



AC Accelerated Coach Training  
Accreditation Scheme  
Guidance for Level AACT

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# AC Accelerated Coach Training Accreditation Scheme Introduction

The Association for Coaching (AC) Accelerated Coach Training Accreditation Scheme core features include:

## Inclusivity

We welcome Training Programme Providers from a wide range of disciplines, backgrounds, and experiences to submit their coach training programmes for accreditation.

Our Scheme is designed to recognise programmes that embrace a blended learning approach, balancing practical application with theoretical insight to support diverse pathways into coaching.

## Rigorous Standards

The AC Accelerated Coach Training Accreditation Scheme incorporates core elements of the AC Coach Accreditation, offering a streamlined pathway for participants to fast-track their accreditation. Upon successful completion of an approved Accelerated Coach Training programme, participants become eligible to gain their AC Coach Accreditation, ensuring both rigour and efficiency in coach development.

## Developmental Focus

The AC offers four progressive levels of coach training accreditation, designed to support a coach's journey from foundational learning to professional mastery. Each level reflects a distinct stage of development, ensuring that Training Programme Providers can align their programmes with the evolving needs of coaches at every stage.

This document provides detailed guidance for the Accredited Award in Coach Training (AACT).

For an outline of each accreditation level, please refer to the overview document.

If you are unclear about any aspect of the accreditation process, or which level you could apply for, please contact the Accreditation Team ([provider@associationforcoaching.com](mailto:provider@associationforcoaching.com)) for further advice and support or arrange a short call. However, please note that the AC Provider Team cannot complete applications on your behalf.



## Requirements

Training Providers are responsible for completing a checklist during the course to confirm that participants have met all required elements of the AC Coach Accreditation Scheme. This checklist forms part of the final assessment process and must be completed prior to programme completion.

Please note: the AC checklist will be provided once your application for Accelerated Coach Training Accreditation has been approved.

Participants who successfully meet your assessment standards should be awarded a certificate of completion. This certificate serves as evidence of their coach training and will form part of their application for individual AC Coach Accreditation.

## Qualifying Criteria

The elements of theoretical learning, practical application, reflective practice, and supervision are qualifying criteria for different levels of our Accelerated Coach Training Accreditation Scheme. In addition, your Coach Training Programme will be evaluated on its integration and application of the AC Coaching Competency Framework, which underpins our standards for coach capability and professional practice.

## Before you Apply

Before submitting your application, please ensure that your training programme meets all of the application criteria for the Scheme and level of AC Accelerated Coach Training Accreditation.

## Fees

Assessment and three-year Accreditation fees are payable upon submission of your application.

Please note: fees are reviewed annually on 1<sup>st</sup> April. For the most up-to-date pricing, refer to the AC website.

## Your Application

Please submit your application as follows:

1. Enter all information into the Application Form and make sure you include all the elements requested as part of the Application Form in your document (preferably a PDF).



2. Please also submit one participant reference if the course has run previously.
3. If you have any questions on the requirements, please contact [provider@associationforcoaching.com](mailto:provider@associationforcoaching.com) before submitting your application online.

### **Please Note before you submit your Application**

Your application must be completed in full, as specified. Incomplete submissions will need to be amended and resubmitted, which may incur an additional admin fee.

Once your application and payment have been received, you will receive confirmation via email and your application will be sent for assessment.

You are fully responsible for the accuracy and integrity of your Accelerated Coach Training Accreditation application. All supporting documentation must be authentic and truthful. Submission of false or misleading information may result in the invalidation of your application and the removal of any accredited status.

### **Assessment of your Application**

Your application will be reviewed by an assessor in accordance with the AC Privacy Policy, which ensures the confidential handling of all submitted information. The assessor will evaluate your submission against the specified criteria and the AC Coaching Competency Framework.

Assessment outcomes are:

- Excellent
- Good
- Needs Improvement/Resubmission

We aim to complete assessments within two months - often sooner, and we provide written feedback on all applications. Application details remain confidential to associated AC team members.

Following assessment, the Provider Membership and Accreditation Services Team will retain your application on file for as long as your Accreditation is active. Please keep a copy for your records, as it will support your accreditation renewal after three years.

Upon successful accreditation, you will receive:

ACTA AACT 06/26



- A Certificate of Accreditation
- The Accredited Coach Training logo for your promotional material and web pages
- Accreditation status listed on the AC Member Directory
- Eligibility for a special Introductory AC Associate Membership for your programme participants\*

*\*This is a high-value, 12-month gifted membership that can be promoted as part of your accredited training programme. More details are available on our website.*

## Maintaining and Renewing your Accreditation

Your Accelerated Coach Training Accreditation is valid for three years, provided you maintain membership with the AC.

The Accreditation confirms that your training programme aligns with current coaching best practices.

Renewal will be required at the end of the three-year term, which will need to align with our current Accreditation Scheme criteria, which is reviewed on a periodic basis.



# 1. Declaration for AC Members

## Section Overview

This section covers a number of statements that you will need to make as part of your Coach Training Accreditation Application.

## Guidance

It is important to make sure you can agree to these terms before you continue with your accreditation application.

### I/We agree/s to:

- deliver our training programme as detailed in this application
- have the following in place for our training programme and associated activities:
  - Health, safety and equal opportunities policies.
  - Complaints procedure.
  - Business continuity plan for tutor absence.
- not to misrepresent our affiliation with the AC, beyond our status as a member organization with an accredited training programme.
- advertise and deliver this training programme accurately as an AC Accredited Coach Training Programme;
- abide by AC logo utilization guidelines;
- ensure participants understand that attending the programme will result in formal accreditation as an AC Accredited Coach following online application submission;
- inform us of any significant changes to the training programme that may impact meeting the criteria before you make the changes, once accredited.



## 2. Programme Lead & Associate Faculty

### Section Overview

Complete the table providing up to 200 words outlining the experience and expertise of each of the lead/s and associate faculty members delivering the programme you are accrediting.

Provide details of a business continuity plan in event of trainer unavailability.

### Guidance

#### What you need to do

- **Write up to** 200 words outlining the experience and expertise of each of the programme lead/s and associate faculty who are delivering the programme.

Include their:

- Name
- Role - specifically relating to the training programme (e.g., tutor, assessor, NLP specialist etc.)
- Relevant experience, qualifications and expertise
- Details of memberships and accreditations to any coaching and supervisory body they have.

### Level and Assessment Criteria

Section 2	Excellent	Good	Needs Improvement
	AACT		
<b>Programme Leads and Associate Faculty</b>	At least 1 or more skilled and experienced trainers/facilitators, with a business continuity plan in event of trainer unavailability and refund process	At least 1 or more skilled and experienced trainers/facilitators, with a business continuity plan in event of trainer unavailability	Trainer/facilitator experience may be inadequate or no business continuity plan



## Application Form Content Example/s

The below provides examples of what can be included in this section and is not designed to be definitive.

### **Therapeutic coach**

Jack Doe is a member of the tutoring team, delivering modules in positive psychology and wellbeing. Formerly a mental health counsellor for 10 years, he became passionate about the benefits of strength-based coaching after supporting his own family following an unexpected bereavement. Jack is currently studying part-time for a Master's in Integrative Psychology.

#### **Membership**

Member, Association for Coaching  
Member, British Psychological Society

#### **Accreditations**

Foundational Coach, Association for Coaching

#### **Qualifications**

BTEC Higher National Diploma (HND) in Counselling and Applied Psychology (Integrative)

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### **Leadership Coach**

Jane Doe is our Lead Facilitator, responsible for ensuring AC Competencies are met, delivering introductory modules, and observation of practice and reflective feedback. She also provides in-course supervision and oversees external coaching practice. She leads the tutor team which makes the final decision on participant fitness to practice, and signs-off of individual accreditation activities for our accelerated programme.

Jane has 12 years of experience in a corporate leadership environment.

#### **Membership**

Member, Association for Coaching

#### **Accreditations**

Executive Coach, Association for Coaching



## Qualifications

ILM Level 5 Certificate in Coaching and Mentoring  
Certificate in Supervision (APECS)

# 3. Coach Training Programme Structure

## Section Overview

Complete details of your Coach Training Programme structure, coaching approaches and models used, ensuring that the content and outcomes sections identify which competencies it meets, and all coaching competencies are covered for the overall programme.

## Guidance

Give specific information about the content and running order of your Coach Training Programme.

## What you need to do

**Please complete the table by:**

- ensuring that the content and outcomes sections meet all of the relevant coaching competencies outlined in Appendix I of this document.
- ensuring you include one or more Coaching Approaches or Models (required for AACT level)
- competencies 1 to 9 are required to be covered within the course structure if your training course is geared towards participants accrediting via the Coach Accreditation pathway.
- competencies 10 to 12 are also required to be covered within the course structure if your training course is geared towards participants accrediting via the Executive Coach Accreditation pathway.

Coaching Approaches are usually based on overarching philosophies, for example:

- NLP Coaching
- Positive Psychology Coaching
- Solution Focused Coaching
- Strengths Based Coaching
- Systemic Coaching
- Gestalt Coaching



Coaching models provide a process or framework to guide the coaching conversation, for example:

- GROW (Goal, Reality, Options, Will – Whitmore and Alexander)
- OSCAR (Outcome, Situation, Choices and Consequences, Actions, Review – Whittleworth and Gilbert)
- STEPPA (Subject, Target Identification, Emotion, Perception and Choice, Plan and Pace, Adapt or Act – McLeod)
- GAPS Grid (Goals & Values, Abilities, Perceptions, Success Factors - Hicks and Peterson)
- OUTCOMES™ (Objectives, Understanding the Reasons, Take Stock, Clarify the Gap, Options Generation, Motivate to Actions, Enthusiasm and Encouragement, Support - Mackintosh)
- Own coaching model (please specify)

## Level and Assessment Criteria

Criteria	Excellent	Good	Needs Improvement
	AACT		
<b>Mapping to AC Coaching Competencies</b>	Maps all the course content to AC Coaching Competencies without error/s in order for participants to meet all AC Coaching Competencies at an introductory level or above	Maps the course content to AC Coaching Competencies with minimum error/s in order for participants to meet all AC Coaching Competencies at an introductory level	Maps some of the course content to AC Coaching Competencies and/or with some further details required AND/OR Mapping does not fully reflect course content at introductory level OR Maps all course structure to every competency
<b>Core coaching skills</b>	Develops core coaching skills - minimum of 6 - to include active listening, questioning, raising awareness, designing actions and reflective practice  Demonstrates the difference between coaching models and	Develops core coaching skills - minimum of 5 - to include active listening, questioning, raising awareness and designing actions  Demonstrates the difference between coaching models and approaches, enabling	Provides information about less than 5 core coaching skills AND/OR Participants can demonstrate limited evidence of application of essential coaching practice AND/OR



	<p>approaches, enabling participants to develop practical skills in order to apply a minimum of two approaches or models</p> <p>All Acronyms defined in full</p> <p>Participants can demonstrate knowledge and application of essential coaching practice</p>	<p>participants to develop practical skills to apply a minimum of one approach or model</p> <p>All Acronyms defined in full</p> <p>Participants can demonstrate knowledge and some evidence of application of essential coaching practice</p>	<p>Identifies a coaching model or approach but does not fully define it AND/OR Acronyms not written in full</p>
<p><b>Learning sessions, tools, methods and coach development hours</b></p>	<p>Defines in detail: learning sessions, a wide variety of tools and methods, and defines coach development hours to ensure course objectives are met</p>	<p>Broadly defines learning sessions, tools, methods and coach development hours to ensure course objectives are met</p>	<p>Adequate definition of learning sessions and/or has limited information on tools and methods, and/or has not identified the development hours</p>

## Application Form Content Example/s

The table below provides examples of what can be included in this section and is not designed to be definitive.

### Positive Psychology/Therapeutic Coach Skills Training Course

Module	Content, Models and Approaches	Outcomes	AC Competencies (1,2,3,4,5,6,7,8,9, 10,11 & 12)
<p><b>Module X</b> Introduction to positive psychology and its role in supporting wellbeing</p>	<p>Explain the origins of positive psychology; its evolution from a deficit-based model to an integrated strengths-based growth approach.</p> <p>Explore foundational theories and models of positive psychology including PERMA (Positive emotions, Engagement, Relationships, Meaning &amp; Accomplishment), Six Factor Theory, Self-</p>	<p>Be able to discuss the evolution of positive psychology and its underpinning assumptions and goals.</p> <p>Be able to apply underpinning models, including PERMA, in a coaching context to support long-term wellbeing and happiness.</p>	<p>2, 3, 4, 5, 6,7</p>



	Determination and the neuroscience of flourishing.  Examine how happiness, positivity and wellbeing is impacted by systemic disadvantage and culture.	Be able to discuss systemic & cultural barriers that impact wellbeing and positivity.	
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## Business/executive Coach Skills Training Course

Module	Content, Models and Approaches	Outcomes	AC Competencies (1,2,3,4,5,6,7,8,9, 10,11 & 12)
<b>Module X</b> Coaching leaders through change	<p>Explain leadership coach responsibilities, including their role in supporting a move from transactional to transformational coaching.</p> <p>Explore models including ADKAR (Awareness, Desire, Knowledge, Ability, and Reinforcement) Kotter’s 8-Step Process and McKinsey’s 7S Framework (Shared Values, Staff, Style, Skills, Strategy, Structure, and Systems) that complement and support organizational, professional and personal transformational change.</p> <p>Evaluate strategies to help leaders understand &amp; address the psychology of change management &amp; barriers to change.</p> <p>Support participants to explore their own approaches and strategies to manage transformational change.</p>	<p>Be able to demonstrate sound knowledge of transformational change models and approaches through application to leadership coaching in given contexts.</p> <p>Be able to apply transformational change theories to their own experience to raise self-awareness of the psychology of managing change.</p> <p>Be able to act on own critical reflections to improve practice when coaching leaders.</p>	1, 3, 4, 6, 7, 8, 9, 10, 11, 12



## 4. Coach Training Programme Hours

### Section Overview

Provide a breakdown of your Coach Training Programme hours

### Guidance

#### What you need to do

Provide a breakdown of hours for the following areas:

- Synchronous Learning – tutors and students gathering at the same time and (virtual or physical) place, and interacting in real-time.
- Asynchronous Learning - students accessing materials at their own pace (Self-study).
- Coaching Delivery

At least 25% of the training hours must be Synchronous Learning e.g. AACT is 45 hours of training so at least 11.25 hours needs to be synchronous.

Synchronous Learning hours do not include coaching delivery hours.

Coaching Delivery hours can be completed within and outside of the course.

### Level and Assessment Criteria

#### Accreditation Level

Ensure that your Coach Training Programme hours align with the level of accreditation you are applying for guidance please review table below:

Eligibility	Accredited Award in Coach Training (AACT) - Accelerated Route
<b>Total Training and Coaching hours</b>	<b>95+</b>
<b>Training – Synchronous and Asynchronous Learning (minimum of 25% of Synchronous Learning required)</b>	45+
<b>Coaching Delivery Hours</b>	50+



## Assessment Criteria

Criteria	Excellent	Good	Needs Improvement
	AACT		
<b>Coach Training Programme Hours</b>	<p>Meets all requirements and hours are fully reflected in course structure.</p> <p>AC expects to see a consistent approach to hours and programme complexity to ensure the integrity of each level.</p>		<p>Meets requirements and would benefit from greater clarity in terms of the type of learning by hours AND/OR Discrepancy between hours.</p>

## Application Form for Content Example/s

The table below provides examples of what can be included in this section and is not designed to be definitive.

<p><b>Provide the month and year the Coach Training Programme took place*</b></p> <p><i>*If the Coach Training Programme has yet to run, please submit your application for assessment along with planned dates for the future.</i></p>	Programme to run in May 2026
<b>Total Synchronous Learning hours: (25% of the training hours must be Synchronous Learning)</b>	25
<b>Total Asynchronous Learning and CPD hours:</b>	22
<b>Total hours of Coaching Delivery that will be undertaken on the Training Programme:</b>	50
<b>Total Coach Training Programme Hours:</b>	97



# 5. Asynchronous Learning and Continuous Professional Development (CPD)

## Section Overview

Asynchronous Learning is when students access materials at their own pace. In this section of the application, you need to give specific information about the mandatory Asynchronous Learning and CPD included in your Coach Training Programme.

## Guidance

### What you need to do

**Complete** the table detailing the variety and type of Asynchronous Learning and CPD undertaken by participants, for example:

- Reading
  - Research
  - Written work, including the written assignments assessed as part of the programme
  - Peer discussions
  - Questionnaires
  - Reflective logs/journals
  - Action Learning Groups
  - Attending webinar and/or events
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- Identify how much time you expect participants to spend on the activity
  - Ensure that the Asynchronous Learning and CPD you identify takes into account the needs of individuals, who may have different learning preferences. The table below may help you to identify different learning preferences.



Learning Preferences	Descriptors	Examples
<b>Visual</b>	Images, diagrams, charts & videos to help them understand complex ideas	Explanatory YouTube or Spotify videos, statistical reports, live or online demonstrations
<b>Auditory</b>	Sound, music and the spoken word	TED talks, podcasts
<b>Kinaesthetic</b>	Through practical activities and engaging their senses	Using drama, theatre, music to engage & reflect, building 3D models for creativity or mindfulness (e.g. LEGO-play)
<b>Verbal</b>	Written and spoken language; enjoy reading writing & discussing ideas	Reading texts and reports, storytelling, group feedback and review
<b>Logical</b>	Use reasoning, analysis and problem solving to understand concepts	Using scenarios, case studies, ethical dilemmas, data analysis
<b>Social</b>	Through interaction with others in groups and collaborative work	Action learning groups, group assignments, peer focus groups, contributions and team working through e.g. AC Connect.
<b>Independent</b>	Through self-study and individual work, self-motivated	Written assignments, researching new ideas and trends, preparing presentations

## Level and Assessment Criteria

Criteria	Excellent	Good	Needs Improvement
	AACT		
<b>Asynchronous Learning and CPD</b>	Meets all requirements with types of learning and CPD fully reflected in course structure  Hours given in the course structure must align with this section.		Meets requirements but would benefit from greater clarity AND/OR Discrepancy between hours in Section 3 (Course Structure) and Section 5

## Application Form Content Example/s

The table below provides examples of what can be included in this section and is not designed to be definitive.



Type	Examples	Approx. hours
<b>Texts</b>	Coaching, leadership, psychology etc books or specified chapters/sections of books. (It may be helpful to indicate if any texts are mandatory).	XXX
<b>Reading</b>	Module specific pre-reading notes, study guides & information from learning management systems.	XXX
<b>Videos, webinars and podcasts</b>	Examples may include: AC podcasts and webinars TED Talks You Tube, Spotify etc.	XXX
<b>Research papers, journals, internet research</b>	Topic specific research to extend knowledge and understanding and to support assignments.	XXX
<b>Reflective journaling</b>	Documenting coaching experiences, feelings and thoughts to enhance self-awareness, personal growth, and critical thinking.	XXX

## 6. Feedback, Reflective Work and Supervision

### Section Overview

Provide information on the feedback, reflective work and supervision participants receive during the Coach Training Programme.

- Feedback is information shared to help coaches understand their performance, highlight strengths, and identify improvements to support growth and better outcome.
- Reflective practice is a vital component of coaching, allowing coaches to continuously improve their competency and understanding. Reflection is a deeper level of thought, including exploration of emotional awareness.
- Supervision supports coaches' own growth, how they manage emerging (including ethical) issues and their own self-care and wellbeing.

A minimum of 3 supervision sessions is required for Foundation/Foundation Executive Coach.



## Guidance

Provide details on how many supervision sessions will take place on the Coach Training Programme and the type of supervision undertaken i.e. Group, Triad or 1:1.

## Level and Assessment Criteria

Criteria	Excellent	Good	Needs Improvement
	AACT		
<b>Feedback, Reflective work</b>	Detailed, diverse, examples of opportunities for reflection and how and when feedback is provided.	Examples of opportunities for reflection and how and when feedback is provided.	Insufficient evidence of reflection and feedback AND/OR Insufficient evidence of how/when feedback occurs.
<b>Supervision</b>	Details of either group and/or individual supervision.  Full details of how/when learners are observed and how supervision feedback is provided.	Some details of either group and/or individual supervision.  Some details of how/when learners are observed and how supervision feedback is provided.	Superficial details of either group and/or individual supervision.  AND/OR No feedback from supervision evidenced.

## Application Form Content Example/s

The table below provides examples of what can be included and is not designed to be definitive.

Type	Examples
<b>Feedback</b>	<ul style="list-style-type: none"> <li>- Weekly peer feedback from observations including triads</li> <li>- Weekly tutor feedback on group discussion sessions</li> <li>- Tutor observation on a coaching session (2 times during the course)</li> <li>- Videoing of a coaching session leading to a professional discussion with a tutor or supervisor</li> <li>- Tutor feedback on an individual basis, to encourage progress or confidence (e.g. as required or monthly, depending on course length)</li> </ul>



<b>Reflective work</b>	<ul style="list-style-type: none"> <li>- Self-reflection after a coaching session (in course or with an external client)</li> <li>- Self-reflection logs after each session – contribute to own self-assessment of development and progress and CPD</li> <li>- Support from a coach mentor/trusted advisor</li> <li>- Use of reflection models</li> </ul>
<b>Supervision</b>	<ul style="list-style-type: none"> <li>- Monthly group supervision sessions</li> <li>- Individual supervision sessions</li> <li>- Specific support to ensure a participant can meet CA requirements especially for fitness to practice</li> </ul>

## 7. Ethical Dilemma/s

### Section Overview

Provide information of at least 2 ethical dilemmas that will be used on the Coach Training Programme, including expected discussion/resolution.

### Guidance

#### What you need to do

Ensure that the ethical dilemmas are in line with the type of situations your students may face and share how these will be included in the Coach Training Programme.

### Level and Assessment Criteria

Criteria	Excellent	Good	Needs Improvement
	AACT		
<b>Ethical Dilemma's</b>	Excellent examples of ethical dilemmas appropriate to the individual accreditation level, including expected discussion/ resolution	Good examples of what constitutes an ethical dilemma appropriate to individual accreditation level with some indication of expected discussion/resolution	Examples provided but not ethical dilemmas AND/OR Doesn't cover level of expected discussion/resolution

### Application Form Content Example/s

The table below provides examples of what can be included in this section and is not designed to be definitive.



### Possible question

You have not been sleeping very well recently due to stress, but your coaching business has started to gain traction. You have several clients that you meet regularly but have found it hard to concentrate in sessions. What ethical dilemma does this pose for you and what might you do to resolve this?

### Possible response

- Ethics state that that ‘coaches are required to withdraw from their practice until such time as they are in good health and fit to resume’.
- It is necessary for the coach to take steps to minimise the effects of stress.
- Whilst the coach takes whatever steps are necessary to get their stress levels under control their clients should be made aware that there will be a gap of however long until the next session. They should be given the choice as to whether they would like alternative support in the meantime or delay the work until the coach is fit to practice.
- It is not necessary for the coach to inform the client of the detailed reasons why they are unable to work if this does not feel appropriate.
- They should only resume coaching once they feel sufficiently alert and stress free.
- The coach should discuss the matter at supervision.

## 8. Coaching Delivery Hours

### Section Overview

Provide a breakdown of Coaching Delivery hours achieved on the course and through participants own coaching practice.

### Guidance

#### What you need to do

Please explain in the table how participants of your Coach Training Programme will achieve the minimum amount of Coaching Delivery hours for their Coach Accreditation.

As a guide, please see the Coach Accreditation delivery hours required per level:

Foundation Coach	Foundation Executive Coach
50+	50+ (75% in organisational context)



You do not need to deliver all the Coaching Delivery hours, however you will need to demonstrate how the total hours will be achieved e.g. 20 hours on the course and then 30 hours working with their own private clients.

## Level and Assessment Criteria

Criteria	Excellent	Good	Needs Improvement
	AACT		
<b>Coaching Delivery Hours</b>	Clear explanation of how learners will achieve minimum coaching delivery hours for Individual Accreditation level and support provided. Provide a breakdown of hours achieved on the course and through participant's own coaching		Focuses primarily on the coach training practice hours and has vague or incomplete information about additional hours required to achieve the target Individual Accreditation level(s)

## Application Form Content Example/s

The table below provides examples of what can be included in this section and is not designed to be definitive.

Type	Examples
<b>Peer to peer coaching (e.g. triads or pairs)</b>	Structured sessions with fellow participants for observed practice and feedback delivered as part of the course.
<b>Pro bono (complementary) coaching external clients</b>	Coaching individuals outside the course group; they could be alumni from a previous course.
<b>Paid or volunteer coaching within own network</b>	Coaches source clients from professional and/or personal networks.
<b>Organizational (internal) coaching</b>	Structured coaching within a workplace or social/community organization.
<b>Observed coaching</b>	Live coaching session during training observed by a tutor or supervisor.

# 9. Essential aspects of the Coach Accreditation Scheme

## Section Overview

Provide details of how your Coach Training Programme will deliver and review each of the requirements of the AC Coach Accreditation Scheme for your



participants. It is important to recognize diversity of learner preferences/ client group when identifying submission/assessment methods.

## Guidance

You must include how your participants will complete the following requirements. These can be either in writing, presentation, recording etc.

- Coaching Log
- Personal Coach Approach
- Case Study
- Ethical Dilemma/s
- Coach Fitness to Practise
- Coach Self-Assessment and Coaching
- Development Plan

No.	AC Coach Accreditation Application Aspects	How AC Coach Accreditation Application Aspects can be built into the Coach Training Programme	AC Coach Accreditation Application Criteria	AC Coaching Competencies required for each Application Element	Assessment Elements for AC Coach Accreditation Application
1	Coach Training	Minimum hours coach specific training for appropriate level (+ completed training certificate.	Coach to receive training certificate upon completion of training.	1,2,3,4,5,6,7,8,9, 10,11 & 12	Coach to send copy of training certificate to AC.
2	Coaching Log	Minimum hours of coaching delivery for appropriate level recorded in any format.	Coach logs the coaching delivery hours in a record, using only initials of clients and detailing whether coaching was group, team or 1:1 coaching. Ensure that 75% of coaching is carried out within an organizational context for Executive pathways.	N/A	Training Provider to assess and complete assessment checklist form to confirm reviewal.
3	Personal Coach Approach	500 or more words or Recording or Presentation delivered to course facilitators.	Coach describes what informs their coaching and how it manifests in their approach. This can include identifying and explaining their unique style of coaching, as well as demonstrating how coaching is influenced by theoretical models.	1, 2, 3, 4, 6, 7, 8 & 11	Training Provider to assess and complete assessment checklist form to confirm reviewal.
4	Case Study	500 or more words or Recording or Presentation delivered to course facilitators.	Coach to demonstrate how they have worked with a client over multiple session. Including the context for their coaching, the coaching process from start to end. Including the reflections and learnings from this piece of work.	1, 2, 3, 4, 6, 7, 8, 10, 11 & 12	Training Provider to assess and complete assessment checklist form to confirm reviewal.
5	Coaching Standards and Ethics	Signed AC Declaration Form	Coach signs AC declaration form having read and understood the Global Code of Ethics for Coaches, Mentors and Supervisors via questions via AC website that	1	Coach to sign AC Declaration Form via AC website.



			individual will access when uploading completed documentation for their accreditation.		
6	Ethical Dilemma	2 Written Q&As or Recording or Supervision delivered via course facilitators.	Coach provides response to two ethical dilemma questions.	1 & 9 (insert additional competencies if relevant)	Training Provider to assess and complete assessment checklist form to confirm reviewal.
7	Coach Fitness to Practise	500 or more words or Recording or Presentation delivered to course facilitators.	Coach provides critical reflection on their coaching practice, linking this to their self-assessment and Coaching Development Plan. (additional recording of a coaching session or live coaching session reviewed required for Coach level)	1, 2, 3, 4, 5, 6, 7, 8, 10 & 11	Training Provider to assess and complete assessment checklist form to confirm reviewal.
8	Supervision Record and Learning Log	Minimum X3 supervision sessions (Foundation level) or Minimum X6 supervision sessions (Coach level and above) along with their learning recorded in any format. Can be group supervision format.	Coach receives a minimum 3x supervision sessions (Foundation level) or Minimum X6 supervision sessions (Coach level and above) throughout training to demonstrate a commitment to the continued development of their coaching skills and practice and records learning from each session.	1, 2, 3, 4, 5, 6, 7, 8, 10 & 11	Training Provider to assess and complete assessment checklist form to confirm reviewal.
9	Continuous Professional Development (CPD) Record	Record of CPD in any format.	10 hours CPD (Foundation level), 30 hours CPD (Coach level), 35 hours (Professional level) or 40 hours (Master level) completed along with reflections on CPD activities and learning gained. Reading, watching relevant videos/ talks and attending CPD events can all contribute to CPD. Can be built into non self -study aspects of the course if total training hours exceed programme hours required.	1, 2, 3, 4, 5, 6, 7, 8, 10 & 11	Training Provider to assess and complete assessment checklist form to confirm reviewal.
10	Client Reference	Complete AC Client Reference form	Coach to seek client reference/s for the level applying for: x1 – Foundation, x2 – Coach, x3 – Professional or x4 – Master.	1, 2, 3, 4, 5, 6, 7, 8, 10 & 11	AC Client Reference form to be sent to AC
11	Coach Self-Assessment and Coaching Development Plan	Complete AC Coach Self-Assessment and Coaching Development Plan Log	Coach to complete Coach Self-Assessment and Coaching Development Plan either on course or as part of self -study. Coach should look to the future to assess areas that they will develop and also assess these areas against the AC Competency Framework.	1, 2, 3, 4, 5, 6, 7, 8, 10 & 11	Completed AC Coach Self-Assessment and Coaching Development Plan Log to be sent to AC

*\*Grey boxes indicate that evidence is required to be sent to the AC by the individual in order to achieve accreditation.*



## Level and Assessment Criteria

Criteria	Excellent	Good	Needs Improvement
	AACT		
<b>Essential aspects of the Coach Accreditation Scheme</b>	<p>Full details of how learners will achieve Individual Accreditation requirements with alignment to modules as defined in course structure</p> <p>Recognizes diversity of learner preferences/client group when identifying submission/assessment methods</p>	<p>Defines method by which learners will achieve Individual Accreditation requirements with alignment to modules as defined in course structure</p> <p>Some recognition of different learner preferences when identifying submission/assessment methods</p>	<p>Some sections completed but may not provide word counts, delivery method or have same method for each (without explanation). AND/OR</p> <p>Mis-aligned to modules as defined in course structure</p> <p>No recognition of different learner preferences when identifying submission/assessment methods</p>

## Application Form Content Example/s

The table below provides examples of what can be included in this section and is not designed to be definitive.

No.	AC Coach Accreditation Essential Application Aspects	How will the participants complete the Essential Application Aspects (e.g. written, recorded or presented)	Who will review the Essential Application Aspects	AC Coaching Competencies required to be met
3	<i>Example for Personal Coach Approach</i>	<i>Participants have the choice to submit a 1000-word essay or complete an observed 15-minute verbal presentation</i>	<i>Both options are assessed by our Tutors (Bob Smith and Zina Singh) and feedback given to the participant.</i>	<i>1, 2, 3, 4, 6, 7, 8 &amp; 11</i>



## 10. Participant Assessment

### Section Overview

Programme trainer/s will be required to confirm that their participants have completed the essential aspects of the Individual Coach Accreditation scheme by completing an assessment checklist.

### Guidance

In order for participants to gain Individual Coach Accreditation, upon completion of your coach training programme they will be required to upload the following documents to the AC:

No.	Required Documents	How
1	Training Certificate	Evidence of completion of coach training.
2	Coaching Standards and Ethics Declaration	To agree and adhere to Global Code of Ethics for Coaches, Mentors and Supervisors via the AC website.
3	Client Reference/s	Provide client reference/s for the level applying for: x1 – Foundation, x2 – Coach, x3 – Professional or x4 – Master.
4	Coach Self-Assessment and Coaching Development Plan	Evidence development and ongoing commitment to development.
5	Assessment Checklist	Evidence from Coach Training Provider that aspects of Individual Coach Accreditation have been completed on the course.

Once your AC Accredited Coach Training Course Accelerated Route Accreditation is confirmed, you will receive:

- Participant Training Certificate
- Client Reference template
- Coach Self-Assessment and Coaching Development Plan
- Assessment Checklist template
- Weblink to provide to participants so that they can upload their documentation for Coach Accreditation and make payment.

### Level and Assessment Criteria

Excellent	Good	Needs Improvement
Declaration signed and dated		Declaration not signed and dated



# 11. Programme Evaluation

## Section Overview

Provide details of all the evaluation methodologies you use to evaluate the effectiveness of your Coach Training Programme and further develop it.

## Guidance

**Please complete** the table outlining all of your methods to evaluate your Coach Training Programme. For example:

- Continuous Improvement Processes
- Written evaluations and feedback from participants
- Questionnaires or surveys
- Learning log summaries
- Individual interviews
- Input from those coached by participants
- Participant focus groups and peer evaluation
- Regular course team review/self-assessment
- Independent external peer and/or quality assurance reviews
- References from participants

## Level and Assessment Criteria

Criteria	Excellent	Good	Needs Improvement
AACT			
<b>Programme Evaluation</b>	Overview of own programme evaluation and improvement process, including range of internal and external evaluation methods that will, when integrated, support a cycle of continuous programme improvement	Brief overview of own programme evaluation and improvement process, including internal and external evaluation method that can support a cycle of continuous programme improvement	No overall approach to programme evaluation and improvement process



## 12. Participant References

### Section Overview

Please make sure you include 1 Participant Reference within your application.

### Guidance

#### What you need to do

Ask your participant that you have trained within the last 18 months to complete a Participant Reference form and email to [provider@associationforcoaching.com](mailto:provider@associationforcoaching.com) as a PDF.

*\* If the Coach Training Programme has yet to be delivered, please submit your application for assessment and then provide relevant participant references once the first programme has been delivered.*

References to submit	Number
Accredited Award in Coach Training (AACT)	1 Participant Reference

### Level and Assessment Criteria

Criteria	Excellent	Good	Needs Improvement
	AACT		
Participant References (there is a scoring 1-5 within the form)	Primarily scoring 5's	3 and above	Any scoring of 2



# Appendix I

## AC Coaching Competency Framework

### Coaching competencies for All Coaches

1. Meeting ethical, legal and professional guidelines
2. Establishing the coaching agreement and outcomes
3. Establishing a trust-based relationship with the client
4. Managing self and maintaining coaching presence
5. Communicating effectively
6. Raising awareness and insight
7. Designing strategies and actions
8. Maintaining forward momentum and evaluation
9. Undertaking continuous coach development

### Additional competencies for Executive Coaches

10. Working within the organisational context
11. Understanding leadership issues
12. Working in partnership with the organisation

## Coaching Competencies and Indicators for All Coaches

### 1. Meeting ethical, legal and professional guidelines

#### Indicators of competence:

- Follows the AC's professional standards and codes of conduct, including the Global Code of Ethics for Coaches & Mentors
- Acts ethically and with the highest integrity
- Promotes the coaching profession in a positive light to all stakeholders
- Complies with the prevailing laws of the country in which the coaching takes place and/or client organisation is operating, whichever is the most applicable and stringent
- Clearly communicates how coaching is different from other helping professions
- Is aware of professional boundaries and refers on to another professional as appropriate



## 2. Establishing the coaching agreement and outcomes

### Indicators of competence:

- Clearly explains the coaching process and own coaching approach, models and techniques
- Helps the client establish coaching goals and outcomes and agrees an approach to working with the client that will achieve them
- Agrees a formal coaching agreement with client and all stakeholders, including clear and measurable outcomes, plus confidentiality, logistics of coaching sessions (duration, frequency, location), purpose, contingencies, monitoring and reporting on progress, and commercial arrangements
- Establishes clear roles, responsibilities and boundaries between the different stakeholders, including coach and client

## 3. Establishing a trust-based relationship with the client

### Indicators of competence:

- Treats people equally and fairly, with respect and dignity
- Is optimistic for and encourages self-belief in the client
- Establishes a high level of rapport to build an open dialogue with the client
- Accepts the client 'as is' and believes in the client's potential and capability
- Acts openly and honestly, including tackling difficult conversations with the client, using self and personal reactions to offer client feedback, avoiding colluding with the client on issues that block progress
- Maintains agreed levels of confidentiality

## 4. Managing self and maintaining coaching presence

### Indicators of competence:

- Pays close attention to the client, staying fully present and engaged
- Remains focused on the agreed client agenda and outcomes
- Acts flexibly whilst staying aligned to own coaching approach
- Stays aligned to personal values whilst respecting the values of the client
- Works to ensure interventions get the best outcome for the client

## 5. Communicating effectively

### Indicators of competence:

- Demonstrates effective listening and clarifying skills and differentiates between what is said and what's left unsaid
- Uses straightforward, easy-to-understand language that moves the client towards the agreed outcomes



- Adapts communication style to reflect the client’s needs and outcomes
- Provides relevant information and feedback to serve the client’s learning and goals
- Communicates clearly, confidently and credibly with the client

## 6. Raising awareness and insight

### Indicators of competence:

- Asks questions to challenge client’s assumptions, elicit new insights, raise self-awareness and gain learning
- Helps broaden a client’s perception of an issue and challenges to stimulate new possibilities
- Supports the client to generate options to achieve agreed outcomes
- Provides observational feedback where relevant, leaving client free to choose to act upon it or not
- Uses ‘self’ as a resource for the development of the client’s self-awareness and learning by offering ‘here and now’ feedback

## 7. Designing strategies and actions

### Indicators of competence:

- Supports the client to build strategies to meet their outcomes
- Inspires the client to identify and implement self-directed learning opportunities
- Leaves accountability with the client while following through on own actions and commitments
- Encourages the client to seek support from others to help achieve the client outcomes
- Provides support while the client tries out new ways of working/behaviours

## 8. Maintaining forward momentum and evaluation

### Indicators of competence:

- Maintains an outcome-focused approach
- Asks powerful questions that move the client forwards towards the agreed outcome
- Checks and acknowledges client progress and achievements
- Explores what is working, what is getting in the way and challenges lack of progress
- Discourages dependency on the coach and develops the client’s ability to self-coach



- Checks the client's motivation to apply learning from the coaching
- Measures effectiveness of coaching

## 9. Undertaking continuous coach development

### Indicators of competence:

- Regularly requests client feedback
- Actively reflects on coaching practice and outcomes
- Acts on own critical reflections and client feedback to improve coaching practice
- Participates in regular coaching supervision to reflect on, and improve, practice
- Participates in continuous professional development (CPD) activities

## Additional Competencies and Indicators for Executive Coaches

## 10. Working within the organisational context

### Indicators of competence:

- Understands the organisational context in which the client operates (e.g. is aware of the long-term vision, mission, values, strategic objectives, market/competitive pressures, etc.)
- Understands the client's role, position and authority within the organisational system
- Is aware of key stakeholders (internal and external) within the organisational system
- Aligns coaching goals to support organisational aims and objectives
- Understands the relationship between the coach, client and internal sponsor(s) of coaching
- Is aware of and works with, the organisation's values, policies and practices, including human resource and people policies and practices
- Takes a systemic approach to coaching the client, encompassing the complexities of multiple stakeholders, different perspectives and conflicting priorities



## 11. Understanding leadership issues

### Indicators of competence:

- Recognises the challenges faced by leaders working in organisations
- Identifies ways of, and opportunities for, developing leadership behaviours and attributes through coaching
- Demonstrates knowledge and experience of working with organisational leaders
- Uses language appropriate for, and recognised by, the client and organisation
- Constructively challenges the leader to raise his/her standards in areas key to the organisation
- Understands the leader's sphere of influence

## 12. Working in partnership with the organisation

### Indicators of competence:

- Develops relevant networks and strategic partnerships in the organisation
- Designs an effective coaching contract, commercial agreement and working alliance with the client, line manager and coaching sponsor(s) within organisational parameters and policies for coaching
- Actively involves key stakeholders in the set-up, monitoring and evaluation of the coaching, whilst maintaining agreed levels of confidentiality
- Communicates the progress of the coaching with key stakeholders openly and honestly, whilst maintaining agreed levels of confidentiality
- Identifies ways of adding value to the client at the individual, team and organisational level

