



Accelerated route to Chartered status for Coaching Psychology

Applicant Guidelines

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1. Purpose and structure of the professional recognition route

The Professional Recognition route (PRR) is designed to enable practitioners who believe that they meet the standards to gain Chartered membership of the BPS through their professional training and practice in coaching psychology, to demonstrate this via the submission and assessment of a portfolio of their coaching psychology learning and practice. It is based on the premise that competencies are not only gained through structured education and training but may be developed over the course of an extended period of professional practice and career, and draws on the widest and fullest professional experience of the applicant. It therefore opens up the possibility of gaining Chartered membership of the BPS to applicants who hitherto have not had the opportunity to have their professional competence as a coaching psychologist recognised, or who might otherwise feel prohibited from gaining chartership due to the cost, location or structure of more traditional routes.

The minimum period of training and experience needed to apply via this route is three years full time (or part time equivalent). Please note that although applicants may have been coaching for three years, they will need to demonstrate that they have been training and practising *coaching psychology* for at least three years. Coaching psychology is defined by the Division of Coaching Psychology as:

‘the scientific study and application of behaviour, cognition and emotion to deepen our understanding of individuals’ and groups’ performance, achievement and wellbeing, and to enhance practice within coaching’.

This training and experience should be supported by continuing professional development, reflective practice and ongoing supervision.

The standards that applicants will be assessed against have been established by the Society to set out the knowledge, conduct and practice required by those wishing to gain Chartered membership of the Society, Full Membership of the Division of Coaching Psychology and become a BPS registered Coaching Psychologist (See appendix 1). The main features of these standards are that applicants:

- a) develop and demonstrate competencies in relation both to the underpinning knowledge base of coaching psychology and professional practice (including research) in coaching psychology;
- b) demonstrate that they have progressively taken responsibility for their own learning and professional development as commensurate for an independent applied practitioner;
- c) are provided with detailed information about the knowledge, conduct and practice they are required to develop and the means by which this will be assessed; and
- d) are supported in their development by supervisors with expertise in coaching psychology.

The key aim of these standards is to produce Chartered Psychologists in coaching psychology who will:

- a) be effective, reflective, ethically sound, resourceful and informed practitioners able to work in a variety of contexts with a variety of individual, group and organisational clients;
- b) be able to make informed, autonomous judgements on complex issues, often in unpredictable environments and in the absence of complete data;
- c) embody the creative, interpretive, personal and innovative aspects of Coaching Psychology, including detailed understanding of applicable perspectives and techniques for research and advanced academic enquiry;
- d) demonstrate and commit to ongoing personal and professional development and inquiry, contributing substantially to the development of new techniques, ideas or approaches;
- e) understand, develop and apply models of psychological inquiry for the creation and interpretation of new knowledge and professional practice of a quality to satisfy peer review, extend the forefront of the discipline and merit publication;
- f) appreciate the significance of the wider social, cultural and political domains in which Coaching Psychologists operates; and
- g) adopt a questioning and evaluative approach to the philosophy, practice, research and theory that constitutes coaching psychology.

These standards are at doctoral level (level 8) which conforms to the Quality Assurance Agency (QAA) D-level descriptors and describes the level of achievement which can be expected for doctoral level training. In order to ensure that successful applicants meet the level required, the doctoral level descriptors are embedded in the competencies which underpin the standards¹.

This does not mean that applicants need to undertake a doctoral level qualification, but that they can demonstrate that they are operating at this level of competence. This will be demonstrated by their ability to conceptualise, design and carry out work that contributes significant new knowledge and/or understanding in coaching psychology; demonstrate both the ability to make informed judgements on complex issues in specialist fields and take an innovative approach to tackling and solving problems. Specifically, this will require them to:

Demonstrate

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems; and

¹ These standards cover all of the competencies required for recognition as a Chartered Coaching Psychologist. They therefore incorporate the knowledge and skills required at Masters Level, as well as the additional knowledge and skills required at Doctoral level. The D level standards are embedded in the competencies where relevant.

- a detailed understanding of applicable techniques for research and advanced academic enquiry.

Be able to

- make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences; and
- continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

Have

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

2. Accelerated route

The standard Professional Recognition route will require applicants to complete a substantial portfolio of evidence that will consist of a range of evidence that enables demonstration of the Standards for Coaching Psychology. Please refer to the Coaching Psychology Professional Recognition Route Applicant Handbook for details.

However, we recognise that there will be applicants who have been working as coaching psychologists for a number of years, and who have contributed to, shaped and established our profession, bringing us to where we are today. For those applicants, who are not currently Chartered Members, we have established an accelerated route which will be open for a period of 2 years from 2nd January 2022 to 31st December 2023.

In order to be eligible to pursue the accelerated route they will need to demonstrate that they:

- have the graduate basis for chartered membership (GBC);
- have been engaged in the professional application of coaching psychology for an aggregate of at least 5 years full time (or part time equivalent);
- have undertaken continuing professional development in coaching psychology over the past 2 years commensurate with their role;
- have undertaken supervision (one to one, peer or group that meets the requirements set out in the PRR applicant handbook) at least quarterly over the past 2 years
- hold professional liability insurance that covers their coaching psychology practice over the period of professional practice as a coaching psychologist

3. How to apply

Before applying, applicants must attend one of the BPS Coaching Psychology Professional Recognition route support webinars. Details of forthcoming webinars are available on the BPS website. The webinar will provide a detailed overview of the route, the standards which applicants must demonstrate and the means by which this will be assessed, and will include an opportunity to ask questions and allow prospective applicants to determine whether they are ready to apply for the route.

If they decide to apply, they will need to submit an application for Chartered membership in coaching psychology to the Society's Membership Team. They will also need to pay the application fee, which will cover the assessment of their application (other than any resubmission). The application form and current fees payable are available on the BPS website: www.bps.org.uk/chartered.

Once the initial application and fee have been processed, and eligibility for the route confirmed, applicants will be provided with access to the route via BPS Learn. They will then be able to download all relevant forms and documentation in order to prepare their application and submit for assessment, which must be submitted within six months of being accepted on the route. If no submission is received the applicant will be transferred to the next cohort.

3.1 Preparing an application

Applications will consist of:

- Standards mapping document (see Appendix 1)
- Supporting evidence
- CPD record
- Confirmation of supervision
- Statement of coaching philosophy

These documents will be assessed by one assessor, and a sample of submissions will be moderated by the Chief Assessor. Once the documents have been assessed, applicants will be invited to a 30 minute professional conversation. This will be an opportunity to discuss their work and for the assessor to explore areas where it's not clear how the evidence supplied demonstrates achievement of the competencies.

4. Mapping coaching psychology standards

Although applicants are being asked to evidence the overarching standards and are not required to explicitly address each individual competency, they should ensure that the evidence submitted does encompass the competencies.

Examples of evidence are indicative. Applicants are not required to submit all of these examples as evidence, and may find it appropriate to include additional sources of evidence relevant to their own professional practice and experience.

Standard 1. Develop, implement and maintain personal and professional autonomy, accountability and ethical maturity, including the following sub standards: 1.1 Practice within legal, ethical and professional boundaries of the profession 1.2 Practice as an autonomous professional, exercising one's own professional judgement 1.3 Take personal responsibility for own continuing personal and professional development as an applied Coaching	Examples of evidence Evidence of holding professional liability insurance Evidence of any relevant training/qualifications Evidence of contract(s) used within your coaching practice Curriculum Vitae or Job/role description which outlines the range and level of coaching assignments undertaken (including organisational) Evidence of CPD + professional development plan Brief examples of how the standard translates directly in to practice Supervisor statement
Standard 2. Demonstrate a systematic, substantial and critical applied understanding of psychological knowledge at the forefront of coaching psychology, and create or interpret knowledge that extends the forefront of the discipline.	Examples of evidence Evidence of any relevant training/qualifications Job/role description outlining professional practice Evidence of relevant CPD Brief examples of applying knowledge in practice Supervisor statement
Standard 3. Demonstrate the ability to utilise a range of coaching and psychological skills, techniques and frameworks with a range of clients on a variety of topics, and	Examples of evidence Coaching log Evidence of any relevant training/qualifications Job/role description outlining professional practice

demonstrate the ability to adopt a flexible, innovative approach and make informed judgements when faced with complex or unpredicted issues or professional situations.	Evidence of relevant CPD Brief examples of a range of cases Supervisor statement
Standard 4. Demonstrate the ability to conceptualise, design and conduct independent, original research in coaching psychology or a closely related discipline that is of a quality to satisfy peer review, extend the forefront of the discipline and merit publication	Examples of evidence Submission of a research report or academic case study report which meets the requirements laid out in the PRR handbook Link to published research. Where research is co-authored applicants should include a short narrative which makes their contribution clear. Where the research is indirectly relevant to coaching psychology (e.g. positive psychology), applicants should include a short narrative which makes the relevance to coaching psychology clear Applicants are only required to submit one example, as long as that example meets all of the requirements. Where it does not, additional examples may also be submitted.
Standard 5. Communicate effectively and bring psychological influence to bear; for example through consultancy, training or leadership, and by working effectively with other professionals, including the following sub standards: 5.1 Communicate effectively 5.2 Promote coaching psychology, it's principles, practices, services and benefits, and provide appropriate professional advice and guidance based on evidence in coaching psychology	Examples of evidence Evidence of any relevant training/qualifications Job/role description outlining professional practice Evidence of relevant CPD (communication) Examples of engagement work (e.g. links to or copies of presentations/writing/social media channels) Feedback from clients Supporting statements from other relevant professionals Evidence of committee/board work

5.3 Demonstrate the ability to build and sustain collaborative working relationships with others, and to contribute effectively as part of an inter-professional team 5.4 Demonstrate substantial leadership and influence in coaching	
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