

Coaching training curriculum

An evidenced informed curriculum framework for core
coaching skills and integrating therapy and coaching



Coaching training curriculum

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Introduction



Rationale

In 2010 BACP's Coaching division was formed. The members are therapists who were also coaches, and therapists who integrated coaching into their therapeutic practice. The BACP Coaching division promotes ethical, effective and professional coaching for the wellbeing and enhancement of individuals and organisations: <https://www.bacp.co.uk/bacp-divisions/bacp-coaching/about/>

In 2018 coaching was included in BACP's *Ethical Framework for the Counselling Professions*, thereby recognising the role and value coaching has in the Association.

Between 2020 and 2022, subscriptions to BACP's *Coaching Today* journal had increased by over 500%. It is clear that an increasing number of therapists are taking an active interest in coaching, as a stand-alone role, and also by integrating coaching into an existing therapeutic practice.

BACP has an ongoing commitment to meet the varied needs of its members and therefore formed a project group to begin the process of developing professional standards in coaching for qualified therapists. The project group convened an expert reference group (ERG) and commissioned an external consultant. The resulting evidence and expert-based *Coaching competence framework* and accompanying *User guide* were published in 2023.

This curriculum is underpinned by the *Coaching competence framework* to include contemporary best practice, to ensure professional and ethical coaching practices for the benefit of clients, whilst also contributing to practitioner resilience, self-care and wellbeing.

Coaching

The following definition of coaching was adopted during the development of the *Coaching training curriculum*:

'Coaching is a largely present and future-orientated conversation that has as its basic aim the fuller realisation of personal and organisational potential. Though it can sometimes involve elements of remedial work, coaching focuses predominantly on identifying and building on existing attributes, strengths and resources. The role of the coach is to facilitate a process whereby a client can develop a detailed awareness of their current situation, consider the changes they wish to implement and/or the objectives they wish to pursue, and make plans for their realisation. The subject-matter of coaching can range from a more or less narrow focus on addressing specific aspects of skills, performance or behaviour to a broader engagement with issues of selfhood, identity and purpose in life, with various points in between.'

Coaches can encounter and work with clients who are experiencing various forms of everyday distress, but the basic purpose of coaching is not to alleviate suffering or heal emotional wounds. Coaches tend to work with clients who have enough psychological resilience to engage proactively with what can sometimes be a challenging process of developing self-awareness and making changes. Coaching is therefore not generally suitable for clients who are having difficulties with day-to-day motivation and functioning, or who are experiencing, and seeking relief from, persistent and significant distress.

As this *Coaching training curriculum* is underpinned by BACP's *Coaching competence framework* (2023), it is recommended that the curriculum is used alongside the competence framework and user guide: <https://www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/coaching/>

In addition, trainers and course participants should also refer to BACP's *Ethical Framework for the Counselling Professions* <https://www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions/>

BACP has a wide range of Good Practice in Action (GPiA) resources on different topics that are freely available to BACP members. These resources aim to support members in implementing the *Ethical Framework* into their practice. Coaching trainers, students practitioners and supervisors of coaches will find these resources useful in both their coaching and therapeutic practice. The GPiAs can be downloaded here: <https://www.bacp.co.uk/gpia>

Overall aim of the curriculum

The aim of this curriculum is to enable qualified therapists to gain knowledge of and competence in coaching, in order to practise as a coach, and/or to integrate coaching and therapy in an ethical and effective manner.

This curriculum is aimed at training providers who wish to deliver coaching training to qualified and experienced counselling and psychotherapy practitioners, seeking to develop their knowledge and skills.

This curriculum provides trainers with a framework for the delivery of a comprehensive, evidence and expert-based coaching training programme.

Curriculum structure

- The training curriculum is designed to be flexible to meet the varied needs of different training providers situated across all four nations of the United Kingdom and may be delivered through Higher Education (HE), Further Education (FE) and private training providers
- Different training establishments will have differing qualification, assessment and validation requirements to fulfil, thus training providers can adapt the learning outcomes and duration of the programme to meet their specific qualification requirements
- Course trainers should refer to the Good Practice section of BACP's *Ethical Framework for the Counselling Professions* (2018), in particular Good Practice, points 74-80 (Training and Education)
- The *Coaching training curriculum* is designed to attend to the range of competences set out in BACP's *Coaching competence framework* (2023). However, it is not an exact copy and so it is strongly advised that trainers refer to the coaching competences before embarking on each subject area
- The *Coaching training curriculum* reflects the two domains of the *Coaching competence framework* (2023).

The curriculum is structured and can be delivered in three different ways:

1. Core coaching training
2. Integrating therapy and coaching training
3. Core coaching training, and integrating therapy and coaching training.

Overview of the curriculum

Option 1 - Core coaching subject areas

Subject area 1:

- The scope of coaching

Subject area 2:

- The principles of coaching

Subject area 3:

- Ethical and professional coaching practice

Subject area 4:

- The coaching relationship

Subject area 5:

- Coaching theories and models

Subject area 6:

- Coaching skills and techniques

Subject area 7:

- Reflective practice and self-awareness.

Option 2 - Integrating therapy and coaching subject areas

Subject area 8:

- Theoretical foundations of therapy and coaching

Subject area 9:

- Professional and ethical implications and applications of integration

Subject area 10:

- Integrating therapy and coaching relationships and processes

Subject area 11:

- Therapist-Coach attitude and qualities.

Option 3 - Core coaching, and integrating therapy and coaching subject areas

Subject areas 1-11 as listed in Options 1 and 2

Coaching curriculum training delivery options

Qualified therapists/counsellors who:

Option 1

Want to train to be a coach

Option 2

Are already a trained coach and wish to learn how to integrate therapy and coaching

Option 3

Want to train to be a coach and also learn how to integrate therapy and coaching

Subject area 1:

- The scope of coaching

Subject area 2:

- The principles of coaching

Subject area 3:

- Ethical and professional coaching

Subject area 4:

- The coaching relationship

Subject area 5:

- Coaching theories and models

Subject area 6:

- Coaching skills and techniques

Subject area 7:

- Reflective practice and self-awareness.

Subject area 8:

- Theoretical foundations of therapy and coaching

Subject area 9:

- Professional and ethical implications and applications of integration

Subject area 10:

- Integrating therapy and coaching relationships and processes

Subject area 11:

- Therapist/Coach attitude and qualities

All subject areas 1 – 11

The curriculum is designed to be flexible to meet the varied needs of different training providers and the experience and/or previous training of practitioners. Courses may wish to deliver Option 1 or 2 in isolation, or Option 3 as a full award.

Curriculum delivery

- It is expected that the course will include a wide range of teaching styles and as much experiential work as possible
- There needs to be sufficient knowledge and experience across the teaching team to cover all the elements of the course
- Courses may bring in specific expertise to teach different elements of the *Coaching training curriculum* where there are gaps in knowledge within the teaching team. Courses remain responsible for assessing course participants' competence for coaching throughout the course and before beginning coaching practice
- The course can be delivered in person and/or via synchronous online delivery to mirror the mode of delivery of coaching that course participants will be offering in their practice, e.g. face to face (in-person) and/or online-video. Trainers need to be experienced and competent with the different modes of delivery
- Trainers need to familiarise themselves with BACP's *Coaching competence framework* before delivering the training
- The delivery of this training curriculum should be underpinned by adult learning theories, which use experiential and reflective learning approaches (e.g. Experiential Learning Cycle (Kolb, 1984); The Reflective Cycle (Gibbs, 1988); ALACT (Korthagen and Vasalos, 2010))
- Adequate time should be given from the outset for contracting as a group as well as familiarisation and relationship building. A range of ice breakers and other creative materials can be used to this effect. This can be especially beneficial to explore the differences between therapy and coaching
- It is anticipated that most cohorts will include practitioners with differing modalities or theoretical approaches. It is therefore typical for trainers and facilitators to support course participants to develop a coaching practice that aligns with their own therapeutic approach
- Although there are a number of subject areas across the whole of this curriculum, it is important to note that one subject area does not necessarily equate to one day of course delivery. In addition, the subject areas are not intended to sit as separate units/modules that need to be delivered in any particular linear/sequential format
- Each subject area is supported by references to the relevant competences contained within the *Coaching competence framework*. These references are included so that tutors and course participants can develop familiarity with the competences and focus on specific areas of learning and development in relation to practice
- The listed contents for each subject area are not intended to become a check list of competences for course participants to achieve, as this could potentially undermine any relational, experiential and reflective aspects of the learning experience
- In the interest of ethical experiential skills' practice and reflective training, it is important that the sessions are delivered in a time frame that allows for processing of knowledge and to allow the experience of practice to complement the learning. However, course timings can be adapted to suit the training provider
- It is suggested that an average learning session lasts for one day of six to seven hours with appropriate breaks. This session length can also be increased/decreased at the training provider's discretion so as to meet the requirements of their institution and/or awarding body

- Courses must ensure a minimum of 80% attendance, and 100% of the subject areas and course assessments must be successfully completed. Thus, any sessions missed must be made up by course participants accordingly
- All course participants should be encouraged to be reflective practitioners. This can be helped by the use of reflective journals or portfolios, which should include for example, any visual material created during sessions. Assessment should include elements of personal reflection
- Sessions should include coaching skills' practice sessions supervised by the trainer. Skills' practice sessions should mirror the mode of delivery of coaching that course participants will be offering in their practice e.g. face to face (in-person) and/or online-video.
- Sessions should also include work in pairs or triads to make use of observation and feedback skills. It should be noted that course participants should already possess the necessary experience to know how to use such learning opportunities
- It may be useful to audio/video record some of the coaching skills' practice sessions to enable course participants to critically reflect on their own skills' practice and the coaching process, thereby further developing self-evaluation and awareness
- It is expected that appropriate therapeutic coaching resources and tools will be available to course participants so that experiential learning is enabled during their training. All the subject areas for each part of the curriculum must be successfully completed. Whilst flexible in terms of structural delivery, there is little flexibility in terms of the learning outcomes because these are mapped to and are underpinned by the *BACP Coaching competence framework*
- All course participants should be encouraged to be active researchers. This might include working together on a topic to be presented to the wider group or producing well-documented and referenced assignments. It could also involve action research and lead to course participants becoming more interested in themselves as reflexive and research-active therapist-coach practitioners. Course participants should be encouraged to engage with coaching research literature in order to maintain the currency of practice.

An example session

A typical session might reflect the following format:

09.30–10.00

Group session to bring the group together either for the first time or since the last session

10.00–12.30

Didactic teaching of specific subject area(s) content

12.30–13.30

Lunch

13.30–14.30

Group experiential and reflective work (including discussion on the taught material, participants' personal responses to it and how it relates to ethical and professional practice, e.g. *BACP's Ethical Framework for the Counselling Professions*)

14.30–16.00

Coaching skills' practice

16.00–17.30

Group supervision/reflective practice session.

* Please note this example is not intended to be prescriptive and session structure may differ across courses.

Facilitators/trainers

Trainers need to be qualified and/or experienced coaches and qualified counselling/psychotherapy practitioners, and should:

- Be experienced trainers and assessors with experience of delivering experiential practitioner training
- Be current registered members of BACP, or a registered member of an equivalent PSA accredited counselling/psychotherapy membership body
- Comply with BACP's *Ethical Framework*, or an equivalent ethical framework/code
- Be covered by professional indemnity insurance for their training and supervision practice
- Refer to the BACP *Coaching competence framework* before embarking on each subject area.

Practice requirements during training

There are different requirements for each option

Option 1 (Core coaching training): 25 hours of supervised coaching practice

Option 2 (Integrating therapy and coaching training): 25 hours

Option 3 (Core coach training, and integrating therapy and coaching training): 50 hours of practice split evenly across the two ways of working. A minimum of 15 hours of coaching practice (option 1) will need to be completed before commencing integrating therapy and coaching (option 2).

Supervision

All course participants will need appropriate supervision

As is the case for those working solely as therapists, there is an expectation that BACP members working as coaches or integrating therapy and coaching will make appropriate use of supervision. 'Appropriate' in this context means not only meeting or exceeding the requisite minimum number of hours of counselling supervision, but also seeking supervision from those with sufficient knowledge and experience of coaching and/or integrating therapy and coaching.

- Course participants are required to receive a minimum of one hour per month of coaching and/or integrative therapy-coaching supervision during the period in which they are training. The amount of supervision may need to be increased if the course participant has a high client caseload
- Coaching and/or integrative therapy-coaching supervision should be separate from any other supervision course participants have for their therapeutic practice. This is so they can focus specifically on the development of their coaching and/or integrative therapy-coaching practice
- At the time of writing this might present some courses and participants with a challenge, insofar as there are not a large number of supervisors with dual training and experience as therapists and coaches. Courses may therefore choose to include a group supervision component in the course to ensure course participants can get their supervision needs met
- Courses are responsible for ensuring that supervisors have the required training, knowledge, skills and experience to effectively supervise trainee coaches and/or trainee therapist-coaches, and to support their professional development.

Assessment framework

There must be formative and summative assessment protocols throughout the course to ascertain the course participant's competence.

There should be regular assessment of the course participant's practice to evaluate their competence in integrating ethical practice into their way of working in relation to the ethical framework/code of practice to which the course participant is affiliated.

As learning may be acquired in taught sessions, in supervised practice and/or in supervision, the methods of assessment need to be varied to reflect the different learning environments.

Summative assessments are essential to evaluate the course participant's competence against many of the learning outcomes. These assessments can be adapted to suit the requirements of the institution and/or awarding body, but in all cases they must reflect, and adequately evidence the learning outcomes. In particular, assessments must reflect and evaluate an understanding of the ethical framework and the course participant's self-awareness and reflexivity. Examples of summative assessments might include critically analysed essays; case studies; supervisor's report; skills' practice assessment; individual and group presentations; practice portfolio; evaluation of ethical decision-making in relation to practice; personal learning and development statements.

Formative assessments are encouraged throughout the course to monitor the course participant's learning and provide ongoing feedback that can be used by course participants to improve their learning/skills. Reflective journals may also be a useful way for course participants to reflect on their own process throughout the course. Examples of formative assessment might include feedback on skills' practice development; self and peer evaluation and assessment; individual or group presentations; reflective writing/journaling; tripartite meetings; feedback on development of ethical and professional practice.

Course tutors may find that some of the learning outcomes are best assessed via an ongoing formative assessment procedure, and so a mix of summative and formative assessments would be acceptable. The examples of assessments given above are not exhaustive and there may be a number of other ways in which course participant work can be assessed.

Course entry requirements

Option 1: Core coaching training

- Qualified counselling/psychotherapy practitioner with a minimum of level 4 diploma [Regulated Qualifications Framework (RQF) England, Wales and Northern Ireland] or a level 7 [The Scottish Credit and Qualifications Framework (SCQF) Scotland] or equivalent, which included a minimum of 100 hours supervised counselling/psychotherapy practice in line with recognised practitioner training.

Option 2: Integrating therapy and coaching training

- Qualified counselling/psychotherapy practitioner with a minimum of level 4 diploma [Regulated Qualifications Framework (RQF) England, Wales and Northern Ireland] or a level 7 [The Scottish Credit and Qualifications Framework (SCQF) Scotland] or equivalent, which included a minimum of 100 hours supervised counselling/psychotherapy practice in line with recognised practitioner training
- Qualified and experienced coach who has successfully completed Option 1 or its equivalent. Courses may wish to use a formalised APL/APEL procedure for course applicants to evidence equivalent knowledge and skills through prior coaching experience, training, and/or relevant CPD.

Option 3: Core coaching training, and integrating therapy and coaching training

- Qualified counselling/psychotherapy practitioner with a minimum of level 4 diploma [Regulated Qualifications Framework (RQF) England, Wales and Northern Ireland] or a level 7 [The Scottish Credit and Qualifications Framework (SCQF) Scotland] or equivalent, which included a minimum of 100 hours supervised counselling/psychotherapy practice in line with recognised practitioner training.

Option 1: Core coaching training



Option 1: Core coaching training

Introduction

Option 1 of the training curriculum aims to give qualified therapists the knowledge, skills and abilities needed to effectively begin working as a coach.

Subject areas 1-7

Option 1 comprises seven subject areas:

Subject area 1:

- The scope of coaching

Subject area 2:

- The principles of coaching

Subject area 3:

- Ethical and professional coaching practice

Subject area 4:

- The coaching relationship

Subject area 5:

- Coaching theories and models

Subject area 6:

- Coaching skills and techniques

Subject area 7:

- Reflective practice and self-awareness.

Subject area 1: The scope of coaching

Introduction

This subject area aims to develop course participants' understanding of the nature and purpose of coaching. It invites course participants to consider what coaching actually is and what it does, including appropriate areas of work. The subject area also relates to how coaching differs from related disciplines, e.g. counselling, psychotherapy, mentoring and teaching.

Learning outcomes

By the end of this subject area course participants will be able to:

- Demonstrate knowledge and understanding of the nature and purpose of coaching
- Define and explain the scope and practice of coaching
- Identify and explain the differences and similarities between coaching and related disciplines.

Essential content

- Coaching definitions, aims and objectives
- The scope and practice of coaching
- Different types of coaching
- What coaching is and is not
- The coaching process
- Differences and similarities between coaching and other related disciplines
- Appropriate client groups and client needs.

For more information about the competences related to Subject area 1, please refer to the following sections of BACP's *Coaching competence framework*:

Core coaching competences

1.1.1 Knowledge and understanding of the foundational principles of coaching

1.1.2 Knowledge and understanding of the differences and similarities between coaching and related disciplines, such as psychological therapy, mentoring, training and consultancy

1.1.3 Ability to explain the differences between coaching and related disciplines in accessible language to prospective clients and stakeholders

Subject area 2: The principles of coaching

Introduction

This subject area introduces course participants to the fundamental principles of coaching and how they are embodied by the coach and incorporated into the work.

Learning outcomes

By the end of this subject area course participants will be able to:

- Identify principles of coaching
- Use knowledge and understanding of the principles of coaching to inform coaching work.

Essential content

A range of relevant coaching principles, for example:

- Respectfulness
- Open-mindedness
- Relational equality.

The importance of believing in, promoting and emphasising client's:

- Resilience
- Autonomy
- Agency and responsibility
- Capacity to learn and change
- Active collaboration in the work.

For more information about the competences related to Subject area 2, please refer to the following sections of BACP's *Coaching competence framework*:

Core coaching competences

1.1.1 Knowledge and understanding of the foundational principles of coaching

Subject area 3: Ethical and professional coaching practice

Introduction

The aim of this subject area is to provide course participants with a sound working knowledge of the ethical, professional and legal frameworks and issues that are relevant to coaching. The subject area also introduces course participants to the importance of a coaching contract and coherent assessment processes of the client's suitability and ability to engage with coaching.

Course participants will also reflect on how the client's worldview has been shaped by their experiences of equality, diversity and inclusion to ensure anti-oppressive and anti-discriminatory practice.

NB: This subject area is not intended to sit as a stand-alone module. The contents of this subject area underpin each of the other subject areas, and so issues relating to ethical and professional practice should be woven into all of the other taught sessions

Learning outcomes

By the end of this subject area course participants will be able to:

- Work within ethical, professional and legal frameworks as a coach
- Demonstrate knowledge of and ability to undertake assessment processes and the factors associated with initial and ongoing client suitability for coaching
- Demonstrate an ability to negotiate and agree a contract appropriate to client's agenda and needs
- Demonstrate knowledge of the role of reviews in coaching and incorporate appropriately into coaching work
- Demonstrate the ability to identify existing and emerging risk, mental health issues and emotional distress and take appropriate action if and when required
- Facilitate the process of referral
- Demonstrate knowledge of and ability to work with issues of equality, diversity and inclusion that have shaped the client's experiences.

Essential content

- Key principles that inform ethical practice and appropriate standards of conduct for coaching
- Ethical, professional and legal frameworks relevant to coaching
- Initial and ongoing assessment requirements and processes appropriate for coaching
- Information needed to make a coherent initial assessment of client's agenda and coaching needs
- Different coaching contracts and the various forms and methods of contracting
- Negotiation and renegotiation of the contract in relation to the client's changing agenda and needs
- Practical and ethical issues involved in three-, four-, or multi-party contracting, for example in organisational settings
- Undertaking periodic reviews in coaching work
- The importance of a final review upon completion of coaching work

- Identifying and responding appropriately to risk
- Equality, diversity and inclusion in relation to the client's experiences and worldview
- Anti-oppressive and anti-discriminatory practice
- Referral options and procedures, for example when:
 - coaching is not an appropriate support
 - the client's needs fall outside of coaching's remit
 - risk is identified that needs additional or alternative support
 - additional support is required to run alongside coaching.
- Boundaries between coaching, therapy and other interventions in relation to the work and onward referrals.

For more information about the competences related to Subject area 3, please refer to the following sections of BACP's *Coaching competence framework*:

Core coaching competences

1.1.4 Ability to collaboratively assess on an ongoing basis the suitability of coaching for a person and their circumstances, and, where necessary, to facilitate the process of referral

1.1.5 Knowledge and understanding of the variety of possible coaching contracts, and ability to use this knowledge in agreeing and managing contracts with clients and other stakeholders

1.1.6 Knowledge and understanding of, and ability to address, the practical and ethical issues involved in three-, four- or multi-party contracting

1.1.7 Ability to instigate periodic reviews to enable the client to reflect on the coaching process and their learning, and to ensure ongoing alignment of the coach's and client's expectations and purposes

1.1.8 Ability to maintain, and where necessary adapt, the contract throughout the duration of the coaching assignment in collaboration with the client and other stakeholders

2.2.9 Ability to understand how risk might present in coaching relationships and how the context might inform the response

2.2.10 At the conclusion of the coaching, ability to conduct a review that helps to embed the client's learning.

3.3.6 Ability to help the client to identify and reflect on ways in which their worldview and sense of self have been shaped by experiences of similarity and difference, and by cultural, societal and/or familial narratives and attitudes

4.4.8 Ability to review with the client, and challenge where necessary, their progress in pursuing agreed-upon courses of action.

Subject area 4: The coaching relationship

Introduction

The aim of this subject area is to enable course participants to develop knowledge and understanding of the significance of the coaching relationship and to develop and refine the skills, qualities and behaviours needed to establish maintain and end effective coaching relationships.

Learning outcomes

By the end of this subject area course participants will be able to:

- Demonstrate the ability to establish and maintain effective coaching relationships, congruent with the foundational principles of coaching
- Demonstrate the effective application of a range of interpersonal coaching skills, qualities and behaviours to establish, maintain and end the coaching relationship
- Demonstrate the ability to use client feedback to inform the coaching relationship
- Demonstrate knowledge, understanding and awareness of relational dynamics and respond effectively
- Demonstrate the ability to form a relationship conducive to change
- Demonstrate commitment to their own learning, growth and self-awareness to enhance the coaching relationship.

Essential content

- The significance and importance of the coaching relationship in determining the quality and efficacy of coaching
- Stages of the coaching relationship – beginnings, middles and endings
- The skills, qualities and values important for developing and maintaining the coaching relationship, for example:
 - collaboration
 - shared responsibility
 - authenticity
 - respect
 - empathy
 - client autonomy.
- Relational dynamics, for example:
 - power and authority
 - difference and diversity.
- Eliciting and responding to client feedback.

For more information about the competences related to Subject area 4, please refer to the following sections of BACP's *Coaching competence framework*:

Core coaching competences

- 1.1.1 Knowledge and understanding of the foundational principles of coaching
- 2.2.2 Ability to adopt a relational stance, and to model behaviours, that are congruent with the foundational principles of coaching
- 2.2.4 Knowledge and understanding of how issues of power and autonomy can manifest in the coaching process and relationship, and how to work with these
- 2.2.6 Ability to notice, and address with the client, indications of behaviours or relationship dynamics that might work against the aim of fostering self-directed learning, living and problem-solving
- 2.2.7 Ability to solicit feedback from the client on their experiences of the coach and the coaching process, and to respond constructively and non-defensively to feedback
- 2.2.8 Ability to challenge the client by exploring unacknowledged, unhelpful and/or inappropriate behaviours or attitudes
- 3.3.5 Ability to listen for, and help the client to identify, personal strengths, qualities and values.

Subject area 5: Coaching theories and models

Introduction

This subject area introduces course participants to a range of theories relevant to coaching. Theories covered will relate to, for example, the process of change, motivation, solution and goal focus. Course participants will also be introduced to different learning theories and their importance in coaching work. The subject area will cover the 'what' and 'why' of coaching practice; ensuring course participants will be able to use theory to explain what they are doing in a coaching session and why they are doing it.

Course participants are also invited to reflect on how their existing therapeutic modality informs their developing theoretical approach to coaching.

Learning outcomes

By the end of this subject area course participants will be able to:

- Identify, understand and use a range of relevant theories to support the client to achieve their desired outcomes
- Reflect on and use learning theories to understand the change process and inform the coaching work
- Apply knowledge of relevant theories to inform the work
- Apply knowledge of relevant theories to enhance the client's wellbeing and support them to flourish
- Reflect on their existing therapeutic approach.

Essential content

- Theories and/or models, that could include but are not exhaustive of:
 - the change process
 - learning styles and patterns
 - theories of motivation; intrinsic and extrinsic
 - blocks and obstacles to learning, motivation and achievement
 - client strengths, qualities, resources and values
 - identifying, setting and achieving goals
 - choices and consequences
 - life stages and life course
 - flourishing
 - positive psychology.
- How course participants' existing therapeutic modalities inform their developing theoretical approach to coaching.

For more information about the competences related to Subject area 5, please refer to the following sections of BACP's *Coaching competence framework*:

Core coaching competences

2.2.1 knowledge and understanding of one or more theories or models of coaching, and ability to apply it or them in facilitating individual sessions and the process as a whole

2.2.5 Ability to foster the client's capacity for self-directed learning, living and problem-solving

2.2.6 Ability to notice, and address with the client, indications of behaviours or relationship dynamics that might work against the aim of fostering self-directed learning, living and problem-solving

3.3.5 Ability to listen for, and help the client to identify, personal strengths, qualities and values

4.4.1 Knowledge and understanding of, and ability to foster the client's awareness of, distinctions between different types of goals

4.4.2 Knowledge and understanding of, and ability to apply, one or more theories of motivation

4.4.3 Ability to help the client to envision and articulate desired or preferred outcomes, and to situate these outcomes in the broader context of their values, needs and aspirations

4.4.4 Ability to help the client to identify and assess possible courses of action through which they might pursue their desired or preferred outcomes

4.4.5 Ability to help the client to consider the consequences (both intended and unintended, and both for self and for others) of pursuing a given course of action

4.4.6 Ability to help the client to create specific plans for realising their desired or preferred outcomes

4.4.7 Ability to help the client to identify and consider potential resources and obstacles (personal, interpersonal or contextual) that might help or hinder the attainment of their desired outcomes

4.4.8 Ability to review with the client, and challenge where necessary, their progress in pursuing agreed-upon courses of action

4.4.9 Ability to help the client to reflect on what has enabled or obstructed their pursuit of an agreed-upon course of action.

Subject area 6: Coaching skills and techniques

Introduction

This subject area introduces course participants to skills and techniques relevant to coaching work. The subject area will support course participants to be able to apply a coherent body of coaching knowledge and skills conducive to the client's process of change. Skills and techniques used will enable the client to develop a detailed awareness of their self, other people and their situation.

This subject area will also introduce course participants to how to integrate the coaching theories, skills and techniques learnt to form a coherent approach for coaching work. Course participants will also be encouraged to build on and apply their existing therapy skills in the coaching endeavour.

Learning outcomes

By the end of this subject area course participants will be able to:

- Demonstrate the effective application of a range of coaching knowledge, skills and techniques
- Demonstrate appropriate use of pre-existing therapy skills
- Demonstrate the ability to help the client develop a broader awareness of self, others and their situation to inform the change process
- Demonstrate the ability to use skills and techniques in a timely manner to meet the client's current needs
- Demonstrate the ability to work with emotions and understand their impact on thought and behaviour
- Demonstrate the ability to work with the client's strengths, qualities and values
- Demonstrate the ability to integrate coaching theory, skills and techniques to form a coherent approach to coaching.

Essential content

- How to appropriately apply pre-existing therapy skills into coaching work
- Listening and responding skills relevant to coaching
- Different types of questions
- Challenging
- Holding the client to account
- Promoting the client's self-awareness and insight to the situation to support different ways of framing experience, coping and responding
- Strengths, qualities and values
- The relationship between emotion, thought and behaviour
- Coaching techniques
- Possibility mind-set
- Timely intervention
- Stages of a coaching session – the when and how

- Psychoeducation
- Integrating a body of knowledge, skills and techniques
- Evaluating the coaching work.

For more information about the competences related to Subject area 6, please refer to the following sections of BACP's *Coaching competence framework*:

Core coaching competences

2.2.3 Ability to foster an ethos of collaboration based on the coach's and client's respective domains of expertise

2.2.8 Ability to challenge the client by exploring unacknowledged, unhelpful and/or inappropriate behaviours or attitudes

3.3.1 Ability to help the client to view their self, other people and their situation from a variety of perspectives

3.3.2 Ability to help the client to identify and explore different ways of framing experiences

3.3.3 Ability to listen for, and help the client to identify, underlying assumptions and how they shape perceptions of self, others and situations

3.3.4 Ability to enable a shift in the client from a deficit to a possibility mindset

3.3.5 Ability to listen for, and help the client to identify, personal strengths, qualities and values

3.3.7 Ability to listen for, and help the client to identify, aspects of the micro-, meso- and macro-contexts that influence, constrain or enable ways of thinking and acting

3.3.8 Ability to listen for, and help the client to reflect on, how other people might experience the client and their situation

3.3.9 Ability to listen for, and help the client to identify, emotions and their impact on thought and behaviour

3.3.10 Ability to share knowledge, information and experiences that are relevant to the client's circumstances and the aims of the coaching

4.4.9 Ability to help the client to reflect on what has enabled or obstructed their pursuit of an agreed-upon course of action.

Subject area 7: Reflective practice and self-awareness

Introduction

This subject area introduces course participants to the importance of self-awareness and reflective practice in coaching work. Course participants will be invited to solicit feedback from clients and use the learning from it to inform their work. In this subject area, course participants will also be invited to reflect on and evaluate their integration and application of coaching theories, skills and techniques to gauge effectiveness of the coaching work.

Learning outcomes

By the end of this subject area course participants will be able to:

- Use self-awareness to reflect on and evaluate their coaching practice
- Respond constructively and non-defensively to feedback from others
- Demonstrate the ability to identify areas for self-development
- Demonstrate the ability to engage in a package of robust self-care
- Use coaching supervision to inform and enhance self-awareness and reflective practice.

Essential content

- Self-awareness
- Recognising own change process
- Self-development
- Self-care and wellbeing
- Evaluation tools
- Soliciting and receiving feedback from clients
- Using feedback constructively
- Using coaching supervision effectively.

For more information about the competences related to Subject area 7, please refer to the following sections of BACP's *Coaching competence framework*:

Core coaching competences

2.2.7 Ability to solicit feedback from the client on their experiences of the coach and the coaching process, and to respond constructively and non-defensively to feedback.

Option 2: Integrating therapy and coaching training



Option 2: Integrating therapy and coaching training

Introduction

Option 2 of the training curriculum gives therapists who are already trained as coaches (i.e. have successfully completed Option 1 of this training curriculum or its equivalent) the opportunity to develop their knowledge, skills and abilities to effectively integrate therapy and coaching into a coherent, integrative approach.

Subject areas 8-11

Option 2 comprises four subject areas:

Subject area 8:

- Theoretical foundations of therapy and coaching

Subject area 9:

- Professional and ethical implications and applications of integration

Subject area 10:

- Integrating therapy and coaching relationships and processes

Subject area 11:

- Therapist/coach attitude and qualities.

Subject area 8: Theoretical foundations of therapy and coaching

Introduction

This subject area introduces course participants to the theory and practice of integrating therapy and coaching. The subject area relates to the differences and similarities between therapy and coaching. It considers how the two can be integrated to meet clients' current and changing needs. Course participants are invited to consider how their personal therapeutic modality/theory aligns (or not) with coaching and how their personal therapeutic practice can integrate coaching in a coherent and meaningful way. Course participants will also consider the benefits and drawbacks of a combined practice.

Learning outcomes

By the end of this subject area course participants will be able to:

- Demonstrate the ability to identify and use understanding of the differences between therapy and coaching to inform a combined practice
- Demonstrate the ability to identify and use the similarities between therapy and coaching to inform a combined practice
- Demonstrate the ability to identify the benefits and drawbacks of a combined practice
- Demonstrate the ability to integrate a core therapeutic model with coaching to create a combined practice
- Demonstrate the ability to formulate and articulate a rationale for a combined practice.

Essential content

- Definitions of therapy
- Definitions of coaching
- Differences and similarities between coaching and counselling
- How different approaches meet different client needs
- Potential limitations and challenges of integrating coaching and therapy
- Potential advantages of integrating therapy and coaching
- Benefits and drawbacks of a combined practice for both clients and practitioners
- How different theoretical approaches could integrate to form a combined practice of coaching and therapy
- How a combined approach differs from just therapy
- How a combined approach differs from just coaching
- The how and why of integration
- Personalised combination of therapy and coaching.

For more information about the competences related to Subject area 8, please refer to the following sections of BACP's *Coaching competence framework*:

Competences for integrating therapy and coaching

- 1.1.1 Knowledge and understanding of the general differences and similarities between therapy and coaching
- 1.1.2 Knowledge and understanding of the differences and similarities between therapy and coaching in the practitioner's chosen modality or modalities
- 1.1.3 Knowledge and understanding of how an approach that integrates therapy and coaching differs from therapy as a separate practice
- 1.1.4 Knowledge and understanding of how an approach that integrates therapy and coaching differs from coaching as a separate practice
- 1.1.5 Knowledge and understanding of the potential benefits and drawbacks, for both clients and practitioners, of integrating therapy and coaching to create a combined practice
- 1.1.6 Ability to formulate a coherent rationale for integrating therapy and coaching to create a combined practice
- 1.1.7 Knowledge and understanding of the variety of ways in which therapy and coaching can be integrated to create a combined practice
- 1.1.8 Detailed working knowledge of at least one way of integrating therapy and coaching to create a combined practice.

Subject area 9: Professional and ethical implications and applications of integration

Introduction

This subject area relates to the professional and ethical implications of a combined approach.

Learning outcomes

By the end of this subject area course participants will be able to:

- Demonstrate the ability to identify and work with the professional and ethical considerations of a combined approach
- Demonstrate the ability to identify and respond to the risks and challenges of a combined approach
- Demonstrate the ability to collaboratively assess the client's current and ongoing needs for the appropriateness of a combined therapeutic and coaching approach
- Demonstrate the ability to undertake a personalised approach with each client, contracting for a combined approach
- Demonstrate the ability to review the contract and the work, making referrals where necessary
- Demonstrate the ability to communicate and consult with clients and stakeholders the nature of, and reasons for, integrating therapy and coaching to offer a combined approach.

Essential content

- Professional and ethical considerations of a combined approach
- Risks and challenges of a combined approach
- Assessment protocols for a combined approach
- Assessing client suitability for a combined approach
- Contracting for a combined approach
- Contracting similarities and differences for a combined approach compared to the individual approaches for therapy and coaching
- Personalised contracting and review
- Referral options and procedures
- How to; and who to; communicate the nature and reasons for offering a combined approach
- Safely moving from one approach to another
- Application of BACP's *Ethical Framework*.

For more information about the competences related to Subject area 9, please refer to the following sections of BACP's *Coaching competence framework*:

Competences for integrating therapy and coaching

- 2.2.1 Ability to explain to clients and other potential stakeholders the nature of and rationale for an integration of therapy and coaching, and how such an approach is likely to differ from both therapy and coaching as separate practices
- 2.2.2 Ability to collaboratively assess, on an ongoing basis, the client's needs and the suitability or otherwise of a combined therapeutic and coaching approach
- 2.2.3 Ability to hold and negotiate any differences between the client's, the practitioner's and other stakeholders' perceptions of the client's needs and desired outcomes
- 2.2.4 Ability to contract with each client for an integrated approach, including arrangements for referral should this prove necessary
- 2.2.5 Ability to recognise when there is a need to review the contract; ability to reaffirm or revise the contract as appropriate, in consultation with the client and other stakeholders
- 2.2.6 Ability to recognise the need for, and manage the process of, referral to another practitioner or service
- 3.3.5 Ability to apply BACP's *Ethical Framework for the Counselling Professions* or another appropriate ethical code or framework to the integration of therapy and coaching.

Subject area 10: Integrated therapy and coaching relationship and process

Introduction

This subject area introduces course participants to the skills and qualities needed to move between therapeutic and coaching ways of working. It introduces the 'when, why and how' of moving between therapy and coaching. The subject area invites the course participants to use their knowledge of the client, along with the relationship with the client, to inform what the client needs from the practitioner at any given time; thereby allowing them to adapt their approach to meet the client where they are – be that therapy or coaching. The subject area also covers relational dynamics and the potential impact on the work, when working within a combined approach.

Learning outcomes

By the end of this subject area course participants will be able to:

- Demonstrate the ability to use knowledge, understanding and skills to integrate therapy and coaching to form a combined approach
- Demonstrate knowledge of the interpretive nature of listening
- Ability to use knowledge and understanding of the client to move between therapeutic and coaching ways of working; aligning the approach to meet the client's current and changing needs
- Demonstrate the ability to involve the client when decided whether therapy or coaching is best suited to their current needs
- Ability to recognise and manage the different relational dynamics of a combined approach, including avoidance and/or collusion.

Essential content

- Moving between therapy and coaching
- Managing transitions between therapy and coaching
- Interpretive listening and the practitioner's interpretive frame
- Reasons to move between therapy and coaching
- Reasons not to move between therapy and coaching
- How to involve the client to gauge when to move between therapeutic and coaching ways of working
- Potential relational dynamics of both therapy and coaching and how when combining the two, the process may move through various dynamics, for example:
 - relational dynamics of therapy tend to have a stronger emotional charge
 - coaching dynamics can allow for a greater degree of challenge and directness
 - coaching can be used by clients (and practitioner) to avoid painful issues
 - therapy can be used by clients to resist change.

For more information about the competences related to Subject area 10, please refer to the following sections of BACP's *Coaching competence framework*:

Competences for integrating therapy and coaching

3.3.1 Working knowledge and understanding of the interpretive nature of listening, and awareness of how the practitioner's listening and responding are informed by their particular interpretive frame(s)

3.3.2 Ability to gauge when and how, with the client's involvement, to move between therapeutic and coaching ways of working

3.3.3 Ability to recognise and manage the different relational dynamics of therapy and coaching when integrating the two practices

3.3.4 Ability to recognise and address signs of avoidance or collusion.

Subject area 11: Therapist-coach personal attitude and qualities

Introduction

This subject area focuses on the importance of the therapist-coach's personal attitude and qualities. It also emphasises the importance of maintaining an ethos of collaboration to promote client resourcefulness. Course participants will be invited to identify and commit to ongoing personal and professional development.

Learning outcomes

By the end of this subject area course participants will be able to:

- Demonstrate the ability to use attitudes, qualities and behaviours conducive to the effective integration of therapy and coaching
- Demonstrate the ability to use attitudes, qualities and behaviours to collaborate with the client to promote their resourcefulness
- Demonstrate a commitment to ongoing personal and professional development.

Essential content

- Attitudes, qualities and behaviours that enable effective integration of therapy and coaching, for example:
 - intellectual flexibility
 - open-mindedness
 - curiosity
 - creativity
 - willingness to learn and adapt
 - tolerance of uncertainty and complexity.
- Maintaining collaboration throughout a combined approach
- Resourcefulness
- Professional development needs
- Professional development plan
- Use of supervision to reflect on own competence and areas for development
- Awareness of self in the therapist-coach role
- Using self-examination, reflection and supervision to explore and address:
 - limits to own knowledge and understanding
 - the influence of own approach, style and theoretical orientation therapy-coaching.
- The importance of engaging with professional development activities to enhance own knowledge, understanding, awareness and skills.

For more information about the competences related to Subject area 1.1, please refer to the following sections of BACP's *Coaching competence framework*:

Competences for integrating therapy and coaching

4.4.1 Ability to manifest the attitudes, behaviours and qualities that enable the effective integration of therapy and coaching such as:

- intellectual flexibility
- open-mindedness
- curiosity
- creativity
- willingness to learn
- tolerance of uncertainty, self-doubt, ambiguity and complexity.

4.4.2 Ability to maintain an ethos of collaboration that honours each client's perspective and experiences, and seeks to harness and promote their resourcefulness

4.4.3 Ability to be responsive to the full range of human experience, and to commit to ongoing personal development work in order to enable and enhance such responsiveness

4.4.4 Ability to take a whole-person approach to personal development, grounded in the practitioner's own experiences of personal development.

Option 3: Core coaching training and integrating therapy and coaching training



Option 3: Core coaching training and integrating therapy and coaching training

Introduction

Option 3 of the training curriculum gives therapists the opportunity to develop the knowledge, skills and abilities needed to work effectively as a coach, and to integrate both therapy and coaching into a coherent approach.

Option 3 comprises eleven subject areas: All subject areas from Options 1 and 2 need to be completed.

- Course participants will need to have completed all the taught elements of Option 1 (Subject areas 1-7) before moving on to Option 2 (Subject areas 8-11)
- At least 15 hours of coaching practice will need to be completed before beginning to integrate therapy and coaching with clients.

Subject areas 1-11

Subject area 1:

- The scope of coaching

Subject area 2:

- The principles of coaching

Subject area 3:

- Ethical and professional coaching practice

Subject area 4:

- The coaching relationship

Subject area 5:

- Coaching theories and models

Subject area 6:

- Coaching skills and techniques

Subject area 7:

- Reflective practice and self-awareness

Subject area 8:

- Theoretical foundations of therapy and coaching

Subject area 9:

- Professional and ethical implications and applications of integration

Subject area 10:

- Integrating therapy and coaching relationships and processes

Subject area 11:

- Therapist/coach attitude and qualities

Competences: All competences from the *Coaching competence framework* - Core coaching competences and Competences for integrating therapy and coaching need to be covered.

Reading list and resources



BACP resources

BACP (2018) *Ethical Framework for the Counselling Professions*. Available from:

<https://www.bacp.co.uk/events-and-resources/ethics-and-standards/good-practice-in-action>

www.bacp.co.uk/media/3103/bacp-ethical-framework-forthecounsellingprofessions-2018.pdf

<https://www.bacp.co.uk/media/17019/bacp-coaching-competence-framework-2022.pdf>

<https://www.bacp.co.uk/media/17020/bacp-coaching-competences-user-guide-2022.pdf>

Reading list

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Brown, B. (2015) *Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead*. London: Avery

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Downey, M. (2014) *Effective Modern Coaching*. London: LID Publishing

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Kline, N (2002) *Time to Think: Listening to Ignite the Human Mind*. London: Cassell

Lennard, D. (2010) *Coaching Models; A Cultural Perspective*. London: Routledge

Megginson, D. and Whitaker, V. (2007) *Continuing Professional Development (2nd edition)*. CIPD. London: Kogan Page

O’Riordan S. and Palmer, S. (2021) *Introduction to Coaching Psychology*. London: Routledge

Paley, J. (2017) *Phenomenology as Qualitative Research: A Critical Analysis of Meaning Attribution*. London: Routledge

Popovic, N. and Jinks, D. (2013) *Personal Consultancy: A model for integrating counselling and coaching (1st edition)*. Oxfordshire: Routledge

Silsbee, D. (2010) *The Mindful Coach*. Oxford: John Wiley & Sons

Van Nieuwerburgh, C. (2017) *An Introduction to Coaching Skills: A Practical Guide*. London: Sage

Vaughan-Smith, J. (2007) *Therapist into Coach*. Maidenhead: OUP

West, C. (2020) *The Karpman Drama Triangle Explained: A Guide for Coaches, Managers, Trainers, Therapists – and Everybody Else*. CWTK publishers

Whitmore, J. (2017) *Coaching for performance: The principles and practice of people and leadership*. 5th ed. Boston: Nicholas Brealey

Whittington, J. (2016) *Systemic Coaching and Constellations*. 2nd ed. London: Kogan.

Appendix A: Suggested course participant feedback questionnaire

Part one

1. Did your pre-course learning goals change during the course?

2. To what extent have you achieved your learning goals?

3. How did the course help you achieve them?

4. What else might the course have included which would have added to your achievement?

5. How did you find the academic support throughout the course?

6. How did you find the emotional support throughout the course?

7. Do you think the course covered its aims?

Part two

8. Which parts of the course did you find most useful? (Please give reasons)

9. Which parts of the course did you find least useful? (Please give reasons)

10. How satisfactory were the training methods/ exercises used?

11. If you could make one change to the course what would it be?

12. Please add any further comments about the course.

13. Overall satisfaction with the course (please circle one number)

13. Overall satisfaction with the course (please circle one number)

Not satisfied at all

Very satisfied

1

2

3

4

5

6