Creating Space for You CIC in partnership with Association for Coaching

Accredited Certificate in Coach Training

Learner Journey plan

Thank you for being here! We are really excited that you are interested in going on this journey with us to become a coach.

We know this can bring up all kinds of different emotions for people including joy and excitement, as well as fear and uncertainty. We want you to know we are alongside you every step of the way.

We have used our knowledge and understanding of parenting, of coaching and of working with parents to create a process which we hope will be gentle, straightforward and also powerful.

You are welcome to use the process we have designed for your own benefit, to help you to work more effectively with others including your own children, and you can gain a nationally recognised certificate in coach training if you would like to as well. You choose the path that is most suited to you.

You can also change paths half way through. Perhaps you start using the process for your own benefit and then start to realise that you could use it with others. In that case you can switch to getting the accredited certificate at that point. You decide.

This learner journey gives you an overview of what you can expect, how the programme works and how you can get the most out of it.

Please do let us know your thoughts and feedback. We would love this to be as valuable as possible for as many people as possible and we can only adapt how we work if you let us know what you need. We look forward to hearing from you!

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Overview of the programme

This programme takes part over a year. There are 52 guided learning hours that are outlined below.

They are split into the following modules:

Induction

1. Introduction to Finding what matters: coaching skills for parents
2. The power of questions
3. How things feel: embodiment, learning and attachment
4. Power dynamics, beliefs and what leads to behaviour
5. Connection with ourselves and with our children
6. Creating a safe space and setting up coaching to work
7. Learning to become a fabulous coach
8. Courageously reflecting on your practice
9. Supercharge your skills from good to great

Next you will find the detail of the modules

1. Guided Learning Modules

Module / unit	Method / resources	Topic	Content	Blended learning	Time	Outcomes against assessment criteria
Module 1: Introduction to Finding what matters: coaching skills for parents	Pre-recorded 30 min video and 30 min live Q&A	**Pre-course content** • Creating a safe space for working together • Values, ethics and principles underpinning CS4U coaching, including equitable power • Overview of resources you have access to including AOC • Coaching accreditation requirements	Confidentiality Learning inputs Outline of Certificate Process towards accreditation	Flipped classroom including theory and collaborative learning	1 hour	1.1 Follows the AC's professional standards and codes of conduct, including the Global Code of Ethics for Coaches & Mentors 3.6 Maintains agreed levels of confidentiality 6.4 Provides observational feedback where relevant, leaving client free to choose to act upon it or not
	Paperwork	Paperwork for the course	Learner Journey Pre-course assessment Schedule of evidence Reflection sheets to build reflective journal Critical incident forms	Theory Resources	30 mins	9.2 Actively reflects on coaching practice and outcomes 9.5 Participates in continuous professional development (CPD) activities
	Pre-recorded videos about listening	Listening partnerships	Introduction to listening partnerships, what they are, what they are not, and how to get the most out of them Dual listening	Videos and handouts	30 mins	
	Pre-recorded 30 min video and 30 min live Q&A	Session 1: • Introduction to inclusion, neurodiversity and the social model of disability • Preparing to listen – embedding listening	What does inclusion mean in practice What does neurodiversity include Medical model and social model of disability	Flipped classroom including theory and collaborative learning	1 hour	3.1 Treats people equally and fairly, with respect and dignity 5.1 Demonstrates effective listening and clarifying skills and differentiates

		• Dual listening skills	What helps you to listen Exploring dual listening approach			between what is said and what's left unsaid 5.5 Communicates clearly, confidently and credibly with the client
	Listening practice	Listening partnership	10 mins of dual listening each	Microlearning	30 mins	1.2 Acts ethically and with the highest integrity 3.1 Treats people equally and fairly, with respect and dignity 4.4 Stays aligned to personal values whilst respecting the values of the client 5.1 Demonstrates effective listening and clarifying skills and differentiates between what is said and what's left unsaid 5.5 Communicates clearly, confidently and credibly with the client
	Pre-recorded 30 min video and 30 min live Q&A	Session 2: • Parents with children who experience the world differently • Who they are, what they need • Importance of listening	What does 'experience the world differently' mean What different child's needs mean for families How that feels for different family members What parents need – dual listening	Flipped classroom including theory and collaborative learning	1 hour	3.1 Treats people equally and fairly, with respect and dignity 4.1 Pays close attention to the client, staying fully present and engaged
	Listening practice	Listening partnership	10 mins of dual listening each	Microlearning	30 mins	
	Pre-recorded 30 min	Session 3: • Parenting when there is a disability or illness and the	Different possible interventions The benefits of coaching	Flipped classroom including theory and	1 hour	1.3 Promotes the coaching profession in a positive light to all stakeholders

	video and 30 min live Q&A	role coaching has in supporting family life	How coaching a parent can support the whole family	collaborative learning		3.1 Treats people equally and fairly, with respect and dignity
	Listening practice	Listening partnership	10 mins of dual listening each	Microlearning	30 mins	
	Pre-recorded 30 min video and 30 min live Q&A	Session 4: • The emotional journey of parents with children who experience the world differently • Transformational listening • How and when to use your own experience	Different emotions a parent can feel at different stages of the child's development Importance of listening	Flipped classroom including theory and collaborative learning	1 hour	3.1 Treats people equally and fairly, with respect and dignity 4.1 Pays close attention to the client, staying fully present and engaged 6.5 Uses 'self' as a resource for the development of the client's self-awareness and learning by offering 'here and now' feedback
	Listening practice	Listening partnership	10 mins of dual listening each	Microlearning	30 mins	
	Pre-recorded 30 min video and 30 min live Q&A	Session 5: • What are common coaching topics • Deciding the parameters for the coaching • Biggest fears new coaches have	Examples of common reasons parents reach out for support Signposting and deciding when coaching is appropriate What can be achieved through coaching How this course addresses these fears	Flipped classroom including theory and collaborative learning	1 hour	1.6 Is aware of professional boundaries and refers on to another professional as appropriate 2.2 Helps the client establish coaching goals and outcomes and agrees an approach to working with the client that will achieve them
	Listening practice	Listening partnership	10 mins of dual listening each	Microlearning	30 mins	
	Live session	Session 6: • Open session to explore and review	Group reflection on learning, identifying questions, focus for next sessions	Flipped classroom including theory and collaborative learning	1 hour	9.2 Actively reflects on coaching practice and outcomes 9.5 Participates in continuous professional

						development (CPD) activities
	Listening practice	Listening partnership	10 mins of dual listening each	Microlearning	30 mins	
Module 2: The power of questions	Pre-recorded 30 min video and 30 min live Q&A	Session 7: • Different definitions of coaching • Overview of coaching, mentoring, counselling therapy and training • Knowledge, skills and behaviours involved	What does coaching mean in different contexts Meaning and examples of coaching, mentoring, counselling therapy and training Introduction to knowledge, skills and behaviour	Flipped classroom including theory and collaborative learning	1 hour	1.5 Clearly communicates how coaching is different from other helping professions 3.3 Establishes a high level of rapport to build an open dialogue with the client 4.1 Pays close attention to the client, staying fully present and engaged 7.2 Inspires the client to identify and implement self-directed learning opportunities
	Listening practice	Listening partnership	10 mins of dual listening each	Microlearning	30 mins	
	Pre-recorded 30 min video and 30 min live Q&A	Session 8: • Benefits of coaching for the coachee, for the coach and for their wider community • Costs and benefits - financial, social, emotional	Examples of benefits of coaching in parenting context Different cost models and benefits of coaching support Transformational listening	Flipped classroom including theory and collaborative learning	1 hour	1.3 Promotes the coaching profession in a positive light to all stakeholders 3.2 Is optimistic for and encourages self-belief in the client
	Listening practice	Listening partnership	10 mins of dual listening each	Microlearning	30 mins	
	Pre-recorded 30 min video and	Session 9: • Introduction to models of coaching that can support coaching: GROW,	Brief overview of the coaching models, and examples of when different models might be used	Flipped classroom including theory and collaborative learning	1 hour	2.1 Clearly explains the coaching process and own coaching approach, models and techniques

	30 min live Q&A	Appreciative, CLEAN, 3 Steps Home Coaching, Solutions Focused, and how we integrate them in this course				5.5 Communicates clearly, confidently and credibly with the client 6.2 Helps broaden a client's perception of an issue and challenges to stimulate new possibilities 8.1 Maintains an outcome-focused approach
	Listening practice	Listening partnership	10 mins of dual listening each	Microlearning	30 mins	
	Pre-recorded 30 min video and 30 min live Q&A	Session 10: • Questioning processes and techniques • Questions that relate to particular models • Power of questions	General coaching questions that can be helpful to be aware of Examples of questions that relate to different models Power of silence When to give feedback to help with reflection Importance of choice	Flipped classroom including theory and collaborative learning	1 hour	2.1 Clearly explains the coaching process and own coaching approach, models and techniques 4.1 Pays close attention to the client, staying fully present and engaged 5.2 Demonstrates effective listening and clarifying skills and differentiates between what is said and what's left unsaid 6.1 Asks questions to challenge client's assumptions, elicit new insights, raise self-awareness and gain learning 6.4 Provides observational feedback where relevant, leaving client free to choose to act upon it or not

						8.2 Asks powerful questions that move the client forwards towards the agreed outcome
	Listening practice	Listening partnership	10 mins of dual listening each	Microlearning	30 mins	
	Live session	Session 11: • Open session to explore and review	Group reflection on learning, identifying questions, focus for next sessions	Flipped classroom including theory and collaborative learning	1 hour	9.2 Actively reflects on coaching practice and outcomes 9.5 Participates in continuous professional development (CPD) activities
	Listening practice	Listening partnership	10 mins of dual listening each	Microlearning	30 mins	
Module 3: How things feel: embodiment, learning and attachment	Pre-recorded 30 min video and 30 min live Q&A	Session 12: • Appreciative Coaching, history, theory and how you can use it in your practice	Roots in appreciative inquiry Benefits of this approach in this module Strengths based 4Ds Questions you might ask	Flipped classroom including theory and collaborative learning	1 hour	4.1 Pays close attention to the client, staying fully present and engaged 8.2 Asks powerful questions that move the client forwards towards the agreed outcome
	Listening practice	Listening partnership	10 mins of dual listening each	Microlearning	30 mins	
	Pre-recorded 30 min video and 30 min live Q&A	Session 13: • How things feel: introduction to embodiment practices and how to use it in coaching • Links to appreciative coaching	2 embodiment practices that are commonly used in coaching Reasons embodiment is powerful How to increase your confidence in using embodiment practices	Flipped classroom including theory and collaborative learning	1 hour	4.1 Pays close attention to the client, staying fully present and engaged 5.5 Communicates clearly, confidently and credibly with the client 6.2 Helps broaden a client's perception of an issue and challenges to stimulate new possibilities

	Videos introducing coaching practice	Introduction to coaching practice	Introduction to coaching practice, how sessions can be used, what they are not for, and how to get the most out of them, recording reflections Dual listening	Videos and handouts	30 mins	
	Pre-recorded 30 min video and 30 min live Q&A	Session 14: • Different models of learning style and preference • Links to appreciative coaching	4 learning styles – honey and Mumford VARK – visual auditory, reading, kinesthetic How these relate to neurodivergence	Flipped classroom including theory and collaborative learning	1 hour	2.1 Clearly explains the coaching process and own coaching approach, models and techniques 6.2 Helps broaden a client's perception of an issue and challenges to stimulate new possibilities 7.2 Inspires the client to identify and implement self-directed learning opportunities
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	1.2 Acts ethically and with the highest integrity 3.1 Treats people equally and fairly, with respect and dignity 3.6 Maintains agreed levels of confidentiality 4.4 Stays aligned to personal values whilst respecting the values of the client 5.5 Communicates clearly, confidently and credibly with the client 6.1 Asks questions to challenge client's assumptions, elicit new

						insights, raise self-awareness and gain learning 6.5 Uses 'self' as a resource for the development of the client's self-awareness and learning by offering 'here and now' feedback 7.2 Inspires the client to identify and implement self-directed learning opportunities 7.5 Provides support while the client tries out new ways of working/behaviours 8.2 Asks powerful questions that move the client forwards towards the agreed outcome 9.1 Regularly requests client feedback
	Pre-recorded 30 min video and 30 min live Q&A	Session 15: • Understand how people learn and change including timescales: Argyris's double loop learning, Kolb's learning cycle, transformational learning, Johari's window, NLP • Links to appreciative coaching	Overview of the theory of learning and change and how we integrate this into our sessions, including questions and silence Dual listening	Flipped classroom including theory and collaborative learning	1 hour	5.4 Provides relevant information and feedback to serve the client's learning and goals 5.5 Communicates clearly, confidently and credibly with the client 6.1 Asks questions to challenge client's assumptions, elicit new insights, raise self-awareness and gain learning

						7.5 Provides support while the client tries out new ways of working/behaviours
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
	Pre-recorded 30 min video and 30 min live Q&A	Session 16: • Introduction to attachment styles, including earned secure attachment • Links to appreciative coaching	Overview of attachment styles, impact on child development, impact when that child becomes an adult, what it means for parents and children Learning secure attachment together in real time Dual listening	Flipped classroom including theory and collaborative learning	1 hour	5.4 Provides relevant information and feedback to serve the client's learning and goals 5.5 Communicates clearly, confidently and credibly with the client 6.2 Helps broaden a client's perception of an issue and challenges to stimulate new possibilities
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
	Pre-recorded 30 min video and 30 min live Q&A	Session 17: • Adapting coaching to meet different needs • Links to appreciative coaching	Considering embodiment, learning styles, learning and change and attachment, what we need to do to meet different needs 6 human needs What we all need – unconditional love Becoming the wise person The most powerful question	Flipped classroom including theory and collaborative learning	1 hour	5.2 Uses straightforward, easy-to-understand language that moves the client towards the agreed outcomes 5.3 Adapts communication style to reflect the client's needs and outcomes 5.4 Provides relevant information and feedback to serve the client's learning and goals 7.5 Provides support while the client tries out new ways of working/behaviours

	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
	Live session	Session 18: • Open session to explore and review	Group reflection on learning, identifying questions, focus for next sessions	Flipped classroom including theory and collaborative learning	1 hour	9.2 Actively reflects on coaching practice and outcomes 9.5 Participates in continuous professional development (CPD) activities
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
Module 4: Creating a safe space and setting up coaching to work	Pre-recorded 30 min video and 30 min live Q&A	Session 19: • Coactive coaching, how it can be used and examples of questions	Background to coactive coaching approach Questions that you can ask at each stage Indications you may want to use this approach How this is relevant to this module	Flipped classroom including theory and collaborative learning	1 hour	6.2 Helps broaden a client's perception of an issue and challenges to stimulate new possibilities 6.3 Supports the client to generate options to achieve agreed outcomes 8.1 Maintains an outcome-focused approach
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
	Pre-recorded 30 min video and 30 min live Q&A	Session 20: • The knowledge, skills and behaviours of an effective coach • Links to coactive coaching	Knowledge that supports coaching Skills that can be developed including rapport Behaviours that enhance coaching The powerful question that will develop your coaching practice Dual listening	Flipped classroom including theory and collaborative learning	1 hour	1.1 Follows the AC's professional standards and codes of conduct, including the Global Code of Ethics for Coaches & Mentors 6.2 Helps broaden a client's perception of an issue and challenges to stimulate new possibilities

						6.3 Supports the client to generate options to achieve agreed outcomes 7.1 Supports the client to build strategies to meet their outcomes
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
	Pre-recorded 30 min video and 30 min live Q&A	Session 21: • Creating a safe space for working together, what safety means and how we do that • What we do when things don't work • Links to coactive coaching	What is confidentiality? Reviewing our group contracting What we can do when things don't go to plan: signposting, support from other coaches, supervision Using contracting to increase safety in the coaching relationship	Flipped classroom including theory and collaborative learning	1 hour	1.6 Is aware of professional boundaries and refers on to another professional as appropriate 2.1 Clearly explains the coaching process and own coaching approach, models and techniques 2.2 Helps the client establish coaching goals and outcomes and agrees an approach to working with the client that will achieve them 2.4 Establishes clear roles, responsibilities and boundaries between the different stakeholders, including coach and client 3.3 Establishes a high level of rapport to build an open dialogue with the client 3.5 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
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
5/8/24	1 hour live Q&A	Summer open session	Learners to bring questions and topics to discuss		1 hour	
12/8/24	Pre-recorded 30 min video and 30 min live Q&A	Session 22: • Environments where coaching will flourish • Barriers to successful coaching and how to respond • Where to refer people on to if coaching is not appropriate • Links to coactive coaching • How to check the coachee's motivation	Ingredients of a helpful coaching environment for the coach and the coachee Common barriers How to have the discussion about referral on to other support Refer back to contracting Sources of support Dual listening – what is going on within you as this happens?	Flipped classroom including theory and collaborative learning	1 hour	1.4 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 2.1 Clearly explains the coaching process and own coaching approach, models and techniques 7.3 Leaves accountability with the client while following through on own actions and commitments 8.1 Maintains an outcome-focused approach 8.5 Discourages dependency on the coach and develops the client's ability to self-coach 8.6 Checks the client's motivation to apply learning from the coaching
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	

19/8/24	Pre-recorded 30 min video and 30 min live Q&A	Session 23: • Contracting with the coachee, agreeing the coaching process and approach • Review contracting options • Different contracting approaches	Agreement for working together How to make each agreement bespoke Some aspects to consider every time What might influence coaching	Flipped classroom including theory and collaborative learning	1 hour	1.4 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 2.1 Clearly explains the coaching process and own coaching approach, models and techniques 2.2 Helps the client establish coaching goals and outcomes and agrees an approach to working with the client that will achieve them 2.3 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 2.4 Establishes clear roles, responsibilities and boundaries between the

						different stakeholders, including coach and client 3.6 Maintains agreed levels of confidentiality 4.2 Remains focused on the agreed client agenda and outcomes 9.1 Regularly requests client feedback
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
26/8/24	Live session	Session 24: • Open session to explore and review	Group reflection on learning, identifying questions, focus for next sessions	Flipped classroom including theory and collaborative learning	1 hour	9.2 Actively reflects on coaching practice and outcomes 9.5 Participates in continuous professional development (CPD) activities
2/9/24	Pre-recorded 30 min video and 30 min live Q&A	Session 25: • Standards of coaching and how to measure the effectiveness of your coaching • Standards, indicators and success measures for evaluation of coaching	Global Code of Ethics for Coaches – unpicking what is meaningful and how to apply it Examples of coaching effectiveness measurements What your client needs Creating your own measures of success	Flipped classroom including theory and collaborative learning	1 hour	1.1 Follows the AC's professional standards and codes of conduct, including the Global Code of Ethics for Coaches & Mentors 4.5 Works to ensure interventions get the best outcome for the client 7.1 Supports the client to build strategies to meet their outcomes 8.3 Checks and acknowledges client progress and achievements 8.4 Explores what is working, what is getting in

						the way and challenges lack of progress 8.6 Checks the client's motivation to apply learning from the coaching 9.1 Regularly requests client feedback
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
9/9/24	Pre-recorded 30 min video and 30 min live Q&A	Session 26: • How do you know if it is working? • Monitoring, reviewing and evaluating coaching	Ways to track progress during each session, over a period of time, and at the end of the process so you always know if it is working Different indicators to help you along the way When you want to measure the immeasurable	Flipped classroom including theory and collaborative learning	1 hour	3.3 Establishes a high level of rapport to build an open dialogue with the client 4.3 Acts flexibly whilst staying aligned to own coaching approach 4.5 Works to ensure interventions get the best outcome for the client 7.5 Provides support while the client tries out new ways of working/behaviours 8.3 Checks and acknowledges client progress and achievements 8.4 Explores what is working, what is getting in the way and challenges lack of progress 8.7 Measures effectiveness of coaching 9.1 Regularly requests client feedback
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	

16/9/24	Videos introducing Action learning sets	Action learning set introduction	Introduction to action learning sets, what they are, what they are not, and how to get the most out of them Dual listening	Videos and handouts	1 hour	9.5 Participates in continuous professional development (CPD) activities
	Action learning set	Action learning set	15 mins coaching each	Collaborative learning	90 mins	
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Module 5: Power dynamics, beliefs and what leads to behaviour 23/9/24	Pre-recorded 30 min video and 30 min live Q&A	Session 27: • CLEAN coaching principles, approach and how to use it in your practice	The history of the model The benefits relating to this module Examples of questions Importance of metaphor How you can use it in your practice	Flipped classroom including theory and collaborative learning	1 hour	4.1 Remains focused on the agreed client agenda and outcomes 5.2 Uses straightforward, easy-to-understand language that moves the client towards the agreed outcomes 8.2 Asks powerful questions that move the client forwards towards the agreed outcome
30/9/24	Pre-recorded 30 min video and 30 min live Q&A	Session 28: • Concepts of power and authority and power dynamics • Cultural considerations working with diverse coaches • Links to CLEAN coaching	Difference between power and authority Power and authority that influences families Power dynamics passed down and within families Cultural awareness working with diverse coachees	Flipped classroom including theory and collaborative learning	1 hour	1.1 Follows the AC's professional standards and codes of conduct, including the Global Code of Ethics for Coaches & Mentors 6.4 Provides observational feedback where relevant, leaving client free to choose to act upon it or not
7/10/24	Action learning set	Action learning set	15 mins coaching each	Collaborative learning	90 mins	

14/10/24	Pre-recorded 30 min video and 30 min live Q&A	Session 29: • Personal beliefs and values, their source and effect on attitudes and behaviours • Behavioural traits, their drivers and effect on others • Links to CLEAN coaching	How beliefs and values are formed Impact on attitudes and behaviours Behaviours that run through families Beliefs about parenting Impact on parenting What we know about change	Flipped classroom including theory and collaborative learning	1 hour	3.4 Accepts the client 'as is' and believes in the client's potential and capability 6.2 Helps broaden a client's perception of an issue and challenges to stimulate new possibilities 7.1 Supports the client to build strategies to meet their outcomes
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
21/10/24	Pre-recorded 30 min video and 30 min live Q&A	Session 30: • When parents feel triggered: introduction to inner child healing including meditations you can use with your clients • Three Steps Home approach • Links to CLEAN coaching	What happens when we are triggered How we can manage our emotional response 3 steps home Emotional first aid It is never too late to repair Messy and real is ok	Flipped classroom including theory and collaborative learning	1 hour	1.5 Clearly communicates how coaching is different from other helping professions 1.6 Is aware of professional boundaries and refers on to another professional as appropriate 3.5 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 7.4 Encourages the client to seek support from others to help achieve the client outcomes
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	

Module 6: Connection with ourselves and with children 21/11/24	Pre-recorded 30 min video and 30 min live Q&A	Session 31: • 3 steps home approach to coaching, how it can be used, and when it might be appropriate	Background to 3 steps home approach How this is relevant to this module Questions that you can ask at each stage Indications you may want to use this approach	Flipped classroom including theory and collaborative learning	1 hour	3.2 Is optimistic for and encourages self-belief in the client 3.4 Accepts the client 'as is' and believes in the client's potential and capability 4.1 Pays close attention to the client, staying fully present and engaged 7.1 Supports the client to build strategies to meet their outcomes
28/10/24	Live session	Session 32: • Open session to explore and review	Group reflection on learning, identifying questions, focus for next sessions	Flipped classroom including theory and collaborative learning	1 hour	9.2 Actively reflects on coaching practice and outcomes 9.5 Participates in continuous professional development (CPD) activities
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
11/11/24	Pre-recorded 30 min video and 30 min live Q&A	Session 33: • When life has affected my identity: how to support the development of self-esteem • Links to 3 steps home coaching	Narrative approach to coaching Internal family systems – parts theory Stories we tell ourselves How stories can limit our experiences How to rewrite our parenting story Impact this has on the stories in our family	Flipped classroom including theory and collaborative learning	1 hour	3.2 Is optimistic for and encourages self-belief in the client 3.4 Accepts the client 'as is' and believes in the client's potential and capability 5.4 Provides relevant information and feedback to serve the client's learning and goals

	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
18/11/24	Pre-recorded 30 min video and 30 min live Q&A	Session 34: • When life has affected my behaviour: how to support development of confidence • Links to 3 steps home coaching	6 human needs Habits and the things we are used to doing Retraining our muscles Using theories of learning and change to support changes in our behaviour	Flipped classroom including theory and collaborative learning	1 hour	3.2 Is optimistic for and encourages self-belief in the client 3.4 Accepts the client 'as is' and believes in the client's potential and capability 5.4 Provides relevant information and feedback to serve the client's learning and goals
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
25/11/24	Pre-recorded 30 min video and 30 min live Q&A	Session 35: • How do I reconnect with my child? Supporting parents to develop their connection with their child • Links to 3 steps home coaching	Dual listening Child's learning styles and preferences Child's values and beliefs What children need – make sense and matter Creative ways to connect	Flipped classroom including theory and collaborative learning	1 hour	1.3 Promotes the coaching profession in a positive light to all stakeholders 5.4 Provides relevant information and feedback to serve the client's learning and goals 7.1 Supports the client to build strategies to meet their outcomes
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
2/12/24	Live session	Session 36: • Open session to explore and review	Group reflection on learning, identifying questions, focus for next sessions	Flipped classroom including theory and collaborative learning	1 hour	9.2 Actively reflects on coaching practice and outcomes 9.5 Participates in continuous professional development (CPD) activities
9/12/24	Action learning set	Action learning set	15 mins coaching each	Collaborative learning	90 mins	

Module 7: Learning to become a fabulous coach 6/1/25	Pre-recorded 30 min video and 30 min live Q&A	Session 37: • How will you demonstrate your learning and capability? • Planning your coaching development journey	What you want to demonstrate to yourself Picking the route that works for you	Flipped classroom including theory and collaborative learning	1 hour	4.2 Acts flexibly whilst staying aligned to own coaching approach 8.7 Measures effectiveness of coaching 9.1 Regularly requests client feedback
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
13/1/25	Pre-recorded 30 min video and 30 min live Q&A	Session 38: • Legal and ethical aspects of coaching • The role of supervision	Considerations that need to be present in the coaching to ensure the safety of the coach and different coachee What supervision is, how it helps and how to access it	Flipped classroom including theory and collaborative learning	1 hour	1.1 Follows the AC's professional standards and codes of conduct, including the Global Code of Ethics for Coaches & Mentors 1.2 Acts ethically and with the highest integrity 1.4 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 8.7 Measures effectiveness of coaching 9.4 Participates in regular coaching supervision to reflect on, and improve, practice
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	

20/1/25	Pre-recorded 30 min video and 30 min live Q&A	Session 39: • Ground rules for engagement and feedback • Contracting timescales and scheduling coaching activity • Goal setting when contracting	Principles for working together, negotiable and non-negotiable and how to discuss this regularly Making agreements about the coaching container Clarity about what is going to be achieved and how coach and coachee knows it has been successful	Flipped classroom including theory and collaborative learning	1 hour	1.2 Acts ethically and with the highest integrity 2.1 Clearly explains the coaching process and own coaching approach, models and techniques 2.2 Helps the client establish coaching goals and outcomes and agrees an approach to working with the client that will achieve them 7.3 Leaves accountability with the client while following through on own actions and commitments 8.3 Checks and acknowledges client progress and achievements 8.5 Discourages dependency on the coach and develops the client's ability to self-coach 9.1 Regularly requests client feedback
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
27/1/25	Pre-recorded 30 min video and 30 min live Q&A	Session 40: • Supervision – principles and practice • Links to contracting • Codes of practice	The importance of coaching supervision How supervision can support the coach's growth Creating a safe space for coaching to take place	Flipped classroom including theory and collaborative learning	1 hour	1.2 Acts ethically and with the highest integrity 1.3 Promotes the coaching profession in a positive light to all stakeholders 8.7 Measures effectiveness of coaching

						9.4 Participates in regular coaching supervision to reflect on, and improve, practice
	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
3/2/25	Live session	Session 41: • Open session to explore and review	Group reflection on learning, identifying questions, focus for next sessions	Flipped classroom including theory and collaborative learning	1 hour	9.2 Actively reflects on coaching practice and outcomes 9.5 Participates in continuous professional development (CPD) activities
3/3/25	Pre-recorded 30 min video and 30 min live Q&A	Session 42: • Gathering the resources you need to make this process a success • Undertaking the 20 coaching hours required • Evidencing the coaching hours	The inner resources you have gathered during this process Reviewing the richness you bring to the sessions now Clarity about when you want to refer clients on to other support The paperwork you need to complete for the coaching accreditation How to evidence the coaching hours and reflection	Flipped classroom including theory and collaborative learning	1 hour	1.1 Follows the AC's professional standards and codes of conduct, including the Global Code of Ethics for Coaches & Mentors 1.2 Acts ethically and with the highest integrity 1.3 Promotes the coaching profession in a positive light to all stakeholders 3.3 Establishes a high level of rapport to build an open dialogue with the client 3.6 Maintains agreed levels of confidentiality 6.3 Supports the client to generate options to achieve agreed outcomes 7.1 Supports the client to build strategies to meet their outcomes

						9.1 Regularly requests client feedback
1	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
Module 8: Courageously reflecting on your practice 10/3/25	Pre-recorded 30 min video and 30 min live Q&A	Session 43: • Benefits of reflection • How to reflect • Using supervision to develop your practice	Reflection for yourself, for your family and your clients Building in reflection to your regular routines Taking learning to supervision to gain further awareness	Flipped classroom including theory and collaborative learning	1 hour	8.7 Measures effectiveness of coaching 9.2 Actively reflects on coaching practice and outcomes 9.4 Participates in regular coaching supervision to reflect on, and improve, practice
2	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
17/3/25	Pre-recorded 30 min video and 30 min live Q&A	Session 44: • How to collect feedback effectively and when • Feedback tools • Review feedback holistically • Examples of feedback and how to respond	Formal and informal feedback Feedback from the coachee Feedback from other stakeholders How to review feedback, including the positive and the negative Dual listening when we hear things that are difficult to hear	Flipped classroom including theory and collaborative learning	1 hour	4.5 Works to ensure interventions get the best outcome for the client 8.7 Measures effectiveness of coaching 9.1 Regularly requests client feedback
3	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
Module 9: Supercharge your skills from good to great 24/3/25	Pre-recorded 30 min video and 30 min live Q&A	Session 45: • How to critically review and reflect on the effectiveness of your own practice as a coach	Decide what published materials you will use to review your coaching Use published materials to review and reflect on your own practice	Flipped classroom including theory and collaborative learning	1 hour	9.2 Actively reflects on coaching practice and outcomes 9.3 Acts on own critical reflections and client

						feedback to improve coaching practice 9.5 Participates in continuous professional development (CPD) activities
4	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
31/3/25	Pre-recorded 30 min video and 30 min live Q&A	Session 46: • How to demonstrate how you have developed and how you plan to develop in the future as a coach	Decide how you would like to celebrate your journey. What new skills, knowledge and behaviours will help you take your coaching to the next level?	Flipped classroom including theory and collaborative learning	1 hour	9.3 Acts on own critical reflections and client feedback to improve coaching practice 9.5 Participates in continuous professional development (CPD) activities
5	Coaching practice	Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
7/4/25	Coaching only	Session 47: Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
14/4/25	Coaching only	Session 48: Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
28/4/25	Coaching only	Session 49: Ongoing coaching practice	25 mins coaching each	Microlearning	1 hour	
5/5/25	Live session	Session 50: • Review of the programme	Group reflection on learning, identifying questions, focus for next programme	Flipped classroom including theory and collaborative learning	1 hour	9.2 Actively reflects on coaching practice and outcomes 9.5 Participates in continuous professional development (CPD) activities

There are several different elements to the programme:

- Online portal with learning resources, videos and coaching templates are stored for you to access as and when you wish
- Weekly guided learning modules that include 30 minute prerecorded sessions and 30 minutes discussion and Q&A
- Regular open sessions to explore and review what is relevant at the time – 9 in total
- 12 x weekly Listening partnership opportunities where you will be able to practice your listening skills and our unique dual listening approach with another trainee coach
- 32 x 30 minute co-coaching opportunities where you can practice your coaching skills with another trainee coach on the course
- 5 x action learning set opportunities where you can explore your coaching skills and / or business development skills, exploring what is working and what you can develop, with other trainee coaches on the course
- 2 x 30 minute individual tutorials that will help you to discuss your progress with your coaching certificate, including supervision and answering any specific questions you may have
- Online group for trainee coaches to share ideas, resources and ask questions
- Opportunity to submit evidence in order to gain the nationally recognised the coaching accreditation, which includes evidencing 20 hours of coaching practice

5. Individual tutorial/coaching

   Each participant will receive 2 x 30 minute individual sessions to provide both accreditation guidance and coaching supervision.

6. Independent learning/coaching

   Each participant will be required to evidence 20 hrs of coaching with clients and prepare relevant documentation to demonstrate their process, practice and reflections. Each participant will need to evidence 40 hours of self-study. We provide the forms for you to fill in to demonstrate this.

7. Assessment

   Each participant will need to evidence the following:

   - Observation and feedback, which can be done during coaching calls we set up or that you record
   - Learning logs that are provided for you to fill in
   - Reflective journaling that are provided for you to fill in
   - Reflective group discussion, through the open sessions and / or action learning sets
   - 2 x 1-1 and/or Group Supervision through the open sessions and / or action learning sets
   - Written case study or personal coaching approach summary

8. Submission

   Each participant will be able to submit work online and submissions can be adapted to suit the learner's needs. This can include video and audio evidence in place of written work. Submissions will be assessed and a sample will be internally verified before being submitted for external verification and accreditation.

   See policies and procedures documentation for details of roles, responsibilities, data protection, storage, etc.

9. Application

   No specific skills or experience required in order to apply. This is an introductory course that will help you to develop your skills and confidence. There is no guarantee of any income resulting from taking part in the course. Any numbers quoted are as an indication only.

   Learners are entitled to a year's free associate membership with the Association for Coaching (AOC).

   Here is a link to the online application form:

   Once you have registered you will be provided with information about wow to access live and pre-recorded guided learning, and all the resources you need to take part in the course.

10. Induction

Candidate Induction (3 hrs)

As part of the induction candidates will receive an online induction pack comprising:

- Summary of the accreditation content and requirements
- Confirmation of CS4U contact details, including key people
- Confirmation of dates, times and location of subsequent learning events
- Reference to online access of relevant policies and procedures:

  Quality assurance, Data protection, Equality Diversity and Inclusion, Complaints, Appeals, Plagiarism, Reasonable Adjustments, Recognition of Prior Learning and Special Considerations

- Access to Association for Coaching Associate membership free for a year
- Learners handbook, learning log, assessment criteria – marking sheets, reference links to online resources, example templates for pre coaching contracts, questionnaires, feedback and evaluation surveys

Accreditation Schedule Oct 2015

Activity	Start date	complete	Lead	outcome
Learner recruitment	Feb	Feb	CM	Participants interested
Registration with CS4U	Feb	Feb	CM	Participants signed and committed
Induction including pre-course assessment	Feb	Feb	CM	Participants familiarised with requirements and process and furnished with all paperwork and electronic access
Allocations of coach/tutor and assessor	Mar	Mar	CM	Each participants matched and introduced to coach/tutor to support both their practise and evidence gathering for accreditation
Registration with AOC	April	May	CM	All participants registered with ILM
Learning inputs – (Modules 1-9)	Feb	Jan	Various	Participants gain knowledge and understanding of theory and practice
Learning input evaluations	Feb	Jan	CM/HT	Feedback from participants and tutors after each module to help refine and develop future modules
Participant dual listening practice	Feb	May	CM	Participants understand how their ability to listen is impacted by their own inner experiences
Participant coaching practice and reflection	May	Jan	CM	Participants build up coaching experience(20 hrs) and prepare reflective journal
Facilitated action Learning	June	Jan	CM	Participants develop practical skills and capture learning appropriately. (KP level 2/3 evaluation)
Coach/tutor supervision	Feb	Jan	CM	Coaches review and share experience after first coaching sessions to learn and develop
Internal assessment	Nov	Mar 2025	CM	Assess evidence submitted by participant: either passed or referred back with guidance for further evidence (KP level 2/3 evaluation)
Internal verification	Feb	April	JM	Verify 10 sample of evidence assessed. Either passed or referred back with guidance for further evidence
Submit for accreditation to AOC	May	May	AOC	All participants gain accreditation or referred back with guidance for further evidence.
Post accreditation evaluation	Feb	May	CM / HT	Kirkpatrick level 4 – family impact assessed by survey of participants and their coachees