



Worldwide Association
of Business Coaches

WABC

WABC Accredited®: Is it for You?

WABC Accredited®

The Mark of Distinction for Business Coach Training Providers™

Is It for You?



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WABC Accredited®

*The mark of distinction for
business coach training
providers™*

Since its inception in 1997, the Worldwide Association of Business Coaches (WABC) has worked hard to define and standardize the activities of business coaching within the coaching industry overall. We have set ourselves some high goals in the process.

One has been to identify and unify our emerging profession. Another has been to create a global body of knowledge, system of credentials and standard of training for business coaches. Throughout, we've been guided by the desire to increase public trust in our industry as it develops.

From 2002 to 2005, WABC conducted a groundbreaking investigation into what defines a competent business coach. Along the way, we collaborated with an acclaimed international panel of business coaches, researched and compiled the competencies of the industry and designed a rigorous, independent process for evaluating those competencies. The result? A suite of fully certified credentials that aspire to set the gold standard for business coaching. These credentials are led by the Chartered Business Coach™ (ChBC™), the first ever chartered designation for our emerging profession.

Now we're putting this valuable business coaching research to work for training providers, with our all-new accreditation. Whether you want to enhance your existing training and designations, gain worldwide recognition for training that's already excellent or link your program to WABC's prestigious certification credentials, you can make **WABC Accredited®** your mark of distinction. **WABC Accredited®** sends a strong message to colleagues, potential participants and the public—that you are committed to providing business coaches with specialized training that is credible, reliable and relevant.

Credibility, Reliability, Relevance

WABC has done more than any other organization to identify the tasks, qualities and skills of the business coach. Working from this foundation of knowledge, we can offer you an evidence-based training designation that's unique in the field. **WABC Accredited®** tells the world that your program is:

WABC Accredited® tells the world that your business coach training program is credible, reliable and relevant, and that it meets the rigorous standards set by the Worldwide Association of Business Coaches.

WABC Accredited® training programs are evaluated by independent, professional assessors to make sure they target the skills and needs of business coaches. Enhance and promote *your* program with the WABC mark of distinction.



- **Credible.** Your program is based on the professional standards of business coaching that we articulated while developing our WABC certification credentials.
- **Reliable.** Your program has been scrutinized by highly qualified, independent assessors to make sure it meets our criteria for training excellence.
- **Relevant.** Your program offers up-to-the-minute, real-world training tailored specifically to business coaches.

Six Reasons to Become WABC Accredited®

The WABC accreditation process is no rubber stamp. It's the product of hard research as well as collaboration with top business coaches, expert educators and the renowned UK-based Professional Development Foundation. And the program is reviewed annually to make sure it continues to set the highest international standards.

Becoming **WABC Accredited®** is a major decision that carries a huge payoff. Here are six ways you can benefit.

1. Position Yourself in the Field

WABC Accredited® says your program is tailored to business coaching, not coaching in general. Your curriculum will be measured against WABC's detailed knowledge of the best practices and standards for business coaches and for training them. Applicants to your program will be assured of getting training that meets their needs.

2. Gain Independent, Professional Recognition

When you apply for **WABC Accredited®**, your submission will be evaluated by fully qualified, independent assessors. They'll look at the competencies your program addresses and the quality systems it adheres to, making sure that your training meets WABC's strict criteria.

3. Advertise Your Excellence

WABC Accredited® is a testament to the excellence of your program. It's a mark of distinction that will set you apart from other training providers. You will have the right to use the designation in your marketing and training materials and to associate it with your program and organization.

4. Enhance Your Training Program

The process leading up to the **WABC Accredited®** designation involves real dialogue between you and your assessors. As a result, you'll learn an enormous amount about the business coaching industry and its competencies. The feedback you get about your submission and your program will help you fine-tune and update the training you offer.



5. Prepare Your Graduates for WABC Credentials

An added bonus of becoming **WABC Accredited**® is that your graduates are entitled to apply for a fully certified international credential from WABC: either the WABC Certified Business Coach™ (CBC™) or the WABC Certified Master Business Coach® (CMBC®), depending on your level of accreditation. Because these credentials are open only to graduates of **WABC Accredited**® programs, you'll be offering participants a professional opportunity they can get nowhere else.

6. Build Our Global Knowledge

Becoming **WABC Accredited**® involves explaining your program's standards, approaches and learning models. By sharing this information on an international level, you'll be helping to build the global body of knowledge about business coaching. Not only will you boost the public profile of our emerging profession—you'll help shape its development and self-regulation around the world.

Three Levels of Distinction

The three levels of **WABC Accredited**® are for programs dedicated to developing professional business coaches, not for programs that offer coaching as one part of the curriculum. To earn any of the levels, programs must be at a post-graduate level and must meet our professional standards and rigorous assessment process.

Once you've been awarded accreditation at any level, you can refer to the designation in all your promotional and educational material.

WABC Accredited (Practitioner Level)®

This level is for training providers whose programs aim to develop practitioner coaches. These are primarily internal coaches who practice within one organization. They may also be external coaches who provide limited services to a narrow client base, usually to a fixed agenda related directly to business outcomes. Practitioner Level is the first training level WABC will consider for accreditation. It is seen as equivalent in level to a post-graduate certificate in business coaching.

WABC Accredited (Master Level)®

This level is for training providers whose programs aim to develop master coaches. These are coaches qualified to provide services across a range of organizations. They are equipped to operate at all levels of an organization and to deal with the ambiguity of an open coaching agenda. Master Level is an advanced training level for the purposes of accreditation. It is seen as equivalent in level to a master's degree in business coaching.



WABC Accredited (Chartered Level)®

This level is for training providers whose programs aim to develop senior coaches. These coaches practice in many contexts, the outcomes of which may be unpredictable. They exercise substantial personal autonomy and show significant influence and leadership within their organization, the profession or academic settings. Chartered Level is the highest level of WABC accreditation. It is an acknowledgment of the highest level of professional practice.

Note: WABC Accredited (Chartered Level)® is held solely by the Professional Development Foundation/ Middlesex University and is not currently open for application. If you are interested in applying for this level in the future, please contact WABC (members@wabccoaches.com).

Are You Eligible?

You are eligible to apply for **WABC Accredited**® if you fall into one of these categories:

- Training providers that believe their program can meet the assessment criteria specified by WABC. The program must have run to completion at least once so that feedback from graduates is available. (If your program has not yet run to completion, you are welcome to begin the submission process but you won't be considered by the Award Panel until your first group of students has completed.)
- Corporations with an established internal training program that believe they can meet the assessment criteria specified by WABC. The corporation must have produced at least one group of graduates so that feedback on the program is available. (If your program has not yet run to completion, you are welcome to begin the submission process but you won't be considered by the Award Panel until your first group of students has completed.)

The assessment criteria are described in full in Appendix A. You should be confident that your program(s) can meet these criteria before starting the WABC accreditation process. If you have any doubts, you can discuss them in complete confidence with a member of the PDF accreditation team.

Becoming WABC Accredited®

The following sections provide an overview of the WABC accreditation process. Full details on how to apply, what to include in your submission and how your submission is

assessed are contained in *WABC Accredited®: How to Apply*, which you will receive after step 1 below.

Submission Process

1. Complete our online form (available at www.wabccoaches.com) to indicate your interest in accreditation and the level you are seeking. The form will go to WABC and our assessment partner, the Professional Development Foundation (PDF).
2. If you haven't already done so, send a short (two-page) overview of your program to the adviser assigned to help you with your submission. The adviser will discuss the overview with you and identify any elements of your program that need further development. The adviser will not provide guidance on how to achieve these developments.
3. If at this point the adviser determines that your program will not meet the standards without major development, you have two options: (1) withdraw and claim a refund (minus £350) or (2) interrupt your program and hire a consultant to work with you to meet the standards. WABC provides a list of consultants on its website or by request, or you may seek your own consultant.
4. Meet (online or in person) with your adviser to discuss which level of accreditation is suitable for your program and how to assemble your submission. At this point you will be able to use the designation WABC Accredited Candidate®.
5. Prepare your submission according to the guide provided and the feedback you get from your adviser. A chartered-level learning and development professional, your adviser will review drafts of your submission, monitor its development and let you know when it's ready to proceed to assessment. Your adviser will strive to give you feedback on your drafts within five working days of receiving them.

Your submission must be substantial and contain detailed evidence that illustrates the full range of your program's content, delivery, assessment and governance. You will therefore need to allocate sufficient time and resources. Organizations usually assign the task to a senior member of their team.

Assessment Process

To make sure all evaluations and decisions are fair, transparent and independent, WABC has contracted PDF to conduct the entire assessment process. This includes choosing the assessors, who must be learning and development experts chartered within their own discipline. Although WABC issues the accreditation, we abide by the decisions of these trained experts.

1. Two assessors will review your submission. Expect dialogue with one or both of them and possibly a visit to your facility.
2. The assessors, working with a moderator, will then evaluate your submission, including details they've collected from discussions and visits to your facility. They



will assess your submission against specific criteria, then make a recommendation to the Award Panel.

3. The Award Panel, consisting of at least three senior coaching practitioners, may ask you for more evidence. The panel will submit its decision (“yes,” “yes pending minor conditions,” “yes pending major conditions” or “no”) and the level awarded to WABC, which will inform you of the decision. If you’re unhappy with the decision, you have the right to appeal.
4. The assessors will also recommend to the Award Panel the date from which students graduating from your program are eligible to apply for the CBC™ or CMBC® credentials. If you’ve made significant changes to your program to earn WABC accreditation, then only students graduating after you become accredited will be able to apply. If your program has earned WABC accreditation without significant changes, then past graduates within five years of your accreditation date will be eligible to apply for these credentials.

Assessment Criteria

The assessors and moderator evaluate your submission based on the detailed assessment criteria described in Appendix A, which you should review fully before preparing your submission. The criteria fall into three broad categories:

- The competencies your program imparts, measured against WABC’s research into business coaching competencies.
- The level of professional practice expected from graduates of your program, as evidenced by the breadth and depth of both theory and practice.
- The quality systems used in governing and conducting your program.

Then the Award Panel evaluates your full submission, along with the assessors’ report and recommendation. The panel will support or deny the assessors’ recommendation based on the submission as a whole, including the details you’ve provided about the content of your modules, how you run your program, how you meet your learning outcomes and other evidence (e.g., tutor notes, reading lists, assessment schemes, sample lectures, training notes). It is therefore important to choose detailed evidence that supports your description of the program. The panel assesses your submission against these broad criteria:

- **Authenticity.** Is the evidence presented in the submission well supported and accurate?
- **Currency.** Is the evidence up to date?
- **Reliability.** Is there sufficient evidence to enable a reliable assessment?
- **Validity.** Does the evidence match the criteria for the recommended level of accreditation?



Re-Accreditation

To maintain your **WABC Accredited®** status, you must submit an annual report that states that you're complying with the criteria that led to the designation. In addition, every five years you must submit a more detailed report that provides evidence of your compliance. This five-year report, if accepted, provides for your re-accreditation.

Fees

We are pleased to offer WABC accreditation at the price of £7200. If your institution makes more than one submission at the same time, the price of each additional submission is £3500. [Currency Converter](#)

This price is based on a typical submission prepared according to our guidelines. It includes 15 hours of adviser time to review draft submissions. Submissions that are unusually complex or incomplete will require more time to assess and may therefore carry added costs. The assessors will keep you informed of any extra costs that may arise.

Note: Travel expenses and applicable taxes are not included.

Maintaining your accreditation will carry additional fees: £3500 every five years to review your program in detail (£2400 for each additional submission if you are re-accrediting more than one program at the same time).

Frequently Asked Questions

How is WABC accreditation different from or better than other accreditation programs?

WABC accreditation is not like other accreditation programs. It differs from them in a number of ways:

- It's designed exclusively for longer-term business coach training programs at the post-graduate level.
- It's one in a suite of designations that WABC has created as part of its commitment to developing the "gold standard" of business coaching credentials (see next question).



- Its assessment processes are rigorous and independent. The Professional Development Foundation and an independent panel of highly qualified, trained assessors evaluate all submissions and report their decision to WABC.
- It prepares graduates of the training program for an extra reward—a fully certified international credential from WABC. Graduates of Practitioner Level programs are entitled to apply for the WABC Certified Business Coach™ (CBC™) designation. Graduates of Master Level programs are entitled to apply for the WABC Certified Master Business Coach® (CMBC®) designation. Both credentials are open only to graduates of WABC Accredited® programs.

You say that WABC aspires to set the “gold standard” for business coaching credentials. What does that mean?

WABC has strived to develop the highest level—the gold standard—of business coaching credentials, for coaches and their training providers. To that end, all of our international credentials (ChBC™, CMBC®, CBC™ and WABC Accredited®) share these features:

- They are *professional* certification and accreditation credentials, the most rigorous level available in the emerging profession of business coaching. In keeping with industry best practices, these credentials require validation, carry re-certification requirements and are subject to revocation.
- They are sponsored by an international professional business coaching association (WABC).
- They focus on business coaching, not coaching in general.
- They stem from evidence-based research, including WABC’s study of business coaching competencies, and were developed with a broad range of stakeholders, among them business coaches (internal and external), training bodies and client groups (businesses and other organizations).
- They are all graduate-level designations, making their standards parallel with those of established professions.
- They are linked to academic standards and protocols wherever possible, though with a focus on the practice of business coaching.
- Their assessment processes are rigorous and independent. An independent panel of expert assessors evaluates each applicant according to agreed-upon, transparent criteria, then reports the decision to WABC.
- They undergo a thorough annual review to ensure that they stay relevant and continue to set the highest international standards for business coaches and their training providers.



My program already has various accreditations. Will they be accepted?

WABC accreditation focuses solely on business coaching and is only for longer-term programs at the post-graduate level. These features make it different from accreditations offered by other bodies. However, some of the material you prepared for other accreditations may be relevant and may go into your submission.

WABC is cooperating with other professional bodies to determine the relationships between different awards in the field.

What are the roles of the Worldwide Association of Business Coaches, the Professional Development Foundation and the International Expert Panel of Training Providers?

The Worldwide Association of Business Coaches is the driving force behind this new, advanced and rigorous accreditation program. WABC owns the program and the rights to the accreditation mark, and has the sole right to confer the WABC Accredited® designation on successful applicants. WABC has established criteria for three post-graduate levels of accreditation: Practitioner Level, Master Level and Chartered Level (the last currently not open to applications). Training providers are assessed against the WABC criteria.

WABC elected to keep the administration, assessment and review of its accreditation at arm's length to create an independent and transparent process, and therefore sought the expertise of the Professional Development Foundation. PDF provides program development, administration, learning support and expert advice for the program. PDF also conducts the assessment of applications to keep the process independent of WABC.

In developing the accreditation program, WABC assembled an International Expert Panel of Training Providers. The members of this panel, all senior training providers committed to developing the business coaching profession, supplied guidance, expertise and testing of the accreditation criteria.

For more information about these bodies, please see the WABC website (www.wabccoaches.com).

What is the time line for completing the accreditation process?

Most training providers should go through the application and assessment processes within six months. The process might take a year, but considerably longer would be unusual. There is a financial penalty if you exceed the period you initially agree on, as we can't keep your support resources in place indefinitely. But we will try to accommodate your professional needs.



Will client work be kept confidential?

Absolutely. WABC and PDF take the issue of confidentiality very seriously. Strict confidentiality agreements are signed by all individuals involved in processing, assessing and otherwise dealing with your submission and other accreditation and re-accreditation material (including during any appeal process).

The authorities at PDF will keep your submission but will not use it for anything other than evaluation or appeal purposes without your express written permission. We will never reveal your clients or others mentioned in your submission, or the work you've done with clients, unless we have your written permission.

As well, we acknowledge and respect academic and professional proprietary rights. We understand that the content of your submission belongs to you or others you have acknowledged. We will not use the content without your express permission.

We do reserve the right to permit your adviser, assessors and members of the Award Panel (and Appeal Panel, if applicable) to read and analyze your submission, but only for the task of evaluation. At no time will your material be made available to anyone outside the accreditation process.

My program is not taught in English. Can it still be assessed?

As a worldwide body, WABC seeks wherever possible to support applications for non-English programs. However, doing so may involve additional translation costs.

If we have trained assessors available who can function in your language, we will give preference to them in assigning your assessment team. Even so, we require at least one member of your submission team to be able to discuss the submission and communicate clearly with your adviser and assessors in English. If your team's English skills are not strong, we urge you to get a translator or similar support.

What is the refund policy?

If, after submitting your application and payment, you are not accepted to the program—most likely because you don't meet the admission requirements—your payment will be refunded, minus a £50 administrative fee.

If, after submitting your initial information to your adviser, you are not accepted—most likely because you don't meet the eligibility criteria for a training provider—your payment will be refunded, minus a £350 administrative fee.

As with all accreditation programs, once you have satisfied your adviser of your eligibility, the application fee is generally non-refundable.

We will consider withdrawal requests fairly but with no guarantees. Our internal guidelines are to refund up to 50% of your fee before the submission is sent to the assessors.



If you decide to leave the program before completing it, you must inform PDF by email (enquiries@pdf.net).

Will someone give me advice on whether I should apply?

Yes. When you first contact us, we'll ask you to produce a short (two-page) overview of your program using a template that we supply. Based on that overview, we can give you some initial feedback. However, we can't give a definitive or binding decision until you are in the accreditation program.

What do the decisions "yes pending minor conditions" and "yes pending major conditions" mean?

"Yes pending minor conditions" means that your program meets the assessment criteria overall, but must meet minor conditions to fully satisfy the requirements of WABC Accredited®. You will have up to one year to submit an addendum to your submission identifying how you have met the conditions. The addendum will be reviewed by the chair of the Award Panel, who, if satisfied, can convert the decision to "yes."

"Yes pending major conditions" means that your program must meet major conditions to fully satisfy the requirements of WABC Accredited®. You will have up to one year to submit an addendum to your submission identifying how you have met the conditions. The addendum will be reviewed by the whole Award Panel, which, if satisfied, can convert the decision to yes."

In both cases, you may not use the WABC Accredited® designation in your materials until your decision has been converted to "yes." You do, however, have the option of using the WABC Accredited Candidate® designation.

What if I have a grievance or want to appeal the decision?

If you're dissatisfied with how your assessment was conducted, if you disagree with the decision or if you feel your case was not treated fairly, reasonably and transparently, you have recourse to our grievance, dispute and appeal procedure.

Write to the Director of PDF, Prof. David Lane, within 30 days of the decision, identifying the cause of your dissatisfaction and giving a full history of your submission. The chair of the Appeal Panel will review how the assessment was conducted, contact your adviser and assessors to learn more about the situation and present the findings to the Appeal Panel. The panel will meet to consider the appeal, inform you of the outcome and, where appropriate, recommend a remedy.



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Contact Us

Becoming **WABC Accredited®**—is it for you? If you have questions or need more information, contact us any time.

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APPENDIX A

Assessment Criteria

A team of two assessors, with the help of a moderator, will evaluate your submission in detail. If they are satisfied, they will forward your submission along with their recommendation to the Award Panel for a final decision. The decision is then submitted to WABC for approval.

The criteria that the assessors and the Award Panel work with are described below. These criteria are deliberately worded to make it possible to apply the same high standards without requiring the same format or content from all programs. In this way, WABC Accredited® follows an equivalency model, which enables each program to use its own approach rather than conforming to one model. WABC aims to accredit training providers by recognizing equivalent standards within a market of diverse programs, not cloned ones.

In addition, WABC seeks to accredit programs that follow traditional learning approaches as well as those that develop best practices in adult and professional development. Best practice programs might, for instance, encompass a student-led curriculum and assessment process.

Practitioner Level

Business coaches at the Practitioner Level are usually internal coaches (coaches within organizations) who work beyond the level of manager coach. Internal coaches provide the same level of service expected of external coaches but within the confines of their own organization. They provide business coaching to key areas of the organization outside their own line management responsibility.

This level is also appropriate for external business coaches who work with clients within limited areas of service. These external coaches often operate within specific industries or disciplines (e.g., IT, business development) and to a fixed agenda that's directly related to business outcomes.

In terms of competencies (see www.wabccoaches.com), business coaches at the Practitioner Level can meet all the areas listed under Core Coaching Skill-base. They show sufficient self-awareness to manage their relationship with the client without their own personal issues interfering (see Self-Management competencies). Coaches at this level should be able to identify the competencies they bring to their practice from the Business and Leadership Coaching Capabilities competencies.

Training providers at the Practitioner Level of accreditation will develop the knowledge base and practice skills of their students to enable them to operate at this level. Programs



at the Practitioner Level are expected to go beyond teaching a single model of practice. Graduates of these programs should have critically engaged with a range of approaches, methodologies and perspectives on the practice of coaching. They should have applied these tools with a number of clients outside the course and should appreciate the value of supervision in their work.

Assessment Criteria: Program Content

Your program should contain mechanisms to ensure that graduates understand the material and can apply their knowledge and practice skills well enough to provide safe and competent business coaching at the Practitioner Level and within a limited context. At a minimum, a Practitioner Level program should conclude with a substantial written assessment (at least 5,000 words) and with an assessment of practice, such as observation or an annotated case study.

You must illustrate how your program either addresses the following areas or provides an equivalent process. In doing so, you must indicate the balance your program provides between academic theory, practical skills training, practice as a business coach, the experience of being coached and supervision. Specifically, you must show how your program does the following:

- Identifies and describes the sources of knowledge the program uses (underpinning theory, philosophy, etc.).
- Enables participants to identify and choose appropriate actions with their clients, understand the limitations of their knowledge base and practice, and indicate areas for future development or referral.
- Enables participants to see possible applications of their understanding beyond their immediate context (though such understanding is not expected to be wide-ranging).
- Enables participants to identify the approach taken, and to place this approach within a range of options that they can select from based on a reasoned methodology.
- Enables participants to create suitable action plans with the client based on their understanding within a prescribed context.
- Enables participants to demonstrate effective oral and written communication using a style and presentation appropriate to the target audience.
- Enables participants to show that they can develop the client and challenge the client to move forward.
- Enables participants to demonstrate self-appraisal and reflection concerning practices that will likely impact on their own personal and professional understanding.



- Familiarizes participants with both the [WABC Code of Business Coaching Ethics and Integrity](#) and a code of conduct. Although participants' understanding may be limited to application in specific contexts, they will understand the rationale of the codes and routinely apply it.

Assessment Criteria: Program Structure

You should indicate, using the credit rating system appropriate in your country, the program content, level and credit points (hours).

A Practitioner Level program should demonstrate total learning—including teaching, practice, coaching and supervision hours, assignments, reflection, reading and other private study—that is the equivalent of:

- 60 credit points at the post-graduate level in the UK (CATS).
- 30 credit points at the post-graduate level in the EU (ECTS).
- 15 credit hours at the post-graduate level in the US.

While there is room for variation in length, Practitioner Level programs should last at least nine months. They should require on average about 600 hours of work, which can include reading, preparing submissions, coaching, reflection and other learning activities.

You should particularly justify the following:

- The composition and academic coherence of your program, including the rationale for including any prior accredited learning and the content of negotiated and compulsory elements.
- The program's level (what makes it post-graduate level) and title (what makes it relevant to business coaching).
- The program's feasibility for participants (whether they can complete the program within the time frame and with the resources provided).
- The program's appropriateness in terms of personal, career and professional development.
- The program's relevance to stakeholder interests.

Assessment Criteria: Faculty Credentials

The faculty of a Practitioner Level program are generally expected to hold master's degrees or master-level credentials. Consideration will be given to faculty who bring extensive business coaching experience to the work. The lead trainer should have a significant professional coaching background (five to ten years) and previous experience in training and development.



Training providers should include the CVs of all faculty and trainers, clearly indicating their credentials and experience.

Master Level

Business coaches at the Master Level are competent to work across a range of organizations (although they may choose to specialize) and at senior levels of management. They may operate as internal or external coaches, and they are able to operate to an open coaching agenda that may have a more indirect impact on business outcomes.

In terms of competencies (see www.wabccoaches.com), business coaches at the Master Level can meet all the areas listed under Core Coaching Skill-base. They show high self-awareness in managing their relationship with the client without their own personal issues interfering, and should meet the range of areas identified in the Self-Management competencies. These coaches should be able to identify and demonstrate where their competence lies within the Business and Leadership Coaching Capabilities competencies.

Training providers at the Master Level of accreditation will develop the knowledge base and practice skills of their students to enable them to operate at this level. Programs at this level are expected to fully explore current approaches, methodologies and theories underpinning the work of business coaches, drawing on the literature from related disciplines as well as business coaching itself. Critical engagement with, and the design of, research is also a hallmark of this level. Graduates of a Master Level program should be able to inquire into their own practice, the practice of others and the impact on clients at an individual and organizational level. Practical application will be clear from students' assessed work with external clients and their use of supervision.

Assessment Criteria: Program Content

The distinction between Practitioner and Master Level relates less to the level (both are post-graduate equivalent) than to the breadth and depth of understanding and application. Practitioner Level implies competence to practice professionally based on the core competences within one area of application. Master Level implies further development leading to either a specialist application within a given area or broader competence sufficient to supervise others.

All of the Practitioner Level criteria above apply to Master Level programs, but for the latter additional elements are required. Among them are self-directed research and development, originality, depth of understanding, the competence to evaluate practice, and the creation and articulation of knowledge that's significant to others.



At a minimum, a Master Level program should conclude with a substantial written assessment (at least 8,000 words), with coaching practice and with an assessment of practice through observation or an annotated case study.

You must illustrate how your program addresses the following areas or provides an equivalent process. In doing so, you must indicate the balance your program provides between academic theory, practical skills training, practice as a business coach, the experience of being coached and supervision. Specifically, you must show how your program does the following:

- Enables participants to identify, evaluate and appropriately use sources of knowledge and evidence that are wide-ranging, critical and often original.
- Enables analysis and synthesis that lead to critical evaluation, resulting in an original contribution to knowledge.
- Ensures that the application of learning transcends the specific context.
- Ensures that the selection and justification of an approach to a task or problem is self-directed, and involves exploration and critical evaluation of a range of options from which a selection is made based on application of a reasoned methodology.
- Ensures that action planning with clients is complex and will likely impact the work of others in the client's organization.
- Ensures that the use of resources is effective and will likely impact the work of others in the client's organization (also ensures that participants are capable of carrying out an evaluation).
- Enables participants to show that they are adept at collaborative working and learning within a range of contexts, including leadership, and are able to challenge and develop the practices and/or beliefs of others.
- Ensures that self-appraisal and reflection on practice lead to significant insights that will likely make a lasting impact on personal and professional understanding.
- Ensures that ethical understanding covers an appropriate range of contexts, and that prescribed codes in coaching and other areas that impact participants' work, and the rationale of such codes, are fully understood and sensitively applied.

Assessment Criteria: Program Structure

You should indicate, using the credit rating system appropriate in your country, the program content, level and credit points (hours).

A Master Level program should demonstrate total learning—including teaching, practice, coaching and supervision hours, assignments, reflection, reading and other private study—that is the equivalent of:



- 180 credit points at the post-graduate level in the UK (CATS).
- 90 credit points at the post-graduate level in the EU (ECTS).
- 45 credit hours at the post-graduate level in the US.

While there is room for variation in length, Master Level programs should last at least 18 months. They should require on average about 1800 hours of work, which can include reading, preparing submissions, coaching, reflection and other learning activities.

You should particularly justify the following:

- The composition and academic coherence of your program, including the rationale for including any prior accredited learning and the content of negotiated and compulsory elements.
- The program's level (what makes it post-graduate level) and title (what makes it relevant to business coaching).
- The program's feasibility for participants (whether they can complete the program within the time frame and with the resources provided).
- The program's appropriateness in terms of personal, career and professional development.
- The program's relevance to stakeholder interests.

Assessment Criteria: Faculty Credentials

The faculty of a Master Level program are expected to hold master's degrees at a minimum, though doctorates are preferred. Consideration will be given to faculty who bring extensive business coaching experience to the work. The lead trainer should have post-doctorate qualifications and must be active in research in order to lead the research elements of the curriculum.

Training providers should include the CVs of all faculty and trainers, clearly indicating their credentials and experience.