

<p>Professional body</p>	<h2>How the professional bodies compare on.... SOURCES OF EVIDENCE &amp; UNDERPINNING STANDARDS</h2>
<p><b>ASSOCIATION FOR COACHING (AC)</b></p>	<p>The AC spent more than 20 months developing its approach to individual coach accreditation through activities including a review of its current accreditation scheme in light of changes in the market and need since it was first set up five years ago and an analysis of the other main coaching bodies' accreditation schemes.</p> <p>In addition, It carried out an evaluation and refresh of its current coaching competencies (adding executive coaching competencies), extensive consultation workshops with organisational buyers of coaches and coaching and (separately), coach training providers, and AC members. The AC's current coach accreditation/assessor team also contributed significantly to this work, which included the piloting of different assessment methods and the production of an assessment guide by occupational psychologists.</p> <p>The AC actively sought feedback at the different stages and changes made to the scheme to reflect and respond to this feedback, including after piloting the scheme. The AC's Code of Ethics and Good Practice was also re-written in light of this accreditation scheme to help guide coaches on ethical practice.</p>
<p><b>ASSOCIATION FOR PROFESSIONAL EXECUTIVE COACHING AND SUPERVISION (APECS)</b></p>	<p>The evidence available from a significant sample of leading practitioners in executive coaching drives requirements for the APECS accreditation process.</p> <p>It links the standards of practice to the underlying areas of knowledge and practice required to equivalent standards required in mainstream professional requirements.</p> <p>Its well defined process and criteria for executive coach accreditation is supported by continuing development of the knowledge and practice base for accreditation itself.</p> <p>The processes are currently underpinned through an extensive handbook offering key guidance to APECS members participating in the accreditation process.</p>
<p><b>BRITISH PSYCHOLOGICAL SOCIETY SPECIAL GROUP IN COACHING PSYCHOLOGY (BPS SGCP)</b></p>	<p>A broad range of psychological theories and practice in contexts ranging from organisations, sports, counselling, forensic, clinical, health, neuropsychology, educational and developmental contexts, teaching and research.</p> <p>Psychology is a scientific discipline; its standards of practice have been derived from rigorous evidence-based research into the effective application of psychological techniques across this broad range of contexts.</p>
<p><b>EUROPEAN MENTORING &amp; COACHING COUNCIL (EMCC)</b></p>	<p>The Competence Framework was established following an academically robust research project exploring the competences required to practise at different levels. The framework has been further developed and distilled to 4 separate levels and Capability Indicators have been identified to underpin the competences.</p> <p>The original research engaged the leading coaching bodies at the time and drew on the competence frameworks already in place.</p> <p>From this the EMCC developed the EQA for Training Programmes in Coaching and Mentoring.</p> <p>When the EQA was launched, the EMCC pursued its aim of being inclusive of all practitioners in the community and this led to the development of its European Individual Accreditation Award which moves on from recognising that an individual has established a capability either through experience or through a formal qualification and confirms their capability through evidence of their practise, reflections, ongoing CPD and supervision.</p>

<p><b>INTERNATIONAL COACH FEDERATION (ICF)</b></p>	<p><b>The ICF Core Competencies</b></p> <p>The 11 ICF Core Competencies were developed to support greater understanding about the skills and approaches used within today's coaching profession as defined by the ICF. They will also support coaches in calibrating the alignment between the coach specific training expected for an ICF credential and the training they may have experienced from a non-ICF <b>Accredited Coach Training Programme (ACTP see below*)</b>. These competencies were used as the foundation for the ICF Credentialing examination process. The competencies are all critical for any competent coach to demonstrate and they were confirmed by an official role delineation/job task analysis in 2008. The Role Delineation/Job Task Analysis survey development was completed in March 2008, and the survey was sent to a pilot group of ICF coaches for review. The final survey contained both task and knowledge statements that were considered relevant to the work of professional coaches as determined by the task force.</p> <p>The survey asked participants to rate both tasks and knowledge on a five-point scale (ranging from no importance to very important). The ICF received 2,025 responses to the survey. Respondents included both ICF members and non-members and represented various geographic regions. Of 158 tasks and knowledge statements contained in the Role Delineation/Job Task Analysis survey, 155 were validated as important to competent performance for professional coaches by survey participants.</p> <p>Research regarding various credentialing processes and assessment strategies is ongoing for the ICF with the intent of identifying and implementing those that best meet the needs of the profession.</p> <p>The ICF relies on the use of Subject Matter Experts (SMEs) in all parts of its evaluation process - all professional coaches with a proven record of experience and expertise. Strong efforts are made to create diverse work groups of SMEs that represent various credential levels, geographic regions, relevant ICF committees, and various training organizations.</p> <p>Coaches who have been credentialed by the ICF have provided evidence of:-</p> <ul style="list-style-type: none"> <li>• a body of coaching knowledge through coach specific training;</li> <li>• their coaching practice through a recorded log of coaching clients;</li> <li>• mentoring of their coaching practice on a regular and ongoing basis;</li> <li>• observation of coaching practice by a qualified coach;</li> <li>• recommendation by a qualified coach of their suitability for the level of coach certification applied CPD as a requirement for renewal of their credential every 3 years.</li> </ul> <p><b>The ICF Code of Ethics</b></p> <p>Out of its commitment to high ethical standards, the ICF has developed a Code of Ethics (Code). The purpose is to promote professional and ethical coaching practices, and to raise the awareness of people outside the coaching of the integrity, commitment and ethical conduct of ICF members and ICF Credentialed coaches.</p> <p>Ethical Conduct Review</p> <p><a href="http://www.coachfederation.org/includes/media/docs/ECRelements1009.pdf">http://www.coachfederation.org/includes/media/docs/ECRelements1009.pdf</a>The ICF is also committed to providing a forum where individuals can bring complaints about alleged breaches of the Code by ICF members and ICF Credentialed coaches. The ICF adopted a policy and set of procedures that provide for review, investigation and response to alleged unethical practices or behaviour deviating from the established ICF Code. To affect this policy, ICF has implemented an Ethical Conduct Review (ECR) Process, to:</p> <ul style="list-style-type: none"> <li>• Serve as a 'model of excellence' for the fair review of complaints concerning the ethical conduct of ICF members and ICF Credentialed coaches; and</li> <li>• Be responsive to complaints concerning experiences believed to be breaches of the Code by ICF members and ICF Credentialed coaches.</li> </ul> <p>There are three ICF Credentials:</p> <ul style="list-style-type: none"> <li>• <i>Associate Certified Coach (ACC);</i></li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Professional Certified Coach (PCC); and</i></li> <li>● <i>Master Certified Coach (MCC).</i></li> </ul> <p>The ICF believes that it has an obligation to support its member coaches in the growth of their skill set. Every master coach started as a beginner, progressed through an intermediate level of skill, and became masterful, where the hallmark is always the complete evidence of the coach's role as learner about the client. The ICF credentialing process with its three levels is a reflection of the continuum of growth that each coach undergoes. Each credential requires a specific set of required hours of coach-specific training and coaching experience. There is an expectation that all ICF Credentialed coaches will continue their education and build on their level of experience. The resulting growth in competency and professionalism will be evidenced by their journey to the MCC credential.</p>
<p><b>SOCIETY FOR COACHING PSYCHOLOGY (SCP)</b></p>	<p>Key areas underpinning the assessment process relate to the evidence-base of coaching psychology practice, supervision and CPD/CPE activities: <i>Ethics, Practice, Theory &amp; Scientific Knowledge, and Research</i>. The Society's Codes of Ethics and Guide to Coaching Psychology Practice inform these key areas.</p> <p>The Code of Ethics sets out the core values and guiding principles to inform the professional practice of coaching psychologists. The <i>Guide to Coaching Psychology Practice</i> aims to outline the expected standards of good practice that embody those principles.</p> <p>All members of SCP are obliged to be bound by this Code of Ethics and Practice (<a href="http://www.societyforcoachingpsychology.net/page_1208006102984.html">http://www.societyforcoachingpsychology.net/page_1208006102984.html</a>).</p>