unit 531 - Principles of Professional Coaching	Coaching is a transformative learning process which can enable individuals to achieve their full potential. This unit introduces the principles of professional coaching, including the similarities and differences with other methods of support and the rationale for its delivery. There is a focus on the roles and responsibilities within the coaching relationship, organisational, legal and ethical frameworks and quality assurance.
Unit 532 - The Role of the Professional Coach	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.

Unit 533 - Strategies for Delivering Professional Coaching	The Professional Coach must utilise their knowledge, skills and expertise when selecting and using strategies for the delivery of professional coaching. Choosing the best approach can be challenging. This unit introduces a wide range of strategies for delivering professional coaching. It also explores the influence of coachee's values, behaviours and culture on their ability to engage with the coaching process.
Unit 534 - Professional Coaching Practice	The Professional Coach must be agile, skilled, knowledgeable and self-aware to deliver coaching successfully. The aim of this unit is for the Professional Coach to evidence their ability to deliver coaching that responds to coachee needs in a real working environment.

UNIT 531 - PRINCIPLES OF PROFESSIONAL COACHING

Ofqual unit number	J/650/2459
RQF level	5
Guided learning hours	16
Total unit time	60
Credits	6
Aims of unit	Coaching is a transformative learning process which can enable individuals to achieve their full potential. This unit introduces the principles of professional coaching, including the similarities and differences with other methods of support and the rationale for its delivery. There is a focus on the roles and responsibilities within the coaching relationship, organisational, legal and ethical frameworks and quality assurance. On successful completion of the unit, the Professional Coach will be equipped with an understanding of the processes for contracting, delivering, and managing coaching.
Keywords	Principles, roles, responsibilities, ethics, legal, contracting, delivery, support, supervision, 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 the coachee.

UNIT 531 - LEARNING OUTCOMES & ASSESSMENT CRITERIA

Learning outcome 1
Understand the principles of professional coaching

Assessment criteria

1.1 Discuss the benefits of professional coaching

1.2 Evaluate professional coaching with other methods that support the development of individuals

1.3 Analyse the roles and responsibilities for delivering and managing professional coaching

1.4 Evaluate the ethical and legal frameworks which inform professional coaching

Indicative content

1.1 Professional coaching: Definitions and descriptions of professional coaching (e.g. Clutterbuck (2020), Hawkins (2021), Rogers (2012), Starr (2021), Wilson (2020)).

1.1 Benefits of professional coaching:

- *Benefits to coachee:* Development of knowledge, skills, behaviours. Personal growth. One to one support (informal or formal coaching).
- *Benefits to teams or groups through coaching:* Development of capability to achieve shared goals/aspirations. Team cohesion (Britton, 2014; Clutterbuck, 2020; Hawkins, 2021).
- *Benefits to the organisation:* Supports organisational strategy, culture and values. Development of leadership capability, talent development, cultural change. Development of capability to achieve shared goals/aspirations. Development of good/best practice. Delivery of Value (e.g. Return on Investment (Phillips & Phillips, 2005, 2007) Return on Expectation (Kirkpatrick and Kirkpatrick, 2010)).
- *Versatility:* One to one coaching, group coaching, team coaching. Face to face, virtual or hybrid coaching.

1.2 *Methods to support the development of individuals (similarities and differences):* Mentoring, training, counselling, performance management and consulting.

1.3 Roles and responsibilities (including inter-relationships between roles/potential conflicts of interest):

- *Professional Coach***:** Coaching is the professional's primary occupation (employed or contracted). Specialism (e.g. Business Coach. Career Coach. Performance/Skills Coach. Executive Coach. Wellbeing Coach. Work Coach).
- *Internal coach:* Delivers coaching in addition to their primary role. May not manage or lead others. They may be part of an internal coaching group or pool of coaches*.*
- *Leader as Coach:* Delivers coaching as part of their leadership role. Applies coaching skills in their leadership approach.
- *Coachee:* Client. Person receiving coaching. Self-referral (self-funded) or sponsored (funded by organisation/sponsor).
- *Sponsor/Stakeholder:* Finances/resources and/or supports coaching and coachee.
- *Coach Supervisor:* Qualified in coach supervision. Responsible for quality, development, resourcing. Methods of supervision used (e.g. individual, group and/or peer supervision).

1.4 *Ethical frameworks:* Codes of ethics (including codes of conduct/competences/values) approved by professional bodies (e.g. EMCC UK, ICF UK, AC). Ethical decision-making models (e.g. APPEAR (Passmore and Turner, 2018) PLUS (Ethics Resource Centre)). Confidentiality within the coaching

relationship (e.g. Boundaries of role. Limitations of confidentiality. Disclosure. Management of digital and written coaching records). Role of coaching contracts.

Organisational and legal frameworks: Data Protection Act/GDPR UK (2018). Equality Act (2010). Prevent Strategy (2015). Safeguarding. Organisational policies and procedures. Organisational values. Good practice requirement for Professional Coaches to have insurance for the work they conduct (e.g. Professional indemnity insurance).

Learning outcome 2

Understand the process for contracting and delivering professional coaching

Assessment criteria

2.1 Evaluate the role and purpose of contracting in professional coaching

2.2 Discuss the process for delivering professional coaching

Indicative content

2.1 *The role and purpose of contracting* (Hay, 2008. Pratt, 2021)*:*

- *Procedural/Administrative:* Logistics, record keeping, engagement with sponsor (reporting requirements), legal frameworks, contract conclusion.
- *Professional/Roles and responsibilities:* Style of coaching, preferences of coachee, coaching goals, codes of ethics, confidentiality, boundaries, competences and values, organisational context.
- *Psychological:* Relationship between coachee and coach, expectations, exit strategy.

Coaching contract: Formal, informal, written, verbal. Types of contracting (e.g. One to One, One to Team/Group. Multi stakeholder contracting (coach, coachee/s, sponsor etc). Contracting at different stages of coaching (e.g. overall coaching agreement, session contract, closure contract). Contracting models (e.g. ABC of contracting, PROMISES, STOKERS and DOUSE (Foy, 2020)).

2.2 Process (stages) for delivering professional coaching:

- First conversation (e.g. introductory meeting/chemistry/alchemy meeting).
- Identification of coachee needs (e.g. coaching needs analysis. Use of techniques to identify coachee/s outcomes).
- Collaborative agreement of coaching outcomes (Defined or emerging). Prioritise outcomes according to coaching need.
- Contractual agreement (frequency, timing, records, review, confidentiality and limitations of confidentiality).
- Engagement of stakeholder/sponsor.
- Planning and preparation for coaching (e.g. Strategy for coaching - coaching approach, models, tools and techniques).
- Delivery of coaching assignment (Progress review. Value of coaching for coachee and stakeholders).
- Evaluation of coaching assignment (e.g. Starr, 2021. Hawkins and Turner, 2021). Outcomes (closure/re-contracting). Exit from coaching.

Recommendations for assessment

Learners may approach the assessment in a number of ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only.

1. A **written account or briefing pape**r titled:'The principles of professional coaching'

2. A **written account or repor**t titled: 'The process for contracting and delivering professional coaching'

3. The learner may present **work based evidence** accompanied by written reports and an index to show how the evidence maps to each assessment criteria in the unit.

Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand each of the assessment criteria.

Relationship with CMI Professional Standards: This unit is mapped to:	
Personal Effectiveness	• Managing yourself • Making decisions • Communicating and influencing
Interpersonal Excellence	• Providing purpose and direction • Developing people and capabilities • Building relationships and networks
Organisational Performance	• Leading change and innovation • Managing resource and risk • Achieving results

Mapping for Coaching Professional Apprenticeship Standard ST0809 AP01	
KSB	**Descriptor**
K4	The importance of coaching contracting and re-contracting, and models enabling its effectiveness.
K6	Coaching protocols/Codes of conduct
K9	Theories of return on investment and delivery of value
K10	Differences and similarities between coaching, mentoring, training, counselling, performance management and consulting
K11	Relevant legislation (Data Protection, Safeguarding) Coaching competencies and codes of ethics described by the main professional bodies
S4	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)

UNIT 532 - THE ROLE OF THE PROFESSIONAL COACH

Ofqual unit number	M/650/2460
RQF level	5
Guided learning hours	28
Total unit time	90
Credits	9
Aims of unit	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. 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.
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.

UNIT 532 - LEARNING OUTCOMES & ASSESSMENT CRITERIA

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

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.

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).

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.

*1.2 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 2
Understand how to manage the coaching relationship
Assessment criteria
2.1 Assess approaches for developing and maintaining relationships with coachee's 2.2 Evaluate approaches for managing stakeholder relationships 2.3 Recommend strategies to respond to challenges that impact on coaching relationships

Indicative content

2.1 Approaches for developing and maintaining relationships: Understanding self, including the use of Emotional Intelligence (Goleman, 2020). (e.g. Goleman, 2020. Salovey et al, 2004)). 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.

2.2 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).

2.3 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)

3.2 Analyse the role of reflective practice in professional coaching

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

Indicative content

3.1 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.

3.2 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.

Recommendations for assessment

Learners may approach the assessment in a number of ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only.

1. A **written account** titled: 'The knowledge, skills and behaviours for delivering professional coaching'

2. A **report or proposal documen**t titled:'Managing the Coaching Relationship'

3. A **written account or briefing pape**r titled:'Support for Professional Coaches in their coaching role'

4. The learner may present **work based evidence** accompanied by written reports and an index to show how the evidence maps to each assessment criteria in the unit.

Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand each of the assessment criteria.

Relationship with CMI Professional Standards: This unit is mapped to:	
Personal Effectiveness	• Managing yourself • Making decisions • Communicating and influencing
Interpersonal Excellence	• Providing purpose and direction • Developing people and capabilities • Building relationships and networks
Organisational Performance	• Leading change and innovation • Managing resource and risk • Achieving results

Mapping for Coaching Professional Apprenticeship Standard ST0809 AP01	
KSB	**Descriptor**
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.
K5	The theory of organisational culture (and values) and leadership styles and the impact these can have on individuals and their behaviour.
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.
S1	Self-management: Time management, including scheduling coaching sessions, and self-leadership to resolve conflicting priorities and ensure sufficient time for record keeping and other role activities.
S2	Working with those receiving coaching to set clear goals. Including visualisation techniques, setting timescales, validating their achievability, recording outcome-focussed, prioritised action plans and monitoring progress towards goals.
S3	Communication, including (but not limited to) descriptions of the coaching process and roles and responsibilities (including those related to boundaries and confidentiality), and the benefits of coaching in relation to the context of those receiving coaching.
S5	Stakeholder management, including a range of challenging and senior people, and focus on their agenda and outcomes throughout.
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.
S7	Deliver feedback in a style that is useful, acceptable, non-judgemental and meaningful to those receiving coaching.
S8	Identification of patterns of thinking and limiting/enabling beliefs and actions.
S9	Questioning techniques to raise the self-awareness of those receiving coaching, including asking open questions, broaching challenging subject areas (e.g. emotional state, characteristics of wider systems) and questioning untrue, limiting assumptions.
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.
S13	Identifies energy shifts within a coaching context, enabling those to be aired and addressed and managed.
S14	Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice.
S15	Demonstrates awareness of own values, beliefs, and behaviours; recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the objectives of those receiving coaching and, where relevant, the sponsor.
B1	Committed to self-development, including self-reflection, gathering information on the effectiveness of their own practice, producing personal development plans and receiving coach supervision.
B2	Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own well-being, resilience and maintaining mental capacity.
B3	Act as an ambassador for a coaching mindset and positive approach to personal development.
B4	Is spontaneous, open and flexible, demonstrating respect and engendering trust.

UNIT 533 - STRATEGIES FOR DELIVERING PROFESSIONAL COACHING

Ofqual unit number   R/650/4261

RQF level   5

Guided learning hours   16

Total unit time   70

Credits   7

Aims of unit   The Professional Coach must utilise their knowledge, skills and expertise when selecting and using strategies for the delivery of professional coaching. Choosing the best approach can be challenging. This unit introduces a wide range of strategies for delivering professional coaching. It also explores the influence of coachee's values, behaviours and culture on their ability to engage with the coaching process.

On successful completion of the unit, the Professional Coach will be able to apply their understanding of approaches, models, tools and techniques to develop a strategy to respond to different needs and expectations of coachee's.

Keywords   Coaching approaches, models, tools and techniques, strategies, performance, capability, capacity, talent, 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 the coachee/coachee's.

UNIT 533 - LEARNING OUTCOMES & ASSESSMENT CRITERIA

Learning outcome 1
Understand strategies for delivering professional coaching
Assessment criteria
1.1 Evaluate approaches for delivering professional coaching 1.2 Review models for delivering professional coaching 1.3 Analyse tools and techniques for delivering professional coaching
Indicative content
1.1 Approaches to delivering professional coaching: Cognitive Behavioural Coaching (Wilson, 2020). Person Centred coaching (Bryant-Jeffries, 2020). Gestalt Coaching (James, 2021). Solution Focussed Coaching (Passmore, 2021). Narrative Coaching (Drake, 2020). Performance Coaching (Wilson, 2020). Neurolinguistic Programming in coaching (NLP). Neuroscience Coaching (Riddell, 2020). Positive Psychology (Vannieuwerburgh and Biswas-Diener, 2020). Integrated approach to coaching / mixed method approach (Passmore, 2020). *1.2 Coaching models*: GROW model (Whitmore, 2017). OSCAR (Gilbert and Whittleworth, 2009). OSKAR (Jackson and McKergow, 2007). CLEAR model (Hawkins and Smith, 2013. Hawkins and McMahon, 2020). T GROW (Downey, 2013). 1.3 *Tools and techniques for professional coaching:* Goal setting (e.g. SMART). Alignment of personal and organisational goals, and aspiration/dream goals. Action planning. Visualisation. SWOT analysis. Kline's Thinking Environment (1999). Use of Metaphor. Diagnostic tools to explore personality types theories such as preferences for introversion vs extroversion, integrity, human values and how they impact on behaviour and organisations (e.g. MBTI, 360-degree feedback, Facet 5, Insights Discovery). Motivational Maps (e.g. motivational theories. Herzberg). NLP techniques. Communication techniques (e.g. listening, questioning, use of silence). Johari Window (Luft and Ingram, 1955). Journey from unconscious incompetence to unconscious competence.

Learning outcome 2
Be able to recommend strategies for delivering professional coaching
Assessment criteria
2.1 Outline factors which impact on the delivery of professional coaching 2.2 Recommend strategies for delivering professional coaching to respond to coachee's needs

Indicative content

2.1 Factors: Transcultural issues (e.g. cultural awareness, diversity and inclusion, bias theory, emotional intelligence (e.g. Goleman, 2020. Salovey et al, 2004)). Differences of self or others, mindset, emotions, motivations (Hawkins and McMahon, 2020)). Mental health and well-being (e.g. disclosure, limitations of confidentiality. Stress, anxiety, depression). Physical health needs. Coachability/mindset for coaching (e.g. knowledge, understanding and reasons for coaching. Preparedness to engage/participate. Self-awareness, openness, growth mindset, vulnerability, and support (Hawkins 2021)). Maslow's Hierarchy of Need.

2.2 Strategies: For the delivery of coaching to a coachee on an one-to-one basis. Strategy to include:

- Approach for delivering coaching
- Selected coaching model/models
- Selected tools, and techniques

The strategy for delivering professional coaching considers health and well-being of the coachee, coachability, equality, diversity and inclusion.

Coachee need within an organisational context: Improve performance, capability, capacity. Personal and professional development. Talent development. Change management. Change of career. Transition of role (career advancement or role change/ new to role). Return/transition back to work. Development of leadership skills. Working with others.

Recommendations for assessment

Learners may approach the assessment in a number of ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only.

1. A **written account or briefing pape**r titled :'Approaches, models, tools and techniques for delivering professional coaching'

2. A report or good practice guide titled: 'Strategies for delivering professional coaching to respond to coachee needs.'

3. The learner may present **work based evidence** accompanied by written reports and an index to show how the evidence maps to each assessment criteria in the unit.

Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand each of the assessment criteria.

This unit has been designed to prepare apprenticeship candidates for the knowledge test.

Relationship with CMI Professional Standards: This unit is mapped to:	
Personal Effectiveness	● Managing yourself ● Making decisions ● Communicating and influencing
Interpersonal Excellence	● Providing purpose and direction ● Developing people and capabilities ● Building relationships and networks
Organisational Performance	● Leading change and innovation ● Managing resource and risk ● Achieving results

Mapping for Coaching Professional Apprenticeship Standard ST0809 AP01	
KSB	**Descriptor**
K2	The theories of emotional and social intelligence, such as Goleman and Salovely & Mayer, and application of the theories to understanding self.
K3	Diversity and inclusion and bias theory, including personality types 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 Need, motivational theory, Herzberg.
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.
K8	Theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence, and types of feedback.
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, neuro linguistic 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 aspiration/dream goals.

UNIT 534 - PROFESSIONAL COACHING PRACTICE

Ofqual unit number   T/650/2462

RQF level   5

Guided learning hours   15

Total unit time   150

Credits   32

Aims of unit   The Professional Coach must be agile, skilled, knowledgeable and self-aware to deliver coaching successfully. The aim of this unit is for the Professional Coach to evidence their ability to deliver coaching that responds to coachee needs in a real working environment.

The unit contains a blend of practical activities, including the preparation and delivery of coaching and participation in coaching supervision. The Professional Coach will reflect on the outcomes of their coaching practice. They will use the insight gained to create a professional development plan which will be instrumental in improving their coaching capability.

Keywords   Planning, preparation, contracting, delivery, engagement, reflection, CPD, supervision, 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/coachees.

UNIT 534 - LEARNING OUTCOMES & ASSESSMENT CRITERIA

NOTE: This unit involves the application of knowledge covered in Units 531, 532 and 533. This content should be delivered in advance of application in Unit 534

Learning outcome 1
Be able to plan, prepare and deliver effective professional coaching

Assessment criteria
1.1 Plan and prepare to deliver professional coaching 1.2 Deliver professional coaching 1.3 Complete records of professional coaching

Indicative content

1.1 Plan and prepare to deliver professional coaching:
- Develop a case for the coaching assignment: Motivation for coaching (e.g. self-directed or sponsored). Coachee profile/pen portrait (e.g. role, organisation).
- Identification of coachee needs: Evidence of completed coaching needs analysis and coaching outcomes (defined or emerging). Prioritisation of outcomes according to coaching needs.
- Development of formal written contract for coaching to include:
  ➢ *Procedural/Administrative:* Logistics, record keeping, engagement with sponsor (reporting requirements), legal frameworks, contract conclusion.
  ➢ *Professional/Roles and responsibilities:* Style of coaching, preferences of coachee, coaching goals, codes of ethics, confidentiality, boundaries, competencies, and values, organisational context.
  ➢ *Psychological:* Relationship between coachee and coach, expectations, exit strategy
- Engagement with stakeholders/sponsors.
- Coaching approach, models, tools and techniques to be used in coaching assignment

1.2 Deliver professional coaching: Coaching to be delivered to coachees in line with assessment requirements.

Success indicators: Professional approach to the delivery of coaching: Application of coaching duty. Competency framework (e.g. EMCC UK, ICF UK, AC).

Professional Coaches ability to:

- Select and use of coaching approaches, models, tools and techniques. Embed the principles of diversity and inclusion in coaching practice. Manages power dynamics.
- Be an ambassador for professional coaching (e.g. professional appearance and behaviours, being present, self-managing, self-aware).
- Use emotional intelligence (e.g. empathy, trust, rapport, unconditional positive regard).
- Be spontaneous, open, flexible, resilient, respectful. Ability to respond effectively to challenges which have occurred during the coaching.
- Communicate effectively: Uses verbal/non-verbal communication. Questioning skills. Listening skills. Provides effective feedback. Use of silence.
- Identify and respond to patterns of thinking/limiting/enabling beliefs and actions
- Identify energy shifts within a coaching context, enabling these to be aired and addressed and managed
- Organise professional coaching (e.g. time management, scheduling, record keeping).

1.3 Records of Professional Coaching: Digital and/or written (e.g. coaching logs/reflective logs/reviews, session recordings which show achievement of objectives). Compliance to organisational and legal requirements (e.g. Data Protection 2018/ UK GDPR). Accuracy and sufficiency of record keeping.

Learning outcome 2
Be able to reflect on professional coaching practice to improve coaching capability
Assessment criteria
2.1 Reflect on the delivery and outcomes of own professional coaching 2.2 Create a professional development plan to improve a coaching capability
Indicative content
2.1 Reflect on the delivery and outcomes of professional coaching: Self-awareness. Self-reflection (e.g. completion of reflective journal and/or personal SWOT analysis). Feedback from coachee. Feedback from observation and coaching supervision. Feedback from stakeholders/sponsors (e.g. achievement of coaching objectives). Reflects on own knowledge, skills and behaviours against requirements of the professional coaching role and competency framework (e.g. EMCC UK, ICF UK, AC). Awareness of own values, beliefs, attitudes and behaviours and impact on own practice. Awareness of one's own well-being, resilience and ability to maintain mental capacity. Identification of strengths and opportunities for development. Theories of learning and reflective practice (e.g. Kolb 1984. Gibbs 1988, Schon, 1983). Evaluation of coaching assignment (Starr, 2021). Outcomes (closure/re-contracting). Exit from coaching. 2.2 *Professional development plan:* Plan covers a minimum of 6 months/maximum of 12 months. Use of short, medium and long-term SMART objectives. Includes development needs, resource requirements, support, development opportunities. Review and evaluation methods. *Development activities*: Formal and informal learning opportunities. Social and collaborative learning. Peer group learning. On the job and off the job activities. Face to face, blended or online learning. CMI coaching development/training. Supervision/Mentor Coach. Being coached.

Recommendations for assessment
To successfully achieve the requirements of this unit evidence of coaching must be proven. ● The Professional Coach must complete TWO (2) coaching assignments. Each coachee selected should have goals they would like to achieve. Simulation exercises are not an acceptable form of assessment. ● Each coaching assignment must include a minimum of THREE (3) coaching sessions. ● Each coaching session must last a minimum of SIXTY (60) minutes to a maximum of NINETY (90) minutes ● Records of the coaching assignments must be made (e.g. coaching notes and coaching reflective journal/coaching log). ● The Professional Coach must be observed for a minimum of ONE (1) hour for each coaching assignment. The observation may take place in person, virtually, or using an audio or video recording. Feedback on the observation should be provided in written format (ideally linked to the success indicator

for professional coaching). The observer must be a Professional Coach/Coach Supervisor and/or member of a professional coaching body.

Learners may submit evidence of their assessment in a number of ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only.

1. The learner must present **work based evidence** accompanied by an index which maps work based evidence to each of the assessment criteria.

   Practical Evidence : Delivery of a minimum of THREE (3) coaching sessions. Completion of records of Coaching Session.

   Write a **reflective statement or report** titled: 'Delivery and outcomes of own professional coaching practice' Reference must be made to the professional coaching role and competency framework (e.g. EMCC UK, ICF UK, AC).

2. A **professional development plan** entitled: 'Professional development plan to improve coaching capability'

Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand each of the assessment criteria.

This unit has been designed to prepare apprenticeship candidates to develop their portfolio of evidence for the Professional Coaching Apprenticeship **ST0809 AP01**

Relationship with CMI Professional Standards: This unit is mapped to:	
Personal Effectiveness	- Managing yourself - Making decisions - Communicating and influencing
Interpersonal Excellence	- Providing purpose and direction - Developing people and capabilities - Building relationships and networks
Organisational Performance	- Leading change and innovation - Managing resource and risk - Achieving results

Mapping for Coaching Professional Apprenticeship Standard ST0809 AP01	
KSB	**Descriptor**
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.
K4	The importance of coaching contracting and re-contracting, and models enabling its effectiveness.
K5	Stakeholder engagement. Organisational culture (and values) and leadership styles and the impact these can have on individuals and their behaviour.
K7	Methods of communication including verbal/non-verbal/building rapport/matching and mirroring. Listening skills, including levels of listening. Theories of relationship management, including transactional analysis, power dynamics, and stakeholder management theories.
K11	Relevant legislation (e.g. Data Protection Act, safeguarding) and coaching competences and codes of ethics described by the main professional bodies.
K12	The existence of a range of coaching models and techniques, and related psychological approaches such as Whitmore's GROW model, Kline's Thinking Environment, Gestalt, neuro linguistic 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 aspiration/dream goals.
S1	Self-management: Time management, including scheduling coaching sessions, and self-leadership to resolve conflicting priorities and ensure sufficient time for record keeping and other role activities.
S2	Working with those receiving coaching to set clear goals. Including visualisation techniques, setting timescales, validating their achievability, recording outcome-focussed, prioritised action plans and monitoring progress towards goals.
S3	Communication, including (but not limited to) descriptions of the coaching process and roles and responsibilities (including those related to boundaries and confidentiality), and the benefits of coaching in relation to the context of those receiving coaching.
S4	Contracting with all relevant stakeholders, including logistics, preferences of the coach and those receiving coaching, consideration 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.
S5	Stakeholder management, including a range of challenging and senior people, and focus on their agenda and outcomes throughout.
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.
S7	Deliver feedback in a style that is useful, acceptable, non-judgemental and meaningful to those receiving coaching.
S8	Identification of patterns of thinking and limiting/enabling beliefs and actions
S9	Questioning techniques to raise the self-awareness of those receiving coaching, including asking open questions, broaching challenging subject areas (e.g. emotional state, characteristics of wider systems) and questioning untrue, limiting assumptions.
S10	Uses several established tools and techniques to develop their own coherent model of coaching to help those receiving coaching work towards outcomes. Uses models and approaches from the context of those receiving coaching.

S11	Demonstrates emotional intelligence, including demonstrating empathy and genuine support for those receiving coaching ("Unconditional positive regard"), and adapting language and behaviour in response to the whole person of those receiving coaching.
S12	Selection of theories, models and framework for coaching with justification for selection. Applies coaching theories, models and tools, techniques and ideas beyond the core communication skills to bring about insight and learning.
S13	Identifies energy shifts within a coaching context, enabling those to be aired and addressed and managed.
S14	Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice.
S15	Demonstrates awareness of own values, beliefs, and behaviours; recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the objectives of those receiving coaching and, where relevant, the sponsor.
B1	Committed to self-development, including self-reflection, gathering information on the effectiveness of their own practice, producing personal development plans and receiving coach supervision.
B2	Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own well-being, resilience and maintaining mental capacity.
B3	Act as an ambassador for a coaching mindset and positive approach to personal development.
B4	Is spontaneous, open and flexible, demonstrating respect and engendering trust.

ANNEX 1 - COMMAND VERB DEFINITIONS

Command Verb	Definition
Analyse	Break the subject or complex situation(s) into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Apply	To bring or put into operation a theory, concept or process to achieve an outcome
Appraise	Assess, estimate the worth, value, quality, performance. Consider carefully to form an opinion.
Articulate	Express or clearly state your understanding of the topic.
Assess	Provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale.
Comment	Identify and write about the main issues, express an opinion, giving reaction to what has been read/observed.
Compare	Review the subject(s) in detail – looking at similarities and differences.
Complete	Ensure something is finished with all of its parts.
Conceptualise	Create a diagram, model, chart or graphic with annotations, providing a holistic overview of the process.
Conduct	Organise and perform a particular activity.
Construct	To create or build something original.
Consider	Take (something) into account (for example, different ideas, perspectives, theories, evidence) when making a judgement.
Construct	To create or build something original.
Create	Originate or produce a solution to a problem.
Critically Appraise	As with appraise, a systematic process used to identify the strengths and weaknesses of information in order to assess the usefulness and validity.
Critically Assess	As with assess, but emphasising on judgments made about arguments by others, and about what is being assessed from a different perspective. Making a reasoned argument, based on judgments. Criticality requires the consideration of the validity of sources used. Critical assessment not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.
Critically Analyse	As with analyse, but questioning and testing the strength of a person and/or others' analyses from different perspectives. Using the process of analysis to make an objective and reasoned argument. Criticality requires the consideration of the validity of sources used. Critical analysis not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.

Critically Discuss	As with discuss, but evaluating the pros and cons of the subject in hand critically. Discussing all the aspects and dimensions of the topic in hand. Discussing the effects and impacts of the topic. Critical discussion not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation
Critically Evaluate	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable. Critical evaluation not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.
Critically Reflect	As with reflect, but identifying, questioning, and assessing deeply-held beliefs and assumptions about a topic, the way in which we perceive events and issues, beliefs, feelings, and actions.
Critically	Typically used to qualify verbs such as evaluate, assess, appraise, analyse and reflect. Give in-depth insight, opinion, debate, verdict based on a wide variety of sources, theory, research which may agree and contradict an argument.
Critique	A detailed analysis and assessment of something, especially a literary, philosophical, or political theory.
Define	Show or state clearly and accurately.
Describe	Provide an extended range of detailed factual information about the topic or item in a logical way.
Deliver	Ensure something is conveyed or done with stakeholders/clients.
Demonstrate	Complete a task or activity, showing an understanding of facts, procedures and ideas of a topic and competence through action or activity.
Determine	Settle/conclude an argument/question as a result of investigation or by referring to an authority.
Develop	Elaborate, expand or progress an idea from a starting point building upon given information.
Differentiate	Recognise or ascertain a difference to identify what makes something different.
Discuss	Give a detailed account including a range of views or opinions, which include contrasting perspectives.
Distinguish	Draw or make distinction between.
Draw	Present a conclusion or decision about what is likely to happen based on facts.
Establish	Discover, prove or show something to be true or valid by determining the facts.
Evaluate	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable.
Examine	Inspect (something) thoroughly in order to determine its nature or condition.

Explain	Make something clear to someone by describing or revealing relevant information in more detail.
Explore	Go through the topic/issue thoroughly looking at all areas that affect the topic/issue.
Formulate	To devise or develop an idea or concept in a concise and systematic way.
Identify	Ascertain the origin, nature or definitive characteristics of something.
Interpet	To clarify/explain the meaning of something.
Investigate	Carry out a systematic or formal inquiry to discover and examine the facts of (problem, options, incident, allegation etc) so as to establish the truth.
Justify	Provide a rationale for actions and/or decisions. Your rationale should be underpinned by research, academic theory, data analysis or experience.
Outline	A general description/broad account/summary of something showing essential features/outline the case briefly but not the detail.
Plan	Make a plan for example, a change plan or a project plan, before starting activities to achieve an aim.
Prepare	To make or develop something ready which will happen in the future.
Present/ Presentation	Learners may present to an audience of stakeholders the outcomes of their studies. A recording of the presentation, speaker notes and/or slides may be used to provide evidence that a Learner has the requirements of the unit assessment criteria.
Produce	To make, create or form something. Put together, assemble. leads to an outcome/result.
Profile	An outline giving a description of a role or organisation
Propose	To put forward a plan or suggestion for consideration by others
Recommend	Put forward proposals, an alternative or suggestion(s) supported by a clear rationale appropriate to the situation/context.
Reflect	Consciously contemplate, appraise or give balanced consideration to an action or issue.
Report	A structured document communicated or presented in an oral or written form and organised in a narrative, graphic or tabular form referring to a specific period, event or topic area.
Research	A detailed study or investigation of a subject in order to establish facts and reach new conclusions.
Review	To examine, survey, reconsider a subject, theory or item.
Specify	Identify or state a fact or requirement clearly and precisely in detail.
Summarise	Sum up or give a brief account of relevant information in your own words.
Use	The action of using something for a particular purpose.

ANNEX 2 - ASSESSMENT ACTIVITY DEFINITIONS

Activity Definition	Activity Definition
Briefing paper	A summary of facts pertaining to a particular issue or problem. Often includes a suggested course of action.
Business case	A formal document, presented in an oral or written format, which provides justification for an idea or project to address an identified business need or challenge.
Case Study	A description of an event, activity or problem outlining a real or hypothetical situation.
Good practice guide	A structured document produced with the purpose of supporting individuals to develop their practice in a particular area.
Plan	A detailed outline providing an insight into a range of activities required to complete a task.
Profile	An outline giving a description of a role or organisation
Proposal	A formal document, presented in an oral or written format, which puts forward ideas or suggestions for consideration by others.
Reflective Statement	Learners describe their actions in particular situations and reflect on the reasons for practicing in that way. This is particularly useful to provide evidence that they can evaluate their knowledge and practice.
Report	A structured document communicated or presented in an oral or written form and organised in a narrative, graphic or tabular form referring to a specific period, event or topic area.
Research project report	A formal, written document, organised in a narrative, graphic or tabular form presenting findings and recommendations.
Scenario	A written outline or a situation or setting, providing insight into a sequence of events or actions.
Written account	A written document presenting knowledge of facts or event
Work Based Evidence	An activity from within the workplace that is used by the Learner to evidence and/or demonstrate competence and understanding

ANNEX 3 - ALIGNMENT TO OCCUPATIONAL STANDARD

This qualification is aligned to the occupational standard for **Coaching Professional** (ST0809). The below table indicates where Knowledge, Skills and Behaviours are aligned within units in this qualification. Please see the unit specifications for further information.

KSB	KSB Statement	Unit 531	Unit 532	Unit 533	Unit 534
Knowledge					
K1	Theories of learning and reflective practice such as Kolb, Gibbs, Schon, etc., and basic schools of psychology and neuroscience, including linguistic interpretation and application		✓		✓
K2	The theories of emotional and social intelligence, such as Goleman and Salovey & Mayer, and application of the theories to understanding self		✓	✓	
K3	Diversity and inclusion and bias theory, including personality type theories, such as preferences for introversion vs extroversion, integrity, ontology and human values and how they impact on behaviour and organisations. The theory of self actualisation, such as Maslow's Hierarchy of needs, motivational theory, Herzberg			✓	
K4	The importance of coaching contracting and recontracting, and models enabling its effectiveness	✓		✓	✓
K5	The theory of organisational culture (and values) and leadership styles, and the impact these can have on individuals and their behaviour		✓	✓	✓
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)	✓			
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		✓	✓	✓
K8	Theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence, and types of feedback			✓	
K9	Evaluation: theories of return on investment and delivery of value	✓			

K10	The differences and similarities between coaching, mentoring, training, counselling and consulting	✓			
K11	Relevant legislation (e.g. Data Protection Act, safeguarding) and coaching competencies and codes of ethics described by the main professional bodies	✓	✓		✓
K12	The existence of a range of coaching models and techniques, and related psychological approaches, such as Whitmore's GROW model, Kline's Thinking Environment, Gestalt, neurolinguistic programming (NLP), cognitive behavioural coaching, positive psychology, metaphor, solutions-focussed coaching and skills and performance coaching. Methods of goal setting, such as SMART goals, alignment of personal and organisational goals, and aspirational/dream goals			✓	✓
Skills					
S1	Time management, including scheduling coaching sessions, and self-leadership to resolve conflicting priorities and ensure sufficient time for record keeping and other role activities		✓		✓
S2	Working with those receiving coaching to set clear goals, including visualisation techniques, setting timescales, validating their achievability, recording outcome-focused, prioritised action plans and monitoring progress towards goals		✓		✓
S3	Communication, including (but not limited to) descriptions of the coaching process and roles and responsibilities (including those related to boundaries and confidentiality), and the benefits of coaching in relation to the context of those receiving coaching		✓		✓
S4	Contracting with all relevant stakeholders, including logistics, preferences of the coach and those receiving coaching, considerations of the system within which the coaching relationship sits, goal setting, outcome realisation and contract conclusion. This includes holding oneself to high ethical standards, particularly in the areas of confidentiality (including when maintaining coaching records) and management of boundaries (including their own competence 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		✓		✓
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		✓		✓
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		✓		✓
S9	Questioning techniques to raise the self-awareness of those receiving coaching, including asking open questions, broaching challenging subject areas (e.g. emotional state, characteristics of wider systems) and questioning untrue, limiting assumptions		✓		✓
S10	Uses several established tools and techniques to develop their own coherent model of coaching to help those receiving coaching work towards outcomes. Uses models and approaches from the context of those receiving coaching				✓
S11	Demonstrates emotional intelligence, including demonstrating empathy and genuine support for those receiving coaching ("unconditional positive regard"), and adapting language and behaviour in response to the whole person of those receiving coaching		✓		✓
S12	Applies coaching theories, models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning				✓
S13	Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed		✓		✓
S14	Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice		✓		✓
S15	Demonstrates awareness of own values, beliefs and behaviours; recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the objectives of those receiving coaching and, where relevant, the sponsor		✓		✓
Behaviours					
B1	Committed to self-development, including self-reflection, gathering information on the effectiveness of their own practice, producing personal development plans and receiving coach supervision		✓		✓
B2	Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing, resilience and maintaining mental capacity		✓		✓
B3	Act as an ambassador for a coaching mindset and positive approach to personal development		✓		✓
B4	Is spontaneous, open and flexible, demonstrating respect and engendering trust		✓		✓

ANNEX 4 - REVISIONS TO DOCUMENT

The below table summarises any revisions made to this document since publication.

Revisions to Document	Rational for Revision	Document Version	Date Revisions Made
First Publication		Version 1	Mar 2024
Wording amended	Amendments to wording relating to units available to 'Registered' and 'Approved' centres	Version 2	Aug 2024
Wording amended	Further amendments to wording to confirm coaching HTQ only available to 'Approved' centres	Version 3	Sept 2024