

EQA - European Quality Award

A European Standard for Coaching / Mentoring Training Programmes

EQA Information Guide

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This information guide provides an introduction to the EMCC EQA for Coach / Mentor Training and the process of applying for the Award. After reading this guide the next step is to apply by contacting EMCC.EQA@emccouncil.org for all countries except the UK whose contact is UK.EQA@emccouncil.org

The pages that follow introduce EMCC, the quality award; to whom it applies and the framework of standards on which the award is constructed. The process of application and assessment is introduced by a flow chart (page 7) followed by textual detail.

Please note that any programme submitted for assessment must have completed a full cycle. This means that the whole programme will have been delivered at least once and will, therefore, enable evaluation by the applicant and the students as well as providing full evidence to support the assessment process.

This guide is available for download from our website www.emccouncil.org and www.emccaccreditation.org

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SECTION		PAGE
1	The EMCC and the EMCC European Quality Award (EQA)	4
	What is the European Mentoring and Coaching Council (EMCC)?	4
	What is the EMCC EQA?	4
	What does the EQA offer?	4
	Who is the EQA aimed at?	4
	Why is the award important to you and your organisation?	4
2	What is the EMCC Coach / Mentor Standards Framework?	5
3	What are the EQA categories?	5
	Foundation	5
	Practitioner	5
	Senior Practitioner	5
	Master	5
4	What are the Quality Standards?	6
	Academic standards and quality assurance	6
5	How to apply for an Award	7
	Expression of interest	8
	What happens next?	8
	What happens during the assessment process?	8
	EQA Panel assessment	9
	EQA Panel decision	9
	EQA Appeal Panel	9
	Communication of EQA Panel decision	9
6	EQA application timetable	10
7	Fees	10
	Fees for additional courses - Senior and Master Practitioner Programmes	11
	Payment terms	11
	Annual review	11
	Re-assessment (after 5 years)	11
8	Contact Information	11
Appendix A	Competence Framework	12
Appendix B	Assessment Indicators	17

1. THE EMCC AND THE EMCC EUROPEAN QUALITY AWARD (EQA)

What is the European Mentoring and Coaching Council (EMCC)?

The EMCC exists to promote good practice and the expectation of good practice in mentoring and coaching. We are a Council that consists of representatives from national EMCCs plus direct members in countries where a local EMCC does not yet exist. The EMCC membership comprises a rich mixture of individual coaches / mentors, coaching / mentoring organisations, training and education organisations, buyers of coaching / mentoring and coaching / mentoring associations - all of whom share EMCC's vision to promote good practice and the expectation of good practice in mentoring and coaching across Europe.

What is the EMCC EQA?

This is an independent quality award awarded to providers of coaching / mentoring training to make their qualifications/training widely and immediately recognisable. This is through linking them to recognised professional standards. It is an integral and essential step on the path to establishing the professional credibility and status of coaching / mentoring.

EMCC has created a framework for assessment based on extensive consultation and the most comprehensive competence research of coaching / mentoring produced to date. The emphasis of this award is to raise standards whilst acknowledging existing excellence.

What does the EQA offer?

This Quality Award offers the marketplace the much needed framework to enable:

- Purchasers of coaching / mentoring services to understand the quality of what they are buying and to make appropriate choices for their respective needs
- HR and Learning Development specialists to choose appropriate programmes for developing their own managers and leaders in coaching / mentoring skills
- HR and Learning Development specialists to develop their own programmes to industry equivalent standards and to get these programmes accredited
- Individuals who wish to train as coaches / mentors to select programmes with confidence that the content is of high quality and relevant to and recognised by the market they wish to enter
- Training providers to design programmes which gain recognition for the quality of their provision.

Who is the EQA aimed at?

The EQA is for training organisations - including 'in-house' - that provide coaching / mentoring training.

Why is the award important to you and your organisation?

As a provider of quality coaching / mentoring training and education, your organisation will benefit in many ways through applying for and achieving the award, including:

- An audit check on quality, allowing your organisation to reflect on its processes, procedures and outputs
- Assurance that your programmes are of an agreed standard and benchmarked against best practice
- Feedback elicited through the EQA process can lead to programme development and improvements
- Marketing opportunities for your programmes stemming from a successful application process
- Your reputation for being a provider of quality training and educational programmes.

2. WHAT IS THE EMCC COACH / MENTOR STANDARDS FRAMEWORK?

The EMCC Competence Framework is based on recognition of different levels of training and experience. The framework operates from an equivalence model that encompasses the range of experience in the field of coaching / mentoring. This approach is designed to enable submitting organisations to benchmark their own capability indicators for training programmes against those currently agreed by the EMCC.

The competences and capability indicators are subject to ongoing research and, in collaboration with others, will continue to evolve over time to ensure that they continue to reflect appropriate standards of professional practice.

3. WHAT ARE THE EQA CATEGORIES?

There are 4 award categories: Foundation - Practitioner - Senior Practitioner - Master Practitioner

Foundation

This level is aimed at those:

- who wish to gain an understanding of coaching / mentoring practice and to have the core skills
- likely to be working with others using coaching / mentoring conversations to support and encourage development of skills/performance
- who wish to use a coaching / mentoring approach within their own field/role and clearly understand how their coach / mentor role integrates with their vocational roles.

Practitioner

Appropriate for individuals:

- who will either be working as an internal coach / mentor, use coaching / mentoring as part of their main job or starting up as an external coach / mentor
- who are likely to be working with a small range of clients/contexts and within own area of experience to improve performance, build confidence and stretch capability
- who will typically be able to apply a limited range of models, tools and processes.

Senior Practitioner

Appropriate for individuals:

- who will practice as professional coaches / mentors and can draw on a range of models and frameworks
- who are or wish to work with a range of clients, contexts and organisations
- whose focus of work will be building capacity for progression, managing complex and challenging relationships, working with ambiguity and change.

Master Practitioner

Appropriate for individuals:

- who will practice as professional coaches / mentors and will create their own coherent approach drawing on a wide range of models and frameworks
- who are or wish to work with a range of clients, contexts and organisations.

The Competence Framework (Appendix A) specifies the competences / capability indicators required at the different levels, and through the EQA support material we also specify the anticipated amount of taught input, learning and practice directly related to coaching / mentoring that would support the development of such capability (Appendix B).

Through the EMCC EQA process, we assess the training programme and its effectiveness in supporting individuals to be able to work with confidence and evidenced capability at a range of levels.

In the light of this, all of these requirements will be taken into account through the assessment process. A Masters degree in one discipline which has a core element of Coaching / Mentoring included in the overall programme, may receive an award for the coaching / mentoring element at the level achieved by assessment against the criteria. The coaching / mentoring element only will receive the EQA award and will not apply to the Masters degree as a whole.

4. WHAT ARE THE QUALITY STANDARDS?

Academic standards and quality assurance

The EMCC applies two sets of standards to programmes. These are the General Quality Standards (for which appropriate institutions such as Universities substitute Quality Assurance Agency (QAA) / European Association for Quality Assurance (EAQA) standards for higher education, established as part of the Bologna process as part of the evidence for this) and the Programme Assessment Standards.

The basic requirements for the General Quality Standards include:

Governance and academic management

Establish a clear management structure, lines of accountability and appropriate safeguards for financial and quality standards

Academic standards and quality assurance

An appropriate regulatory framework for governing any awards (credentials)
A clear and consistent mechanism for ensuring academic and professional standards
A means of ensuring that programmes supplied meet the learning objectives stated.

Effectiveness of staff providing programmes

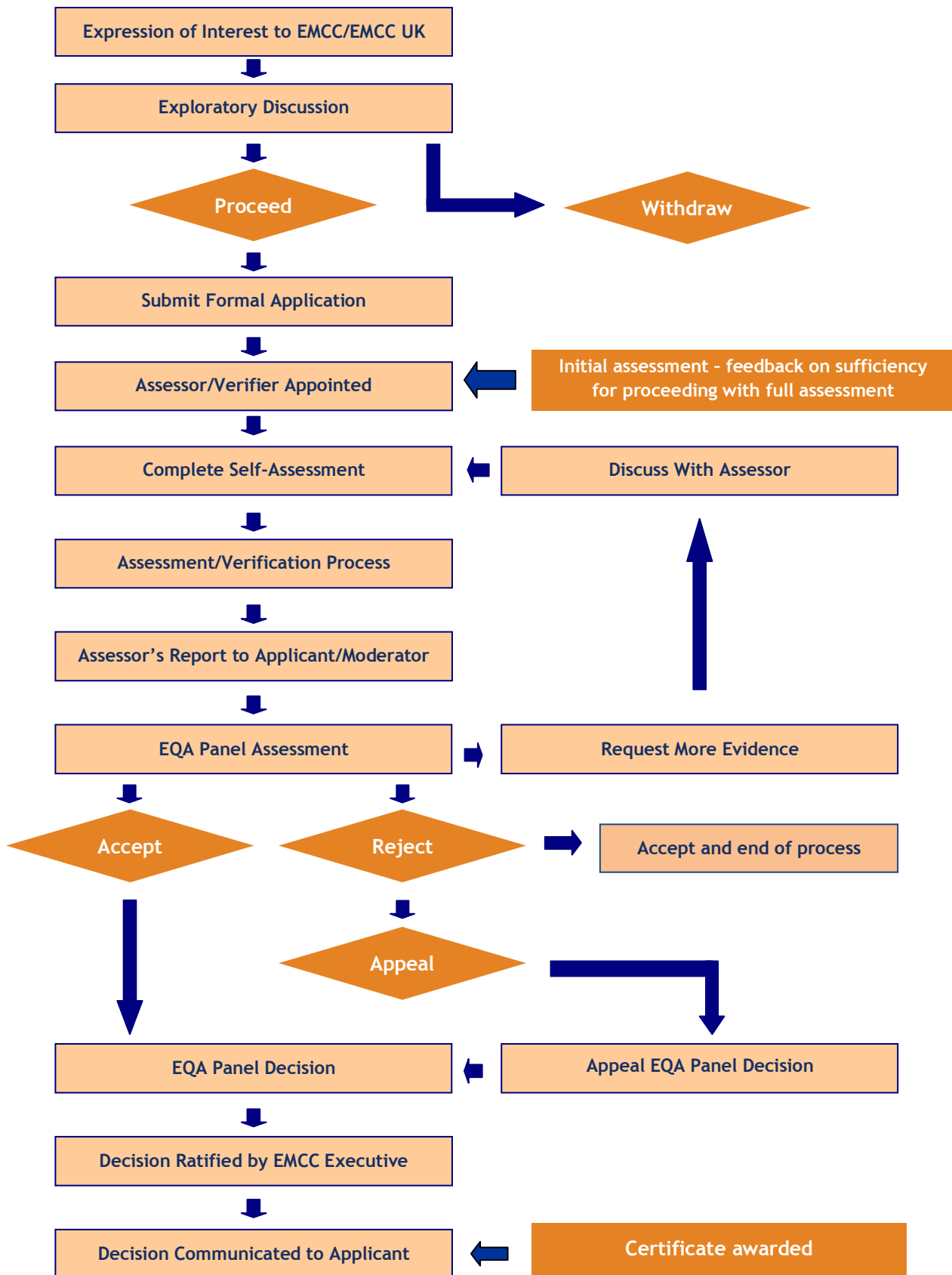
A means to ensure providers are competent to teach, facilitate learning and assess standards.

Student support

Effective systems for monitoring student support and administrative arrangements.

Full details regarding the Quality Standards are included as part of the assessment process.

5. HOW TO APPLY FOR AN AWARD



Expression of interest

If you would like to apply for an award on behalf of your organisation, please contact the EMCC at EMCC.EQA@emccouncil.org for all countries except UK whose contact is UK.EQA@emccouncil.org

- Your expression of interest will be registered and an application document sent to you by email
- The EQA manager for your area will contact you to discuss your application. They will also explain the process of the assessment and answer questions. At this point you decide whether or not to proceed

What happens next?

If you decide to proceed, complete an application form and return with the application agreement/initial fee.

- You will be allocated an Assessor and a Verifier (not required for Foundation level). The first stage role of the Assessor is to review your application form and advise you whether you have sufficient information available to go the next step - stage two.
- If the assessor thinks you have sufficient information to proceed to the full assessment stage two and you agree to proceed, an invoice will be raised for the assessment fee which is to be paid before the full assessment starts.

What happens during the assessment process?

- Use the guidance in the Submission Documentation and Toolkit to assist in completing your full application.
- You are encouraged to complete this with as much care and detail as possible, and to provide as much relevant documentary evidence as possible to support your claim. Any queries should be directed to your Assessor.
- Depending on the information provided, the Assessor will agree the next steps. This could be an entirely documentary exchange and discussion. However, with your agreement, the Assessor may visit your organisation to observe classroom teaching or other forms of learning experience. They may also ask to meet with a cohort of learners to elicit their opinions about the programme. If you have agreed to a site visit which attracts extra assessment time this will be invoiced to you together with related expenses eg travel. Assessors will endeavour to keep within the time allocated for programme levels and extra assessment time is only usual where information in the application is insufficient
- The Assessor will guide you as to whether your submission, in their view, meets the necessary criteria
- Once submitted the Assessor and Verifier will independently assess your submission and subsequently discuss their findings related to the evidence provided (documentary and observed during the visit if applicable) and make a recommendation as to the acceptance or rejection of your application or the need for further information
- Any discrepancies, difficulty with interpretation or any other issues will be referred to the Moderator
- The Assessor and Verifier will provide the report on your programme for submission to you and the Moderator.
- An invoice will be raised for the final fee before the report goes to the Quality Award Panel for discussion.

EQA Panel assessment

- The Panel for each organisation's application will consist of a minimum of four experienced coaching / mentoring practitioners who have knowledge of the EQA process
- The Panel meet in closed session, and will form its decision by assessing the application for:
 - **Validity**
Does the evidence presented in the application match the criteria for level?
 - **Reliability**
Is there sufficient evidence in the claim to meet the criteria?
 - **Currency**
Is the evidence up to date?
 - **Authenticity**
What evidence is there that the claims made in the application can be supported and are true?

EQA panel decision

The Panel will come to one of the following decisions which are ratified by the EMCC Executive Board:

- Accept (at stated level)
- Request for more evidence (the assessor will discuss with the organisation)
- Reject

EQA appeal panel

For a rejected application, an organisation has a right of appeal. Once an appeal letter has been received, EMCC will appoint an Appeal Panel, which will consist of 3 people, who have not been involved in the original assessment.

Communication of EQA Panel decision

- The Panel will write to the applicant organisation with its decision. All awards by the EMCC are subject to renewal annually (by submission of a report confirming continued compliance together with advice on changes to programme which may attract a 'mini' review) and re-accreditation every 5 years.
- Through awarding the EQA, the EMCC is confirming that the applicant has demonstrated equivalence to EQA standards for coach mentoring training programmes.

6. EQA APPLICATION TIMETABLE

An annual timetable for EMCC and EMCC UK applications and submissions is available on the EMCC website at www.emccouncil.org and www.emccaccreditation.org

7. FEES

The costs for a typical assessment are shown in the following table together with how the fee is apportioned over the 3 stages of application:

1. application form (separate application process for Foundation level)
2. full submission
3. assessment report to EQA panel

EQA Process to June 2010	Cost in Euros (ex VAT)	1st stage Application	2nd stage Submission	3 rd stage Panel
Assessment of Foundation Programme	3,500	Not applicable	3,150	350
Assessment of Practitioner Programme	4,900	1,225	3,185	490
Assessment of Senior Practitioner Programme	9,900	2,475	6,435	935
Assessment of Master Practitioner programme	13,900	3,475	9,035	1,390

The following sets out the number of days included in these 'typical' fees for both assessor/ verifier for each level.

NO. OF DAYS	FOUNDATION	PRACTITIONER	SENIOR PRACTITIONER	MASTER PRACTITIONER
Assessor	1	1	2.5	3
Verifier	-	0.5	1.5	2

A daily incremental rate of Euros 1,200 will be charged where more than the allocated Assessor days is taken.

Fees for additional courses:

Senior Practitioner Programme

- Additional courses with a sufficient common core and provider to the first application can be assessed at Euros 1,200 a day when assessed with the original application
- The fee for additional courses with a sufficient common core and provider to the original application (which needs to hold current EQA accreditation) is Euros 2,250 if submitted at a later date - and subject to a maximum of 1 day of each of the Assessor and Verifier.

Master Programme

- Additional courses with a sufficient common core and provider to the first application can be assessed at Euros 2,750 a day when assessed with the original application
- The fee for additional courses with a sufficient common core and provider to the original application (which needs to hold current EQA accreditation) is Euros 3,350 if submitted at a later date - and subject to a maximum of 1 day of each of the Assessor and Verifier.

Payment terms

- Payment is required at application and panel stages for Foundation level and in 3 stages for Practitioner, Senior Practitioner and Master Practitioner levels as outlined in the table on page 10 (Application, Submission, Panel). The payments will be invoiced and to be paid **in advance** of each stage being assessed and before the assessment report goes to panel
- Travel expenses and VAT will be added where appropriate

Annual review

EQA organisations will provide an annual report relating to their programmes. This will include any substantive changes to the content or staffing. The fee will be Euros 30 for the panel to complete the annual review where no substantive changes have been made. Where there is a need for a 'mini-review' the cost will be based on the daily rate of Euros 1,200.

Re-assessment (after 5 years)

To maintain the EQA a 5 year re-assessment will be required. This will be undertaken in stages with the annual review being a self-assessment by the Award Holder to confirm any material changes to the programme accredited. A full re-assessment through the EQA will be required five years after the Award. If the annual assessment(s) highlight significant changes a full or 'mini' assessment may be required before the 5 year reassessment stage. Any interim reviews will contribute to the 5 year assessment stage.

8. CONTACT INFORMATION

To find out more about the award or to request an application, please contact the EMCC.EQA@emccouncil.org for all countries except the UK whose contact address is UK.EQA@emccouncil.org

All enquiries and applications will be treated in the strictest confidence.

APPENDIX A

EMCC Competence Framework

showing Four Levels of Coaching / Mentoring, Eight Competence Categories and Capability Indicators for each category and level

EQA Level Descriptors

Foundation	Practitioner	Senior Practitioner	Master Practitioner
<p>Appropriate for individuals:</p> <p>who wish to gain an understanding of the practice of coaching / mentoring and to have the core skills of coaching / mentoring</p> <p>likely to be working with others using coaching / mentoring conversations to support and encourage development of skills/performance</p> <p>who wish to use a coaching / mentoring approach within their own field/role and clearly understand how their coach / mentor role integrates with their vocational roles.</p>	<p>Appropriate for individuals:</p> <p>who will either be working as an internal coach / mentor, use coaching / mentoring as part of their main job or starting up as an external coach / mentor</p> <p>who are likely to be working with a small range of clients/contexts and within own area of experience to improve performance, build confidence and stretch capability</p> <p>who will typically be able to apply a limited range of models, tools and processes.</p>	<p>Appropriate for individuals:</p> <p>who will practice as professional coaches / mentors and can draw on a range of models and frameworks who are or wish to work with a range of clients, contexts and organisations</p> <p>whose focus of work will be building capacity for progression, managing complex and challenging relationships, working with ambiguity and change.</p>	<p>Appropriate for individuals:</p> <p>who will practice as professional coaches / mentors and will create their own coherent approach drawing on a wide range of models and frameworks</p> <p>who are or wish to work with a range of clients, contexts and organisations.</p>

The table on the following pages sets out Capability Indicators (CIs) for each of the Eight Competence Categories across the Four Levels of Coaching / Mentoring.

The progression principles used are: at each 'higher' level, the CIs should describe greater breadth and depth of knowledge; greater synthesis of ideas; ability to evoke more significant insights; working effectively with increasingly complex issues and contexts, and, at the higher levels, the creation of a coherent personal approach to coaching / mentoring

Eight Coaching/Mentoring Competence Categories

- 1. Understanding Self**
Demonstrate 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 client's, and where relevant, the sponsor's objectives
- 2. Commitment to Self-Development**
Explore and improve the standard of their practice and maintain the reputation of the profession
- 3. Managing the Contract**
Establish and maintains the expectations and boundaries of the coaching/mentoring contract with the client and, where appropriate, with sponsors.
- 4. Building the Relationship**
Skilfully builds and maintains an effective relationship with the client, and where appropriate, with the sponsor.
- 5. Enabling Insight and Learning**
Work with the client and sponsor to bring about insight and learning
- 6. Outcome and Action Orientation**
Demonstrate approach, and use the skills, in supporting the client to make desired changes
- 7. Use of Models and Techniques**
Apply models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning
- 8. Evaluation**
Gather information on the effectiveness of their practice and contributes to establishing a culture of evaluation of outcomes

Capability Indicators

The table below sets out Capability Indicators (CIs) for each of the Eight Competence Categories across the Four Levels of Coaching/Mentoring.

The progression principles used are: at each 'higher' level, the CIs should describe greater breadth and depth of knowledge; greater synthesis of ideas; ability to evoke more significant insights; working effectively with increasingly complex issues and contexts, and, at the higher levels, the creation of a coherent personal approach to coach/mentoring

COMPETENCE CATEGORY	FOUNDATION CAPABILITY INDICATORS	PRACTITIONER CAPABILITY INDICATORS	SENIOR PRACTITIONER CAPABILITY INDICATORS	MASTER PRACTITIONER CAPABILITY INDICATORS
<p>Understanding Self</p> <p>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 client's, and where relevant, sponsor's objectives</p>	<ul style="list-style-type: none"> behaves in a manner that facilitates the coaching/mentoring process (1) manages issues of diversity in their coaching/mentoring practice (2) describes their own values, beliefs and attitudes that guide their coaching/mentoring practice (3) behaves in alignment with their values and beliefs (4) 	<ul style="list-style-type: none"> builds self-understanding based on an established model of human behaviour and rigorous reflection on practice (34) identifies when their internal process is interfering with client work and adapts behaviour appropriately (35) responds to client's emotions without becoming personally involved (36) 	<ul style="list-style-type: none"> builds self-understanding based on a range of theoretical models and structured input from external sources with rigorous reflection on experience and practice (73) proactively manages own 'state of mind' to suit the needs of the client (74) 	<ul style="list-style-type: none"> synthesises insights derived from extensive exploration of theoretical models and personal evidence (96) accounts for moment by moment decisions during their practice (97) critically reflects on practitioner paradigms and their impact on clients and client systems (98)
<p>Commitment to Self-Development</p> <p>Explore and improve the standard of their practice and maintain the reputation of the profession</p>	<ul style="list-style-type: none"> practises and evaluates their coaching/mentoring skills (5) 	<ul style="list-style-type: none"> demonstrates commitment to personal development through deliberate action and reflection (37) participates in regular supervision in order to develop their practice (38) evaluates the effectiveness of supervision (39) 	<ul style="list-style-type: none"> continuously reviews, reflects on and updates personal beliefs, attitudes and skills to improve their coaching/mentoring (75) proactively identifies gaps in skills, knowledge and attitudes and uses a structured process to meet learning needs (76) selects relevant themes, ideas and models to explore and develop their practice (77) translates new learning into practice and evaluates (78) 	<ul style="list-style-type: none"> keeps up to date with and evaluates research and thinking on coaching/mentoring (99) invites feedback from peers by demonstrating their practice before them (100)

COMPETENCE CATEGORY	FOUNDATION CAPABILITY INDICATORS	PRACTITIONER CAPABILITY INDICATORS	SENIOR PRACTITIONER CAPABILITY INDICATORS	MASTER PRACTITIONER CAPABILITY INDICATORS
<p>Managing the contract</p> <p>Establish and maintains the expectations and boundaries of the coaching/mentoring contract with the client and, where appropriate, with sponsors.</p>	<ul style="list-style-type: none"> explains their role in relation to the client (6) explains the benefits of coaching/mentoring both for the client and in relation to the client's context (7) agrees appropriate levels of both confidentiality and communication to others (8) manages the conclusion of the conversation (9) 	<ul style="list-style-type: none"> follows the EMCC professional code of ethics or an equivalent (40) establishes and manages a clear contract for the coaching/mentoring with the client and, where relevant, with other stakeholders (41) agrees a framework for scheduling when, where and how often the sessions will take place (42) describes own coaching/mentoring process and style to client so that client is empowered to make an informed decision to go ahead with coaching/mentoring (43) recognises boundaries of own competence and advises the need to refer on and possibly conclude contract (44) recognises when client is unable to engage in coaching/mentoring work and takes appropriate action (45) works effectively with client preferences and, where relevant, policies and procedures of the sponsoring organisation (46) manages the conclusion of the contract (47) 	<ul style="list-style-type: none"> establishes an ethically based coaching/mentoring contract in ambiguous and / or conflicted circumstances with the client (and with sponsors where relevant) (79) 	<ul style="list-style-type: none"> identifies clients who may have an emotional or therapeutic need which is beyond their professional capability to work with safely (101) supports client in self-referring to specialised agencies /sources when needed (102) recognises when clients have a need outside of safe and contracted boundaries and takes appropriate action (103)

COMPETENCE CATEGORY	FOUNDATION CAPABILITY INDICATORS	PRACTITIONER CAPABILITY INDICATORS	SENIOR PRACTITIONER CAPABILITY INDICATORS	MASTER PRACTITIONER CAPABILITY INDICATORS
<p>Building the relationship Skilfully builds and maintains an effective relationship with the client, and where appropriate, with the sponsor.</p>	<ul style="list-style-type: none"> • explains how own behaviours can affect the coaching/mentoring process (10) • treats all people with respect and maintains client's dignity (11) • describes and applies at least one method of building rapport (12) • uses language appropriate to the client (13) • develops trust through keeping commitments and being non-judgemental with client (14) 	<ul style="list-style-type: none"> • demonstrates empathy and genuine support for the client (48) • ensures requisite level of trust has been established for effective coaching/mentoring (49) • recognises and works effectively with client's emotional state(s) (50) • adapts language and behaviour to accommodate client's style while maintaining sense of self (51) • ensures client's non dependence of the coach/mentor (52) 	<ul style="list-style-type: none"> • attends to and works flexibly with the client's emotions, moods, language, patterns, beliefs and physical expression (80) 	<ul style="list-style-type: none"> • demonstrates a high level of attentiveness and responsiveness to the client in the moment while holding responsibility for working towards outcomes (104)

COMPETENCE CATEGORY	FOUNDATION CAPABILITY INDICATORS	PRACTITIONER CAPABILITY INDICATORS	SENIOR PRACTITIONER CAPABILITY INDICATORS	MASTER PRACTITIONER CAPABILITY INDICATORS
<p>Enabling insight and learning</p> <p>Work with the client and sponsor to bring about insight and learning</p>	<ul style="list-style-type: none"> demonstrates belief in helping others to develop (15) believes that others learn best for themselves (16) checks thoroughly for understanding (17) uses an active listening style (18) explains the principles of questioning and at least one framework (19) offers feedback in an appropriate style (20) offers advice and ideas only when appropriate (21) 	<ul style="list-style-type: none"> explains potential blocks to effective listening (53) is alert to tone and modularity as well as to explicit content of communication (54) identifies patterns of client thinking and actions (55) enables client to make connections between feelings, behaviours and their performance (56) uses a range of questioning techniques to raise awareness (57) enables client to create new ideas (58) uses feedback and challenge at appropriate times to help client gain different perspectives, while maintaining rapport (59) remains impartial when encouraging the client to consider alternatives (60) uses reviews to deepen understanding and commitment to action (61) 	<ul style="list-style-type: none"> uses a range of techniques to raise awareness, encourage exploration and deepen insight (81) uses feedback and challenge effectively to increase awareness, insight and responsibility for action (82) listens at a deeper level (83) flexible in applying a wide range of questions to facilitate insight (84) uses language to help client reframe or challenge current thinking/understanding (85) applies a systems perspective to building understanding and insight (86) recognises the uncertainties, possibilities and constraints of the client's situational context and helps client to appreciate their impact (87) 	<ul style="list-style-type: none"> supports clients effectively with their increasingly complex range of needs (105) enables significant and fundamental shifts in thinking and behaviour (106) adapts approach / technique in the moment in response to client information, while also holding a focus on outcomes (107)

COMPETENCE CATEGORY	FOUNDATION CAPABILITY INDICATORS	PRACTITIONER CAPABILITY INDICATORS	SENIOR PRACTITIONER CAPABILITY INDICATORS	MASTER PRACTITIONER CAPABILITY INDICATORS
<p>Outcome and Action Orientation</p> <p>Demonstrate approach, and use the skills, in supporting the client to make desired changes</p>	<ul style="list-style-type: none"> • assists client to clarify and review their desired outcomes and to set appropriate goals (22) • ensures congruence between client's goals and the context they are in (23) • explores a range of options for achieving the goals (24) • ensures the client chooses solutions (25) • keeps appropriate notes (26) • reviews progress and learning (27) • ensures the client leaves the session enabled to use new ideas and learning (28) 	<ul style="list-style-type: none"> • assists clients to effectively plan their actions including appropriate support, resourcing and contingencies (62) • helps client to develop and identify actions that best suit their personal preferences (63) • ensures client is taking responsibility for their own decisions, actions and learning approach (64) • helps client identify potential barriers to applying actions (65) • describes and applies at least one method of building commitment to outcomes, goals and actions (66) • reviews progress and achievement of outcomes and goals and revises as appropriate (67) 	<ul style="list-style-type: none"> • encourages client to explore wider context and impact of desired outcomes (88) • draws on a range of diverse techniques and methods to facilitate achievement of outcomes (89) • describes and applies a range of methods for building commitment to outcomes, goals and actions (90) • helps client explore their approach to change (91) • works effectively with resistance to change (92) 	
<p>Use of Models and Techniques</p> <p>Apply models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning</p>	<ul style="list-style-type: none"> • bases approach on a model or framework of coach-mentoring (29) 	<ul style="list-style-type: none"> • develops a coherent model of coaching/mentoring based on one or more established models (68) • uses several established tools and techniques to help the client work towards outcomes (69) • explains and works with models from client's context (70) 	<ul style="list-style-type: none"> • connects various models and new ideas into their own model (93) • applies in depth knowledge and experience of models, tools and techniques to help the client deal with specific challenges as well as the overall outcome (94) 	<ul style="list-style-type: none"> • demonstrates own unique approach to coaching/mentoring based on critical evaluation of accepted models and learning from own practice and supervision (108) • formulates own tools and systems to improve effectiveness (109)

COMPETENCE CATEGORY	FOUNDATION CAPABILITY INDICATORS	PRACTITIONER CAPABILITY INDICATORS	SENIOR PRACTITIONER CAPABILITY INDICATORS	MASTER PRACTITIONER CAPABILITY INDICATORS
Evaluating Gather information on the effectiveness of their practice and contributes to establishing a culture of evaluation of outcomes	<ul style="list-style-type: none"> evaluates outcomes with client (and stakeholders if relevant) (30) monitors and reflects on the effectiveness of the whole process (31) requests feedback from client on coaching/mentoring (32) receives and accepts feedback appropriately (33) 	<ul style="list-style-type: none"> uses a formal feedback process from the client (71) has own processes for evaluating effectiveness as a coach/mentor (72) 	<ul style="list-style-type: none"> establishes rigorous evaluation processes with clients and stakeholders (95) 	<ul style="list-style-type: none"> critiques diverse approaches to evaluation of coaching/mentoring (110) participates in building knowledge on evaluating coaching/mentoring (111) uses knowledge gained to comment on themes, trends and ideas related to evaluation processes, coaching/mentoring processes and client themes (112)

APPENDIX B

ASSESSMENT INDICATORS

Category	Study Hours (includes learning and assessment of learning)	Skills practice	Reflection review	Theory Models	Plan Process
Vocational Qualification Level		% given are a guide - not prescriptive			
<i>Foundation</i>	Min. 20	50%	20%	20%	10%
Undergraduate Degree Level					
<i>Practitioner</i>	Min. 150	40%	25%	25%	10%
Post Graduate Degree Levels					
<i>Senior Practitioner</i>	Min. 500	30%	30%	30%	10%
<i>Master Practitioner</i>	Min. 1,800	30%	30%	30%	10%

Definition of Plan Process:

That part of the programme which is used to set up coaching and supervision sessions; tutorial times spent in planning; setting up library access including Internet research rights for use and application of underpinning knowledge related to theory, models etc; setting up relevant software; planning personal development actions related to developing competence in coaching / mentoring

BENCHMARK COACHING PRACTICE

The following table provides guidance on the number of hours of coaching practice that will be anticipated for each level of programme. This coaching practice (60% of skills practice hours) is expected to take place outside the taught input days.

Category	Guidance on Skills practice hours	Guidance on Coaching Practice Hours
<i>Foundation</i>	10	6
<i>Practitioner</i>	60	36
<i>Senior Practitioner</i>	150	90
<i>Master</i>	420	252