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# Coach Accreditation/ Credentialing Requirements Comparison Chart

(UK ONLY)



This table and the accompanying Table 2, the Coach Assessment Criteria Comparison Chart, are a result of collaboration in the UK between the Association for Coaching (AC), European Mentoring and Coaching Council (EMCC) and UK International Coach Federation (UK ICF).

Information within these tables was correct at the time of publishing: June 2015. These tables will be subject to review from time to time.

The intention in sharing these is to help coaching buyers, sponsors and individual coaches make sense of the different accreditation/credentialing schemes available.

**Note 1:** The chart shows the elements used in individual accreditation/credentialing by the contributing professional coaching bodies in the UK. These bodies use between 1 and 4 titles for accreditation/credentialing, so for easy reference the chart is divided into 4 levels of accreditation/credentialing. THIS DOES NOT MEAN THAT THE ACCREDITATIONS/CREDENTIALS IN THE SAME LEVEL ARE COMPARABLE/EQUIVALENT.

**Note 2:** The titles given to these levels differ between the professional coaching bodies. For the purposes of this chart only, the 4 levels are referred to as: 1. Foundation Coach; 2. Practitioner/Practised Coach; 3. Senior Practitioner Coach; 4. Master Coach.

**Note 3:** Other accreditation/credentialing requirements for each level may apply in all cases and have been omitted for the benefit of clarity and brevity here. Please see each professional coaching body's website for the further details:

■ [Association for Coaching](#)

■ [European Mentoring & Coaching Council](#)

■ [International Coach Federation](#)

# Coach Accreditation/Credentialing Requirements

(Common accreditation/credentialing elements only; not full requirements. Please see Table 2 for key differentiators between the assessment criteria of the accreditation/credentialing schemes)

		COACHING EXPERIENCE (HOURS)	COACH TRAINING (HOURS)	CPD REQUIREMENT (PER ANNUM)	MENTOR COACHING/COACHING SUPERVISION (HOURS)	ETHICS (COMPLIANCE WITH CODE)
<b>LEVEL 1</b> Foundation Coach	ICF	No Level 1 credentialing				
	EMCC	50	20 hours total study including practice of 10 hours	16 hrs	4 x p.a. or once a 1/4	Compliance
	AC	75	35	CPD record required	Min 3 hours supervision over 3 months	Compliance + Professional Indemnity Insurance
<b>LEVEL 2</b> Practitioner/ Practised Coach	ICF	100	60	40 hrs in 3 years	10	Compliance + Coach Knowledge Assessment
	EMCC	100	150 hours total study including practice of 60 hours	16 hrs	4 x p.a. or once a 1/4	Compliance
	AC	250	40	30 hrs	Min 6hrs supervision over 6 months	Compliance + Q&A + Professional Indemnity Insurance
<b>LEVEL 3</b> Senior Practitioner Coach	ICF	750 (500 from Oct 2015)	125	40 hrs in 3 years	10	Compliance + Coach Knowledge Assessment (if not completed previously)
	EMCC	250	500 hours total study including practice of 150 hours	32 hrs	1 per 35 coaching hrs, min. quarterly	Compliance
	AC	750	60	36 hrs	Min 9 hrs supervision over 9 months	Compliance + Q&A + Professional Indemnity Insurance
<b>LEVEL 4</b> Master Coach	ICF	2500	200	40hrs in 3 years	10	Compliance + Coach Knowledge Assessment (if not completed previously)
	EMCC	500	1800 hours total study including practice of 540 hours	48 hrs	1 per 35 coaching hrs, min. quarterly	Compliance
	AC	1500	80	42 hrs	Min 12 hrs supervision over 12 months	Compliance + Q&A + Professional Indemnity Insurance

# Coach Accreditation/ Credentialing Assessment Comparison Chart

(UK ONLY)



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**Note 1:** The chart below shows the elements used in individual accreditation/credentialing by the contributing professional coaching bodies in the UK. These bodies use between 1 and 4 titles for accreditation/credentialing, so for easy reference the chart is divided into 4 levels of accreditation/credentialing. THIS DOES NOT MEAN THAT THE ACCREDITATIONS/CREDENTIALS IN THE SAME LEVEL ARE COMPARABLE/EQUIVALENT.

**Note 2:** The titles given to these levels differ between the professional coaching bodies. For the purposes of this chart only, the 4 levels are referred to as: 1. Foundation Coach; 2. Practitioner/Practised Coach; 3. Senior Practitioner Coach; 4. Master Coach.

**Note 3:** Other assessment elements for each level may apply in all cases and have been omitted for the benefit of clarity and brevity here. Please see each professional coaching body's website for the further details:

- [Association for Coaching](#)
- [European Mentoring & Coaching Council](#)
- [International Coach Federation](#)

# Coach Accreditation/Credentialing Assessment Criteria

(Basic common elements of assessment only i.e. not full requirements. Please see Table 1 for key differentiators between accreditation/credentialing requirements.)

		WRITTEN ASSESSMENT	OBSERVED ASSESSMENT OF COACHING PRACTICE	ORAL INTERVIEW ON CASE STUDY/PORTFOLIO EVIDENCE	REFLECTIVE LOG/STATEMENT	CLIENT/SUPERVISOR/MENTOR COACH REFERENCE/LOG
<b>LEVEL 1</b> Foundation Coach	ICF	No Level 1 credentialing				
	EMCC	Evidence of achievement against competency framework	Yes if qualified through an European Quality Assurance (EQA) qualification	Optional if required by the Verifier or Awards Panel	Yes	5 client feedback items
	AC	Personal Coaching Approach (500 words) plus Coaching Case Study (500 words)	N/A	N/A	500 word reflective statement on coaching practice plus Continuing Professional Development (CPD) plan	1 client reference
<b>LEVEL 2</b> Practitioner/ Practised Coach	ICF	Complete Coach Knowledge Assessment	1 recorded coaching session & transcript/or fulfilled by Accredited Coach Training Programme	N/A	N/A	10 logged hours of work with mentor coach
	EMCC	Evidence of achievement against competency framework	Yes if qualified through an EQA qualification	Mandatory for all non EQA Certificate Holder or optional if required by the Verifier or Awards Panel for all other applicants	Yes	5 client feedbacks in 12 months
	AC	Personal Coaching Approach (1000 words) plus Coaching Case Study (1000 words)	1 recorded coaching session and transcript	N/A	Coach's self reflection of practice and CPD plan	2 client references
<b>LEVEL 3</b> Senior Practitioner Coach	ICF	Complete Coach Knowledge Assessment if not completed before	2 recorded coaching sessions & transcript/or fulfilled by Accredited Coach Training Programme	N/A	N/A	10 logged hours of work with mentor coach
	EMCC	Evidence of achievement against competency framework and coaching methodology	Yes if qualified through an EQA qualification	Mandatory for all non EQA Certificate Holder or optional if required by the Verifier or Awards Panel for all other applicants	Yes	5 client feedbacks in 12 months
	AC	Personal Coaching Approach (1500 words) plus Coaching Case Study (1500 words)	1 recorded coaching session and transcript	N/A	Coach's self reflection of practice and CPD plan	3 client references
<b>LEVEL 4</b> Master Coach	ICF	Complete Coach Knowledge Assessment if not completed before	2 recorded coaching sessions and transcripts	N/A	N/A	10 logged hours of work with mentor coach
	EMCC	Evidence of achievement against competency framework and coaching methodology	Yes if qualified through an EQA qualification	Mandatory for all non EQA Certificate Holder or optional if required by the Verifier or Awards Panel for all other applicants	Yes	5 client feedbacks in 12 months
	AC	Personal Coaching Approach (2000 words) plus Coaching Case Study (2000 words)	Recorded coaching session and transcript	N/A	Coach's self reflection of practice and CPD plan	4 client references



# Headline Common Coaching Competencies For Individual Coach Accreditation/ Credentialing

(UK ONLY)

This is a summary of the coaching competencies that are common to the UK Association for Coaching (AC), European Mentoring and Coaching Council (EMCC), and UK International Coach Federation (ICF) in the UK. The intention is to provide clarity to the purchasers/providers of coaching as to the similarities between the common coaching competencies used by these professional coaching bodies in the UK.

Information within these tables was correct at the time of publishing: June 2015.

**Note 1:** These headline common coaching competencies are purely a descriptive summary of the similarities between each of the contributing bodies' competencies, for information only. The detailed coaching competencies framework, for each body, is the framework that each body uses for the assessment and granting of accreditation/credentialing, and this remains the case. The headline common coaching competencies are not a substitute for each body's individual coaching competencies framework.

**Note 2:** Each professional coaching body's coaching competencies framework goes into further detail of the evidence required for these competencies and the differing depth and nuances for the competencies, at different levels of individual coach accreditation/credentialing (eg from foundation through to senior and master practitioner level). For further details of each professional body's competency framework, please follow the links below:

- [Association for Coaching](#)
- [European Mentoring & Coaching Council](#)
- [International Coach Federation](#)

# Headline Common Coaching Competencies For Individual Coach Accreditation/Credentialing

(Basic common elements of assessment only i.e. not full requirements. Please see Table 1 for key differentiators between accreditation/credentialing requirements.)

COMMON COACHING COMPETENCY	AC COMPETENCY	EMCC COMPETENCY	ICF COMPETENCY
<p><b>1. ETHICS AND PROFESSIONAL DEVELOPMENT</b></p> <p>Adheres to ethical guidelines and to on going personal and professional development as a coach;</p> <p>Establishes appropriateness of coaching as an intervention and distinguishes it from other professions.</p> <p><b>2. ESTABLISHES AND MANAGES THE COACHING AGREEMENT</b></p> <p>Agrees and maintains with the client(s) the scope, ground rules (including confidentiality) and outcomes for the coaching (“the coaching agreement”).</p>	<p><b>MEETING ETHICAL, LEGAL &amp; PROFESSIONAL GUIDELINES</b></p> <p>(eg. Communicates own coaching model, what is and is not coaching/how different from other professions, follows professional standards/codes of conduct, promotes coaching profession positively, complies with laws of country).</p> <p><b>ESTABLISHES THE COACHING AGREEMENT AND OUTCOMES</b></p> <p>(eg. Explains coaching process/models, establishes coaching outcomes, describes their coaching style &amp; assesses if meets client’s outcomes, agrees coaching contract, including confidentiality, logistics, ensures agreement is agreed with client and sponsors and includes clear goals, establishes roles and responsibilities of different stakeholders).</p> <p><b>COACH CONTINUOUS SELF DEVELOPMENT</b></p> <p>(eg. Regularly requests client feedback, monitors and reflects on their coaching and acts to improve, constantly acts on ways to improve excellence as a coach, participates in regular coach supervision and CPD to ensure methods are up to date).</p>	<p><b>MANAGING THE CONTRACT</b></p> <p>Establish and maintains the expectations and boundaries of the coaching/mentoring contract with the client and, where appropriate, with sponsors.</p> <p>(eg. Agrees confidentiality, recognises where coaching is not appropriate).</p> <p><b>COMMITMENT TO SELF DEVELOPMENT</b></p> <p>Explore and improve the standard of their practice and maintain the reputation of the profession.</p> <p>(eg. Evaluates coaching skills, reflects, identifies gaps).</p>	<p><b>SETTING THE FOUNDATION</b></p> <p><b>MEETING ETHICAL GUIDELINES AND PROFESSIONAL STANDARDS</b></p> <p>Understanding of coaching ethics and standards and ability to apply them appropriately in all coaching situations.</p> <p>(eg. Understands and exhibits ethics, distinguishes coaching from other professions, refers to other professions).</p> <p><b>ESTABLISHING THE COACHING AGREEMENT</b></p> <p>Ability to understand what is required in the specific coaching interaction and to come to agreement with the prospective and new client about the coaching process and relationship.</p> <p>(eg. Discusses parameters of the coaching, clear about client and coach’s relationship).</p>
<p><b>3. DEVELOPS THE COACHING RELATIONSHIP</b></p> <p>Establishes and builds rapport, trust and openness with the coachee.</p>	<p><b>ESTABLISHING TRUST-BASED RELATIONSHIP WITH THE CLIENT</b></p> <p>(eg. Establish safe and supportive climate for coaching, treats with respect and dignity, inclusive of differences, encourages client’s self belief, establishes high level of rapport, accepts client as they are; acts openly and honestly (eg tackles difficult conversations, uses their reaction to give client feedback), manages agreed levels of confidentiality).</p>	<p><b>BUILDING THE RELATIONSHIP</b></p> <p>Skillfully builds and maintains an effective relationship with the client, and where appropriate, with the sponsor.</p> <p>(eg. Works with language, develops trust, works with emotions, high levels of attentiveness and responsiveness to client).</p>	<p><b>CO-CREATING THE RELATIONSHIP: ESTABLISHING TRUST AND INTIMACY WITH THE CLIENT</b></p> <p>Ability to create a safe, supportive environment that produces mutual respect and trust.</p> <p>(eg. Shows concern for client, demonstrates integrity and honesty, keeps promises and respects learning style, supports new behaviours, permission to coach in sensitive areas).</p>
<p><b>4. COACHING PRESENCE</b></p> <p>Pays full attention to the coachee and is flexible to their agenda.</p>	<p><b>COACHING PRESENCE &amp; COACH SELF – MANAGEMENT</b></p> <p>(eg. Stays present and engaged with client, focused on agreed client agenda, acts flexibly, stays aligned to personal values whilst respecting client’s, remains professional and aware of professional boundaries and refers to another).</p>	<p><b>UNDERSTANDING SELF</b></p> <p>Demonstrate awareness of own values, beliefs and behaviours, recognises how these affect their practice and uses this self awareness to manage their effectiveness in meeting the client’s, and where relevant, the sponsor’s objectives.</p> <p>(eg. Builds self understanding based on models and reflection, responds to client’s agenda without becoming personally involved, reflects on impact on client’s paradigms).</p>	<p><b>COACHING PRESENCE</b></p> <p>Ability to be fully conscious and create a spontaneous relationship with the client, employing a style that is open, flexible and confident.</p> <p>(eg. Is present and flexible, accesses intuition, open to not knowing, sees many ways of working, uses humour, experiments, confident working with strong emotions and not overpowered by client’s emotions).</p>

# Headline Common Coaching Competencies For Individual Coach Accreditation/Credentialing

(Basic common elements of assessment only i.e. not full requirements. Please see Table 1 for key differentiators between accreditation/credentialing requirements.)

COMMON COACHING COMPETENCY	AC COMPETENCY	EMCC COMPETENCY	ICF COMPETENCY
<p><b>5. EFFECTIVE COMMUNICATION SKILLS THAT ENABLE LEARNING</b></p> <p>Uses active listening, open questions and feedback skills to help the coachee to gain insights, deepen their understanding and work towards agreed outcomes; Respects the coachee's agenda and works with their emotions and values without becoming personally involved or overpowered.</p>	<p><b>EFFECTIVE COMMUNICATION</b></p> <p>(eg. Demonstrates effective listening to differentiate between what is said and unsaid, uses straightforward language to move client toward agreed outcomes, adapts communication style to client's needs, provides information/feedback to serve client's learning/goals, asks powerful questions to move to client's outcomes, communicates clearly/credibly).</p> <p><b>AWARENESS &amp; INSIGHT RAISING</b></p> <p>(eg. Asks questions to challenge assumptions, raises self-awareness, learning, helps broaden client's perceptions, supports generating options and holding client to account, provides observational feedback, uses self as a resource to develop client's self awareness).</p>	<p><b>ENABLING INSIGHT AND LEARNING</b></p> <p>Works with client and sponsor to bring about insight and learning eg listens, raises awareness, questioning to facilitate learning, feedback.</p> <p>(eg. Reviews understanding and commitment to learning).</p>	<p><b>COMMUNICATING EFFECTIVELY: ACTIVE LISTENING</b></p> <p>Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client's self-expression.</p> <p>(eg. Attends to client's agenda, distinguishes words/voice/body language, summarises, explores beliefs/values etc, understands essence of client's communication; allows client to vent to move on).</p> <p><b>POWERFUL QUESTIONING</b></p> <p>Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client.</p> <p>(eg. Asks questions that reflect understanding of client's perspective, evoke insight, commitment or action, open ended questions that create clarity/new learning, move client towards what they desire).</p> <p><b>DIRECT COMMUNICATION</b></p> <p>Ability to communicate effectively during coaching sessions and to use language that has the greatest positive impact on the client.</p> <p>(eg. Clear and direct in providing feedback, reframes to help client understand another perspective, clearly states coaching objectives, purpose of exercises, uses respectful language, uses metaphor/analogy).</p> <p><b>FACILITATING LEARNING AND RESULTS: CREATING AWARENESS</b></p> <p>Ability to integrate and accurately evaluate multiple sources of information, and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results.</p> <p>(eg. Goes beyond what is said in assessing clients concerns, invokes greater understanding/clarity, identifies underlying concerns and disparities between thoughts, feelings and actions, discovers for selves what is important, inspires shift in view point, helps see interrelated viewpoints, expresses useful insights, identifies strengths and areas for growth, distinguishes between important and trivial, situational and recurring etc).</p>



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COMMON COACHING COMPETENCY	AC COMPETENCY	EMCC COMPETENCY	ICF COMPETENCY
<p><b>6. FACILITATES DESIGN OF OUTCOMES/ACTIONS AND ONGOING LEARNING</b></p> <p>Supports and stretches the coachee in the design and achievement of outcomes/actions and in maintaining changes;</p> <p>Encourages and enables the coachee to take responsibility for their own future learning.</p>	<p><b>DESIGNING STRATEGIES &amp; OUTCOMES</b></p> <p>(eg. Supports client to build strategies to meet outcomes, inspires client to identify self – directed learning opportunities, leaves accountability with client to follow through commitments, encourages client to seek support of others to help achieve outcomes).</p> <p><b>MAINTAINING FORWARD MOMENTUM &amp; EVALUATION</b></p> <p>(eg. Maintains outcome- focused approach, check client progress against agreed actions, acknowledges progress and achievements, questions and challenges lack of progress, supports client in new ways of working/ behaviours, develops ability to self coach, checks client's motivation to apply learning from coaching, measures effectiveness of coaching).</p>	<p><b>OUTCOME AND ACTION ORIENTATION</b></p> <p>Demonstrate approach, and use the skills, in supporting the client to make desired changes.</p> <p>(eg. Facilitate achievement of outcomes, build commitment to the outcomes, explore approach to change and work with resistance to change).</p> <p><b>USE OF MODELS AND TECHNIQUES</b></p> <p>Apply models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning.</p> <p>(eg. Uses/adapts coaching models).</p> <p><b>EVALUATING</b></p> <p>Gather information on the effectiveness of their practice and contributes to establishing a culture of evaluation of outcomes.</p> <p>(eg. Evaluate outcomes of coaching with client, establishes rigorous evaluation processes with client and stakeholders).</p>	<p><b>DESIGNING ACTIONS</b></p> <p>Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed upon coaching results.</p> <p>(eg. Brainstorm/assist client in defining actions, explore concerns/opportunities central to coaching goals, explore alternative ideas/solutions, promotes experimentation/ self discovery to apply what learnt afterwards, celebrate successes, challenges assumptions for new possibilities of action, advocates points of view aligned with client's goals, without attachment, helps client do it now in session, encourages stretch and challenge with comfortable pace of learning).</p> <p><b>PLANNING AND GOAL SETTING</b></p> <p>Ability to develop and maintain an effective coaching plan with the client.</p> <p>(eg. Establishes a coaching plan/development goals for client's learning and development, creates plan with attainable results, adjusts during coaching process, helps identify different learning resources eg books and targets early successes important to client).</p> <p><b>MANAGING THE PROCESS AND ACCOUNTABILITY</b></p> <p>Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action.</p> <p>(eg. Requests actions that move client to goal, asking about actions committed to previously, acknowledges what client has learnt/done/not done, reviews with client information from session, keep on track coaching plan/ goals between sessions, adjusts behaviours/actions as coaching progresses/moves between big picture/context and where client wishes to go, holds client accountable, develops client's ability to develop self, positively confronts client with fact did not take agreed actions).</p>