



inspired2learn
COACHING SUPERVISION

Level 7

**CERTIFICATE & DIPLOMA FOR
COACHING SUPERVISORS
8590**



Syllabus information Pack

Qualification purpose and aim

Area	Description
Qualification Aim	To provide learners with the required knowledge, skills and understanding for the effective coaching supervision of coaches
Who are the qualifications for?	
Benefits for individuals	<ul style="list-style-type: none">• Understand the purpose and ethical principles of effective coaching supervision of coaches• Be able to critically compare different approaches for the effective coaching supervision of coaches•••
Benefits for employers and educators	<ul style="list-style-type: none">• Coaching supervision is a key process for organisations providing in-house coaching• Develop coaches who are able to use the feedback from supervisory sessions to plan their own and others' professional development• Ensures coaches are properly equipped with the skills, knowledge and understanding they require• Meet clients' supervision needs through effective assessment and relationship building

Structure

To achieve the Level 7 Certificate for Coaching Supervisors the learner must achieve three mandatory units.

Level 7 Certificate for Coaching Supervisors

UAN	ILM unit number	Unit title	Level	Credit Value	GLH
A/617/2914	8590-700	Understanding the Principles and Practice of Effective Coaching Supervision of Coaches	7	6	14
F/617/2915	8590-701	Undertaking Effective Coaching Supervision of Coaches	7	7	14
L/617/2917	8590-703	Reflecting on Your Ability to Perform Effectively as a Coaching Supervisor of Coaches	7	7	22

To achieve the Level 7 Diploma for Coaching Supervisors the learner must achieve three mandatory units.

Level 7 Diploma for Coaching Supervisors

UAN	ILM unit number	Unit title	Level	Credit Value	GLH
A/617/2914	8590-700	Understanding the Principles and Practice of Effective Coaching Supervision of Coaches	7	6	14
J/617/2916	8590-702	Undertaking an Extended Period of Effective Coaching Supervision of Coaches	7	27	18
L/617/2917	8590-703	Reflecting on Your Ability to Perform Effectively as a Coaching Supervisor of Coaches	7	7	22

Unit 700

Understanding the Principles and Practice of Effective Coaching Supervision of Coaches

UAN:	A/617/2914
Unit Level:	7
Credit value:	6
GLH:	14
Unit aim:	This unit aims to provide the learner with an understanding of the principles and practice required for effective coaching supervision of coaches

Learning outcome (LO 1)

The learner will:

- 1 Understand the purpose and principles of effective coaching supervision of coaches

Assessment criteria

The learner can:

- 1.1 Critically analyse the purpose, context, boundaries and ethical principles of effective coaching supervision of coaches
- 1.2 Critically evaluate the role, responsibilities, skills and knowledge required for effective coaching supervision of coaches
- 1.3 Analyse the importance of own reflective learning on professional practice

Depth

- 1.1 The purpose, context, boundaries and ethical principles of effective coaching supervision of coaches.
Reasons for undertaking effective coaching supervision and the necessary conditions and the practices of effective supervision.
Codes of practice from membership bodies (e.g., APECS, EMCC, ICF, etc.)
Ways in which effective coaching supervision supports coaches to work with their clients to find relevance and meaning within an organisational context
- 1.2 The role of the coaching supervisor and their responsibilities.
The skills and knowledge required for effective coaching supervision.
Relevant academic references to support the evaluation of the role, responsibilities, skills and knowledge required for effective coaching supervision.
- 1.3 Theory of reflective practice, including reflection in action and reflection on action. Model of reflective learning (e.g., Kolb, Argyris & Schön, etc.)

Assessment guidance

The learner must:

- 1.1 Provide a critical analysis of the purpose, context, boundaries and ethical principles of effective coaching supervision of coaches. This must include reference to a code of practice from a recognised membership body.
 - 1.2 Provide a critical evaluation of the role, responsibilities, skills and knowledge of a coaching supervisor. Provide at least one relevant academic reference for each of the role, responsibilities, skills and knowledge to support the evaluation. Academic references can include key texts, recent publications, journal articles, etc
 - 1.3 Analyse the use of reflective learning on professional practice and its importance within the coaching supervision process
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Learning outcome (LO 2)

The learner will:

- 2 Understand models and approaches for the effective coaching supervision of coaches

Assessment criteria

The learner can:

- 2.1 Critically compare and contrast individual, peer and group approaches for the effective coaching supervision of coaches
 - 2.2 Define and critique different models for effective coaching supervision of coaches
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Depth

- 2.1 The principle features of individual, peer and group approaches for the effective coaching supervision of coaches, including their benefits and challenges. The context and challenges of group dynamics within coaching supervision.
 - 2.2 Different models to effective coaching supervision (e.g., Seven Eyed, etc.)
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Assessment guidance

The learner must:

- 2.1 Critically compare and contrast individual, peer and group approaches for the effective coaching supervision of coaches. This should include the benefits and challenges of each approach. At least two benefits and at least two challenges must be given for each approach. Provide at least one relevant academic reference for the 1) individual, 2) peer and 3) group approach critically compared and contrasted. Academic references can include key texts, recent publications, journal articles etc.
- 2.2 Define and critique at least two models for the effective coaching supervision of coaches. Each of these models must be compared for their suitability of use from both the perspective of the coach and the supervisor.

Learning outcome (LO 3)

The learner will:

- 3 Understand the anticipated outcomes of effective coaching supervision for different stakeholders

Assessment criteria

The learner can:

- 3.1 Critically assess the anticipated outcomes of effective coaching supervision for different stakeholders
- 3.2 Critically assess methods for evaluating the effectiveness of coaching supervision

Depth

- 3.1 The evidence gathered for the anticipated outcomes of effective coaching supervision
Stakeholder involvement and the responsibilities of the coaching supervisor.
Procurement of effective coaching supervision.
Costs and benefits of effective coaching supervision – financial, personal, social and emotional.
Drivers for effective coaching supervision.
Comparison between expected and actual outcomes.
- 3.2 Methods for evaluating effective coaching supervision (e.g., the impact on the coaches and their coaching practice, sustainability of coaching, long term coach development etc.)
Social responsibility, corporate governance and ethical boundaries.

Assessment guidance

The learner must:

- 3.1 Critically assess the anticipated outcomes of effective coaching supervision for different stakeholders. At least two anticipated outcomes must be assessed and at least two stakeholders must be considered.
- 3.2 Provide a critical assessment of at least two methods for evaluating effective coaching supervision of coaches. Provide at least one relevant academic reference for each method assessed. Academic references can include key texts, recent publications, journal articles etc.

Assessment requirements

This unit will be internally assessed through an assignment brief which is marked and subject to internal and external quality assurance. The assignment brief is provided separately in the appendices.

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria. The unit will be assessed as pass/referral.

Unit 701

Undertaking Effective Coaching Supervision of Coaches

UAN:	F/617/2915
Unit Level:	7
Credit value:	7
GLH:	14
Unit aim:	This unit aims for the learner to undertake a minimum of 20 hours of effective coaching supervision with a minimum of 5 and maximum of 10 individual coaches

Learning outcome (LO 1)

The learner will:

- 1 Be able to agree and establish a contract to act as a coaching supervisor

Assessment criteria

The learner can:

- 1.1 Agree and establish a coaching supervision contract which meets individual coach and stakeholder requirements
- 1.2 Identify overall goals and establish and build rapport with coaches

Depth

- 1.1 Practical application of the contracting process.
Mutually agreeable contract that details commitment and expectations of all stakeholders and anticipated outcomes.
Needs and goals of individual coaches being supervised.
Differences in individual contracting processes.
Process and tools for goal identification and setting.
- 1.2 The nature of coaching supervision relationships.
Importance of coaching supervisor's credibility, trust, confidentiality, duty of care and boundaries.
Commitment and expectations of all stakeholders and intended outcomes.

Assessment guidance

The learner must:

- 1.1 Provide evidence of the practical application of the contracting supervision process, including discussion on the ways in which commitment, expectations and intended outcomes were agreed. Include evidence of the needs and goals of individual coaches being supervised. Include the contract itself which should be designed to meet requirements of both individual coach and the coaching supervisor. If a generic contract is used, only 1 example is required.
- 1.2 Identify their overall goals and establish and build rapport with individual coaches. Include the ways in which relationships have been built, credibility and trust have been nurtured.

Evidence must include the supervision contract itself and a combination of session notes, reflective log entry, etc

Learning outcome (LO 2)

The learner will:

- 2 Be able to plan, deliver and review 20 hours of effective coaching supervision of coaches

Assessment criteria

The learner can:

- 2.1 Plan 20 hours of evidenced effective coaching supervision
 - 2.2 Undertake 20 hours of effective coaching supervision with a minimum of 5 and maximum of 10 individual coaches
 - 2.3 Critically reflect on the effectiveness of the coaching supervision undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching supervision
 - 2.4 Summarise the outcomes of own coaching supervision being supervised for a minimum of 4 hours
 - 2.5 Maintain appropriate and auditable records of coaching supervision activities
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Depth

- 2.1 Planning principles and practices for effective and challenging coaching supervision sessions (e.g., clear timescales and outcomes, liaison with stakeholders, consideration of organisational context, available resources, arrangement for monitoring and evaluation, etc.)
The types of supervisory relationships, reflecting on initiation, on-going relationships and closure.
Dealing with contractual challenges and troubleshooting (e.g., client non-attendance, lack of client commitment, etc.)
Theories and models of coaching supervision.
Prepare documentation for coaching supervision process.
- 2.2 A minimum of 20 hours of supervising coaches on an individual basis is required.
Effective sessions should include:
 - Psychological dimensions when supervising individual coaches.
 - Characteristics of effective coaching supervision sessions.
 - Use of appropriate levels of coaching supervision tools and techniques and diagnostics (e.g., MBTI, psychometrics, emotional intelligence, etc.)
 - Recording and monitoring of coaching supervision activities.
 - Codes of practice and ethical frameworks for coaching supervision.The coaching supervision process, relationship, presence, use of self and the wider context.
Ways in which confidentiality, duty of care and trust have been maintained
Aspects of coaching supervision in practice.
Ethical considerations of confidentiality of coaching supervision in practice.
Use of appropriate documentation.
Presence in coaching supervision.
- 2.3 Identification of strengths, areas for improvement and patterns of behaviour as a coaching supervisor.

- Application of coaching supervision processes.
- Reflection on coaching supervision methods used.
- Techniques for seeking, accepting and analysing feedback from others.
- Competency assessment and competency frameworks (e.g., EMCC, AC, IIC, etc.)
- Continuous professional development (CPD) and manage own continuous improvement and personal development.
- Use of reflective logs, video diaries, audio diaries etc. and ongoing continuous development plans.
- Models of reflective learning are introduced.
- Different perspectives on coaching supervision.
- Nature and value of feedback in developing the reflective practitioner (e.g., Schön, Argyris, etc.)
- 2.4 The learner (the coaching supervisor) is required to be supervised for a minimum of 4 hours in total in order to seek feedback and advice on own performance as a trainee coaching supervisor.
 - Summary records completed by the learner, which may be supplemented by their supervisor's records.
 - The learner's supervision can be either with an individual or group.
 - Benefits of individual coaching supervision.
- 2.5 Preparation for the coaching supervision session and outcomes of the session.
 - Records can include contracting, planning, diary of supervision and observation of coaches, own supervision summaries of being supervised and feedback received from clients and own supervisor

Assessment guidance

The learner must:

- 2.1 Plan for 20 hours to complete a whole cycle of effective coaching supervision. Evidence must include plans and records of activities in sufficient detail and depth to be deemed valid, sufficient and reliable.
- 2.2 Provide evidence of having undertaken and recorded 20 hours of effective coaching supervision. Include plans, records of activity, reflective log entries and examples of tools and techniques used during sessions. Clearly evidence a minimum of 20 hours of individual coaching supervision and consideration of ethical practice included together with use of appropriate tools, techniques and diagnostics and records of activity
- 2.3 Maintain a reflective log that is completed after each session based on own knowledge of coaching supervision and relevant competency frameworks, which takes into consideration the feedback from the client and any observation or feedback from own supervisor. The critical reflection should include own skills, knowledge and behaviours and each client's progress against goals in order that own areas for improvement can be captured and actioned for the next session.
- 2.4 Provide a summary of the outcomes of own participation in individual or group supervision for a minimum of 4 hours in total. Auditable evidence must include records of coaching supervision and ongoing evaluation and examples of tools and techniques used.
- 2.5 Maintain appropriate and auditable records of coaching supervision activities: contracting, planning, undertaking supervision, own supervision, observation and feedback. Coaching supervision diary/record should include goals, progress against goals, summary discussion, tools, techniques and questions used, outcomes or actions and giving feedback to enable

reflection on own coaching supervision performance in order to support ongoing professional development and practice. Records should enable the learner to reflect on their coaching supervision performance after each session.

Evidence for this unit is likely to come from naturally occurring activities within an organisational setting and may include (but is not restricted to):

- Products from the learner's work.
- Evidence of building relationships with clients.
- Contracts and agreements.
- Evidence of identifying individual coaches developmental needs.
- Log or diary of activity.
- Direct observation of the learner's performance by their assessor.
- Personal statements and/or reflective accounts.
- Diary of coaching supervision.
- Using a range of diagnostic tools in coaching sessions.
- Ethical framework and considerations for being non-judgemental.
- Feedback evidence from individual coaching clients and evaluation of findings.
- Supervision evidence and records of sessions.
- Reflective log and review of coaching activity.
- CPD log and development planning with measurable outcomes.

Learners must carry the tasks out individually. Learners may carry out research and collect the information they want to use under unsupervised conditions.

Note: Please ensure confidentiality of the coaching is maintained and care taken to remove anything which may identify an individual. They may be referred to as 'Client 1', for example, for assessment purposes

Unit 702

Undertaking an Extended Period of Effective Coaching Supervision of Coaches

UAN:	J/617/2916
Unit Level:	7
Credit value:	27
GLH:	18
Unit aim:	This unit aims for the learner to undertake a minimum of 60 hours of effective coaching supervision. A minimum of 50 hours must be spent supervising individual coaches and a maximum of 10 hours may be spent on group supervision.

Learning outcome (LO 1)

The learner will:

- 1 Be able to agree and establish a contract to act as a coaching supervisor

Assessment criteria

The learner can:

- 1.1 Agree and establish a coaching supervision contract which meets individual coach, group and stakeholder requirements
- 1.2 Identify overall goals and establish and build rapport with coaches

Depth

- 1.1 Practical application of the contracting process.
Mutually agreeable contract that details commitment and expectations of all stakeholders and anticipated outcomes.
Needs and goals of individual coaches or groups of coaches being supervised.
Differences between individual and group contracting processes, including optimum group size.
Process and tools for goal identification and setting.
- 1.2 The nature of coaching supervision relationships.
Importance of coaching supervisor's credibility, trust, confidentiality, duty of care and boundaries.
Commitment and expectations of all stakeholders and intended outcomes.

Assessment guidance

The learner must:

- 1.1 Provide evidence of the practical application of the contracting supervision process, including discussion on the ways in which commitment, expectations

and intended outcomes were agreed. Include evidence of the needs and goals of individual coaches and groups of coaches being supervised. Include reflections on the similarities and differences between the process applied to individuals and groups. Include the contract itself which should be designed to meet requirements of both individual/group coaches and the coaching supervisor. If a generic contract is used, only 1 example is required.

- 1.2 Identify their overall goals and establish and build rapport with individual coaches and/or groups of coaches. Include the ways in which relationships have been built, credibility and trust have been nurtured. Evidence must include the supervision contract itself and a combination of session notes, reflective log entry, etc.

Learning outcome (LO 2)

The learner will:

- 2 Be able to plan, deliver and review 60 hours of effective coaching supervision of coaches

Assessment criteria

The learner can:

- 2.1 Plan 60 hours of evidenced effective coaching supervision
- 2.2 Undertake 60 hours of effective coaching supervision
- 2.3 Critically reflect on the effectiveness of the coaching supervision undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching supervision
- 2.4 Summarise the outcomes of own coaching supervision being supervised for a minimum of 8 hours
- 2.5 Maintain appropriate and auditable records of coaching supervision activities

Depth

- 2.1 Planning principles and practices for effective and challenging coaching supervision sessions (e.g., clear timescales and outcomes, liaison with stakeholders, consideration of organisational context, available resources, arrangement for monitoring and evaluation, etc.)
The types of supervisory relationships, reflecting on initiation, ongoing relationships and closure.
Dealing with contractual challenges and troubleshooting (e.g., client non-attendance, lack of client commitment, etc.)
Theories and models of coaching supervision.
Prepare documentation for coaching supervision process.
- 2.2 A minimum of 60 hours of supervising coaches is required. A maximum of 10 hours may be undertaken supervising a group of coaches.
Effective sessions should include:
 - Psychological dimensions when supervising individual coaches and group of coaches.
 - Characteristics of effective coaching supervision sessions.
 - Use of appropriate levels of coaching supervision tools and techniques and diagnostics (e.g., MBTI, psychometrics, emotional intelligence, etc.)

- Recording and monitoring of coaching supervision activities.
 - Codes of practice and ethical frameworks for coaching supervision.
- The coaching supervision process, relationship, presence, use of self and the wider context.
- Ways in which confidentiality, duty of care and trust have been maintained
- Aspects of coaching supervision in practice.
- Ethical considerations of confidentiality of coaching supervision in practice.
- Use of appropriate documentation.
- Presence in coaching supervision.
- 2.3 Identification of strengths, areas for improvement and patterns of behaviour as a coaching supervisor.
- Application of coaching supervision processes.
- Reflection on coaching supervision methods used.
- Techniques for seeking, accepting and analysing feedback from others.
- Competency assessment and competency frameworks (e.g., EMCC, AC, IIC, etc.)
- Continuous professional development (CPD) and manage own continuous improvement and personal development.
- Use of reflective logs, video diaries, audio diaries etc. and ongoing continuous development plans.
- Models of reflective learning are introduced.
- Different perspectives on coaching supervision.
- Nature and value of feedback in developing the reflective practitioner (e.g., Schön, Argyris, etc.)
- 2.4 The learner (the coaching supervisor) is required to be supervised for a minimum of 8 hours in total in order to seek feedback and advice on own performance as a trainee coaching supervisor.
- Summary records completed by the learner, which may be supplemented by their supervisor's records.
- The learner's supervision can be either with an individual or group.
- Benefits of individual and group coaching supervision.
- 2.5 Preparation for the coaching supervision session and outcomes of the session.
- Records can include contracting, planning, diary of supervision and observation of coaches, own supervision summaries of being supervised and feedback received from clients and own supervisor.

Assessment guidance

The learner must:

- 2.1 Plan for 60 hours to complete a whole cycle of effective coaching supervision for a minimum of 50 hours of individual supervision and a maximum of 10 hours of group supervision. Evidence must include plans and records of activities in sufficient detail and depth to be deemed valid, sufficient and reliable.
- 2.2 Provide evidence of having undertaken and recorded 60 hours of effective coaching supervision. Include plans, records of activity, reflective log entries and examples of tools and techniques used during sessions. Clearly evidence a minimum of 50 hours individual and a maximum of 10 hours of group

supervision and consideration of ethical practice included together with use of appropriate tools, techniques and diagnostics and records of activity.

- 2.3 Maintain a reflective log that is completed after each session based on own knowledge of coaching supervision and relevant competency frameworks, which takes into consideration the feedback from the client and any observation or feedback from own supervisor. The critical reflection should include own skills, knowledge and behaviours and each client's progress against goals in order that own areas for improvement can be captured and actioned for the next session.
- 2.4 Provide a summary of the outcomes of own participation in individual or group supervision for a minimum of 8 hours in total. Auditable evidence must include records of coaching supervision and ongoing evaluation and examples of tools and techniques used.
- 2.5 Maintain appropriate and auditable records of coaching supervision activities: contracting, planning, undertaking supervision, own supervision, observation and feedback. Coaching supervision diary/record should include goals, progress against goals, summary discussion, tools, techniques and questions used, outcomes or actions and giving feedback to enable reflection on own coaching supervision performance in order to support ongoing professional development and practice. Records should enable the learner to reflect on their coaching supervision performance after each session.

Evidence for this unit is likely to come from naturally occurring activities within an organisational setting and may include (but is not restricted to):

- Products from the learner's work.
- Evidence of building relationships with clients.
- Contracts and agreements.
- Evidence of identifying individual coaches developmental needs.
- Log or diary of activity.
- Direct observation of the learner's performance by their assessor.
- Personal statements and/or reflective accounts.
- Diary of coaching supervision.
- Using a range of diagnostic tools in coaching sessions.
- Ethical framework and considerations for being non-judgemental.
- Feedback evidence from individual coaching clients, including peer and group coaching and evaluation of findings.
- Supervision evidence and records of sessions.
- Reflective log and review of coaching activity.
- CPD log and development planning with measurable outcomes.

Unit 703

Reflecting on Your Ability to Perform Effectively as a Coaching Supervisor of Coaches

UAN:	L/617/2917
Unit Level:	7
Credit value:	7
GLH:	22
Unit aim:	This unit aims for the learner to critically review and reflect on own ability to perform effectively as a coaching supervisor of coaches

Learning outcome (LO 1)

The learner will:

- 1 Be able to review own ability to perform effectively as a coaching supervisor of coaches

Assessment criteria

The learner can:

- 1.1 Analyse own strengths and areas for development as a coaching supervisor of coaches
- 1.2 Critically analyse how the client's role, values and beliefs affect the relationship with the coaching supervisor
- 1.3 Critically review own ability to perform effectively as a coaching supervisor of coaches

Depth

- 1.1 Techniques for undertaking a personal inventory of knowledge and skills, values and attitudes, and for analysing personal strengths and weaknesses.
Basic understanding of personality theory, including personality types and traits.
Perceptions and reality in problem identification and decision making – cognitive and emotional factors shaping perception.
Application of personal biases (e.g., unconscious bias, cognitive biases, etc.)
Review of own Emotional Intelligence.
Nature and role of the self-contract and self-management.
Techniques for safely and appropriately challenging others' assumptions and perceptions and for encouraging focus and avoiding distraction.
Areas for analysing strengths and areas for development should include:
 - Review of appropriateness of level of support and level of challenge to individual
 - Models of reflective learning are introduced.
- 1.2 Appreciation and awareness of client's role, values and beliefs, attitudes, personality, different perspectives, level of knowledge and skills, in terms of impact and dynamics of the interactions
- 1.3 Assessment of own ability using a range of tools (e.g., self-assessment, stakeholder feedback, etc.)

Review current performance against a current framework provided by a leading Coaching Body (e.g., AC, EMCC, ICF, etc.)
The effects of an individual's knowledge, skills and experiences on the coach's performance.

Learning theories and reflective practice.

Assessment should include:

- Different perspectives on coaching
 - Nature and value of feedback in developing the reflective practitioner (e.g., Schon, Argyris, etc.)
 - Skills of giving and receiving constructive criticism on self.
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Assessment guidance

The learner must:

- 1.1 Provide a detailed SWOT to analyse own strengths and areas for development as a coaching supervisor of coaches. The analysis should be based on the evidence from undertaking coaching supervision and feedback (e.g., self-assessment, stakeholder feedback, etc.)
 - 1.2 Provide a critical analysis of how the client's role, values and beliefs affect the relationship with the coaching supervisor.
 - 1.3 Critically review own ability to perform as a coaching supervisor of coaches, based on evidence of coaching supervision activity. The review should include how the coaching supervision activity aligns with an accepted competence framework (e.g., AC, EMCC, ICF, etc.)
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Learning outcome (LO 2)

The learner will:

- 2 Be able to plan own future professional development activities as a coaching supervisor of coaches

Assessment criteria

The learner can:

- 2.1 Provide a detailed professional development plan for the next 12 months as a coaching supervisor
 - 2.2 Evaluate ways to continue own professional development beyond the 12 month plan as a coaching supervisor
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Depth

- 2.1 Continuing Professional Development (CPD) plan to set demanding but realistic goals and manage own continuous improvement and personal development.
Techniques for detailed personal development planning and appropriate resourcing, monitoring and reviewing techniques.
Design and structural characteristics of personal development plans for developing and enhancing own knowledge and skills.
- 2.2 Continuation of own professional development (e.g., reflective practice, monitoring and evaluating own practice on a regular basis, reading up to date publications, networking, peer groups, on-going supervision, membership of professional bodies, ways of increasing knowledge and developing practice, etc.)

Future anticipated implications and impact of continuing own professional development beyond the 12 month professional development plan.

Assessment guidance

The learner must:

- 2.1 Provide a detailed professional development plan for the next 12 months which details how own on-going development as a coaching supervisor will be undertaken, resourced, monitored and reviewed.
 - 2.2 Evaluate at least two ways to continue own professional development beyond the 12 month plan as a coaching supervisor.
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Learning outcome (LO 3)

The learner will:

- 3 Be able to construct a profile and position themselves as a coaching supervisor of coaches

Assessment criteria

The learner can:

- 3.1 Develop a personal profile which accurately illustrates own approach to coaching supervision, practice and the context they have operated in.
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Depth

- 3.1 Use of profile for promoting self as a coaching supervisor of coaches.
Coaching supervision approach and methodology used, codes of practice.
Operational context.
Personal and professional credibility.
Relevance of own background, experience, recent coaching work, skills, accreditation and links to professional bodies.
Code of ethics and feedback from others of own coaching supervision practice.
Strategies and practices for building effective relationships.
Testimonials.
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Assessment guidance

The learner must:

- 3.1 Create a personal profile which accurately illustrates own approach to supervising the coaching of coaches. This must relate to a code of practice and other key documentation that demonstrates own approach, practice and operational context. The personal profile must include the coaching supervisor's experience, coaching supervision style, skills accreditation and any links to professional bodies.