

44 Training in Coaching Psychology

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LEARNING OUTCOMES

WHEN YOU HAVE COMPLETED THIS CHAPTER, YOU SHOULD BE ABLE TO:

1. Understand what coaching psychology is.
2. Describe what coaching psychologists do.
3. Identify the legal and **professional boundaries** of working as a coaching psychologist.
4. Describe the routes to training as a coaching psychologist.

professional boundaries the limits or rules that govern the relationships between professionals and those they seek to support.

KEY TERMS

Coaching Psychology • Coaching Skills • Ethical Practice • Professional Boundaries • Professional Recognition Route • Standards for Coaching Psychology • Supervision

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ROUTE MAP OF THE CHAPTER

In this chapter, we will discuss what coaching psychologists do. We will consider different settings in which they work and the different types of clients they work with. We will describe and illustrate how a psychology student can become a trained coaching psychologist, focusing on the UK training route. We will describe how a student with Graduate Basis for Chartered Membership of the British Psychological Society can acquire a Stage 1 Qualification in coaching psychology, and how they can then train to be a chartered coaching psychologist by completing a Stage 2 qualification with the British Psychological Society. We will also explain how experienced, psychologically informed coaches can become chartered coaching psychologists through the British Psychological Society's professional recognition route.

44.1 WHAT IS COACHING PSYCHOLOGY?

You may have noticed that the term 'coaching psychologist' differs from some of the other types of psychologists that you have come across in this book. 'Coaching' is a verb, whereas the words used to describe other areas of psychology are nouns (e.g., sport, exercise, and health) or adjectives (e.g., educational, occupational, and clinical). Counselling psychology is perhaps the only other domain of practice in psychology that is described with a verb. This indicates the inherently applied nature of the work; coaching is something that we do.

The term 'coaching psychologist' might lead us to assume that coaching psychologists are psychologists who coach. However, coaching as a personal and professional developmental activity exists independently from psychology. There are many definitions of coaching, but one of the most frequently used is John Whitmore's: 'coaching is unlocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them—a facilitation approach' (Whitmore, 1992). However, Whitmore also argued that if coaches do not fully understand the psychological principles on which coaching is based, then they may go through the motions of coaching, but fail to achieve the intended results. Therefore, one could also argue that coaching psychologists are coaches who apply psychological knowledge and theory to their coaching practice.

The truth is that coaching psychologists come from all sorts of education and training backgrounds. Fundamentally, coaching psychologists are evidence-based practitioners who draw on psychological evidence to support their coaching practice. It does not matter if they studied psychology first and then decided to coach, or if they learnt to coach and then learnt about psychology and applied this to their practice. The British Psychological

Are 'coaching psychologists' psychologists who coach, or coaches who apply psychological theory to their coaching?

Society (BPS) Division of Coaching Psychology defines **coaching psychology** as 'the scientific study and application of behaviour, cognition and emotion to deepen our understanding of individuals' and groups' performance, achievement, and well-being, and to enhance practice within coaching' (British Psychological Society, 2021).

coaching psychology
the study and application of psychology to deepen our understanding of performance, well-being, and achievement.

44.1.1 What Do Coaching Psychologists Do?

Coaching psychologists work in much the same way as coaches. They work with individuals, groups, or organisations who want to improve or change some aspect of their life experience, or reach their goals. This might be related to career progression, personal life, relationships, health and well-being, improved skills or performance, organisational or team effectiveness, self-management, or any other areas of change or improvement.

It has been proposed that coaching is specifically for those who do not have 'clinically significant mental health issues or abnormal levels of distress' (Grant, 2008, p.23). Coaches often work with 'well-functioning' clients. They tend not to work from a position of deficit, that is, 'what's wrong, and how to we fix it', but instead focus on facilitating human growth, development, and change. However, if a coach is dual trained, then they may feel confident to coach clients who might, for example, be struggling with their mental health, or perhaps work with a client who might be experiencing relationship issues that are causing them distress. However, coaches need to be very careful that they do not work outside of their own professional competencies (see Case History 44.1). Regular **supervision** can help coaches to 'check in' and ensure that they are working ethically. Coaches will refer clients to alternative professional services if they feel that the topic that the client wants to work on would be better addressed by another professional.

supervision a process of learning and development that involves meeting regularly with staff to review their work and provide support as needed.

CASE HISTORY 44.1

Geeta meets a prospective client (Aaron) for the first time. The purpose of the meeting is to get to know each other and to see if they feel that they could work well together. Geeta is interested in what Aaron's objectives for coaching are, and whether he is clear on what coaching is (and isn't). She also wants to establish whether she believes that coaching is right for Aaron, or whether his needs would be better served by another professional.

Aaron tells Geeta that he feels a bit untethered, and that he is working for a family business, but has no real desire to stay there for the long term, although it is expected that he will take over the business once his father retires. He would like to work out what he really wants to do with his life, and to work towards leaving the family business.

He also tells Geeta that he has a history of depression. He has undergone counselling in the past and has previously been on medication. He feels fine at the moment and says that he recognises the signs of the onset of depressive episodes before they take hold. He links this to Seasonal Affective Disorder, often known as 'winter depression', as his symptoms are often more apparent and severe during the winter.

Geeta has no training in dealing with depression and is not a counsellor or therapist. The extent of her training in this area was a Mental Health First Aid course, and so she is able to recognise common mental health problems and provide immediate help to someone in crisis.

What would you do in Geeta's position?

Geeta agreed to work with Aaron. She felt that they had a good rapport in their initial meeting, and that the area of his life that he wanted to work on lent itself to a coaching conversation. Aaron was completely open about his history of depression, but was not experiencing any symptoms at that time. Geeta expressed her concerns that coaching could be challenging sometimes, and that Aaron was about to embark on a potentially life changing journey that his family might have difficulty accepting, and that if he experienced symptoms, then this might make it difficult for him to do the work that was required in coaching. They agreed that if Aaron felt like his symptoms were returning, or if Geeta was concerned about his mental health at any point, then they would pause the coaching, and he would consult with his counsellor before resuming.

SUPERVISION

Supervision is a fundamental part of a coaches personal and professional development. However good our training and continuing professional development is, it is not until we start coaching that we truly understand ourselves as practitioners. Supervision connects coach training with practice through reflection, enhances insight, and deepens understanding with a view to enhancing the coaches' practice (Hawkins *et al.*, 2019).

Palmer (2017) suggests that supervision is a place where coaches can be vulnerable, but feel safe and supported, assures some quality of coaching practice for clients, and provides protection for the coach.

Clutterbuck *et al.* (2016) defined coaching supervision as

'...a collaborative process facilitating coaches (and coach supervisors) to grow their reflective practice with a view to continuous improvement and professional development, client safety and the strengthening of professional identity. The process considers the entire system surrounding the supervisee and their client work, and seeks to bring value to all those stakeholders connected to that work'.

Supervision can be *normative*, *formative*, and *restorative* (Proctor, 1988). The normative function focuses on ensuring that coaches are practicing ethically and within their boundaries of professional practice. The formative function supports the coach to their skills, attitudes, and abilities. The restorative function focuses on the well-being of the coach and their self-care.

Regular supervision is an important part of coaching practice. The BPS Standards for Coaching Psychology (2021) requires trainee coaching psychologists or those pursuing the professional recognition route to have regular supervision (at least four sessions per year) with a chartered psychologist with expertise in coaching. Chartered coaching psychologists are also expected to undertake regular supervision commensurate with their experience and practice.

Coaching usually takes the form of a collaborative conversation, although coaches might also use coaching tools that involve the client completing some sort of task or activity. Coaches will often draw on a particular approach or framework, for example, cognitive behavioural, solution focused, humanistic, positive psychology coaching, etc. Some of these have been discussed elsewhere in this text. The purpose of a coaching session is usually two-fold: 1) facilitate the client to gain new insight or awareness that they did not previously have; and 2) support them in making sense of this (and previous) insights, focussing them on the present and the future, in order to generate relevant and sustainable solutions.

Of course, this is an oversimplification of a coaching conversation, and coaches will listen deeply, ask provocative questions, challenge their clients' observations, reflect back words, body language, and emotions, and reframe perceptions, in order to stretch their clients' thinking and give them the opportunity to think more deeply and consider alternative viewpoints. The coaches' role is to manage the conversation, working with the client's agenda from a position of unconditional positive regard. They support the client in their learning and development rather than being directive or offering advice.

The defining feature of coaching *psychology* is that it draws on and applies theories and evidence relating to the psychological processes underpinning human functioning. Coaching psychologists have a deep and critical understanding of the way that humans think, feel, and behave, and the factors that might impact this. They are, therefore, able to explore and challenge their clients ways of being in a way that a coach who does not have knowledge of human psychology might not be able to. Their questions and reflections will come from an informed understanding of the human condition.

The work of coaching psychologists is ethically, empirically, and theoretically based: they adopt a scientist-practitioner perspective. This combination of empirical evidence base, theoretical understanding, interrogation of research, use of reputable guidelines, and thorough training ensures that they deliver **ethical practice** and interventions, whilst also seeking to evaluate their practice to enable future professional development. As with all other professional psychologists, their work is subject to ethical, cultural, and reflective practice, supported through collaborative supervision, to achieve service-user engagement and goals with particular populations across diverse settings in dealing with a range of issues.

44.1.2 Who Do Coaching Psychologists Work with?

Coaching psychologists work with a range of people in a range of settings. Specialist areas include health/

wellness, executive, business, career, leadership, educational, and personal (sometimes called life) coaching.

Many coaching psychologists are self-employed, but more and more organisations are employing coaches to work within their organisations.

Coaching psychology as an applied practice is known to be adopted across all domains of applied psychology as practitioners have recognised the value of the underpinning knowledge, principles and competencies that it brings. Therefore, in addition to coaching psychology standing alone as a psychological domain, it is also a complementary discipline, which provides other practitioner psychologists with an alternative way of working to meet the needs of their clients.

44.1.3 Who Can Call Themselves a Coaching Psychologist?

Coaching is an unregulated profession in the UK and many other countries. This means that there are no agreed standards of education or training, and no requirement to be registered with a professional body or to abide by a professional code of ethics. Legally, anyone can call themselves a coach. Of course, many professional coaches choose to pursue individual accreditation with an established coaching professional membership organisation through an accredited training course, accruing a required number of coaching hours, and agreeing to be bound by a Code of Ethics.

Likewise, the term 'psychologist' is also not legally protected in the UK. In 2009, the Health and Care Professions Council (HCPC) was given statutory responsibility for the registration of professional applied psychologists. This led to 'protected titles' that only psychologists registered with the HCPC can use and largely reflects the domains of practice recognised by the BPS. As coaching psychology was not recognised as a domain of practice in 2009, coaching psychologist is not protected by HCPC and, at the time of writing, is unlikely to be so in the near future.

Health and Care Professions Council (HCPC) protected titles for psychology

1. Practitioner psychologist
2. Registered psychologist
3. Clinical psychologist
4. Forensic psychologist
5. Counselling psychologist
6. Health psychologist
7. Educational psychologist
8. Occupational psychologist
9. Sport and exercise psychologist

The term ‘chartered psychologist’ is legally restricted and can only be used by psychologists who achieve and maintain professional qualifications and experience, which confers this grade of membership of the BPS. So, although the term ‘chartered coaching psychologist’ is restricted to those who are chartered members of the BPS, a person does not need to be in any way qualified to use the title ‘psychologist’, or ‘coaching psychologist’. However, they must not misrepresent their qualifications and/or experience. This can be confusing for the public, clients, and organisations, and there may not be a place to raise concerns about professional conduct or fitness to practise, leaving them unprotected.

The BPS is the representative body for psychology and psychologists in the UK. They set educational standards for training and have an international reputation for advancing the science and practice of psychology. Each division, including the Division of Coaching Psychology, is responsible for the promotion of excellence and ethical practice in the science, education, and practical applications of psychology. Therefore, those who undertake accredited BPS training in coaching psychology and become chartered coaching psychologists demonstrate the highest standard of psychological knowledge and expertise, a commitment to ongoing professional development and adherence to ethical standards of practice and professional conduct.

44.2 REGISTER OF COACHING PSYCHOLOGISTS

standards for coaching psychology the standards, conduct, and code of practice that sets out the professional standards for the field of coaching psychology.

The BPS holds a register of coaching psychologists. Chartered coaching psychologists who can demonstrate that they meet the **Standards for Coaching Psychology** (2021) can

apply to be included on the register. This register, therefore, provides a searchable database where clients can find chartered psychologists who have met these standards.

44.3 STANDARDS IN COACHING PSYCHOLOGY

When the Division of Coaching Psychology was launched in 2021, a set of Standards for Coaching Psychology were approved (see Focus Point 44.1). They set out the standards of knowledge, conduct, and practice required by those wishing to be recognised as chartered coaching psychologists. The key aim of the standards is to produce coaching psychologists who will:

1. 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.
2. Be able to make informed, autonomous judgements on complex issues, often in unpredictable environments and in the absence of complete data.
3. Embody the imaginative, interpretive, personal, and innovative aspects of coaching psychology, including detailed understanding of applicable perspectives and techniques for research and advanced academic enquiry.
4. Demonstrate and commit to ongoing personal and professional development and inquiry, contributing substantially to the development of new techniques, ideas, or approaches.



FOCUS POINT 44.1 BPS STANDARDS FOR COACHING PSYCHOLOGY (BRITISH PSYCHOLOGICAL SOCIETY, 2020)

These are the five main standards in coaching psychology. There are additional competencies underpinning each standard, which help to provide guidance on what needs to be achieved in order to demonstrate the standards. To view the full Standards for Coaching Psychology document, visit <https://www.bps.org.uk/sites/www.bps.org.uk/files/Member%20Networks/Special%20Groups/SGCP/Standards%20for%20Coaching%20Psychology%20%28Level%208%29.pdf>

Standard 1 should underpin all work.

STANDARD 1

Develop, implement, and maintain personal and professional autonomy, accountability, and ethical maturity. This comprises:

- 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 psychologist.

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.

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 demonstrate the ability to adopt a flexible, innovative approach and make informed judgements when faced with complex or unpredicted issues or professional situations.

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.

STANDARD 5

Communicate effectively and bring psychological influence to bear; for example, through consultancy, training, or leadership, and by working effectively with other professionals. This comprises:

- 5.1 Communicate effectively.
- 5.2 Promote coaching psychology, its principles, practices, services, and benefits, and provide appropriate professional advice and guidance based on evidence in coaching psychology.
- 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 psychology.

- 5. 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.
- 6. Appreciate the significance of the wider social, cultural, and political domains in which coaching psychologists operate.
- 7. Adopt a questioning and evaluative approach to the philosophy, practice, research, and theory that constitutes coaching psychology.

The standards are at doctoral level, which means that people who meet these standards can conceptualise, design, and implement projects for the generation of significant new knowledge and/or understanding in coaching psychology, have the qualities needed for employment that require both the ability to make informed judgements on complex issues and an innovative approach to tackling and solving problems.

44.4 TRAINING ROUTES

To become a chartered coaching psychologist, applicants must successfully demonstrate that they have achieved the BPS Standards in Coaching Psychology. There are two main ways that this can be achieved.

44.4.1 Stage 1 and Stage 2 BPS Qualifications

In order to achieve chartered membership of the BPS, students must first achieve Graduate Basis for Chartered Membership (GBC).

At the time of writing (2022), the BPS is in the process of accrediting Master's degrees in coaching psychology. Undertaking a BPS-accredited Master's degree in coaching psychology will satisfy 'Stage 1' of BPS training in coaching psychology. It will provide the underpinning

knowledge base and core skills for applied practice in coaching psychology.

The BPS is also in the process of developing a Stage 2 qualification in order to allow graduates to continue their training to become a chartered coaching psychologist. This will entail the demonstration of professional progression and proficiency over an additional minimum two years of postgraduate supervised practice. Trainees will develop high level skills in reflective learning and demonstrate the ability to work as an autonomous, evidence-based practitioner. They will be required to demonstrate the highest levels of professional and ethical standards and demonstrate evidence of influence and leadership in the field.

More detailed information regarding this Stage 1 and 2 BPS qualification route will be released as it is available on the Coaching Psychology BPS website <https://www.bps.org.uk/member-microsites/division-coaching-psychology/careers>.

44.4.2 Professional Recognition Route

The BPS has established a **professional recognition route** (PRR) in coaching psychology. This is the first of its kind in the BPS, and it is hoped that the blueprint will encourage other domains of practice to consider whether a PRR might be a viable option for them.

professional recognition route a route to professional recognition that acknowledges the training and experience and individual has accumulated.

The PRR was established in the recognition of the many ways that coaching psychologists undertake experience and training in coaching psychology. It should not be viewed as a training route. If a psychology graduate is interested in training as a coaching psychologist, then the Stage 1 and 2 BPS qualifications route is recommended. The PRR is for those who can demonstrate the Standards through their professional training and experience.

If a graduate member of the BPS believes that they meet the eligibility criteria (see Table 44.1) for chartered coaching psychology, then they may be able to apply for chartered membership of the BPS and full membership of the Division of Coaching Psychology through the PRR (see Focus Point 44.2 for an example profile).

TABLE 44.1 Eligibility criteria for professional recognition route.

Hold Graduate Basis for Chartered Membership of the BPS
Have a minimum of three years training and experience in coaching psychology
Have undertaken supervision with a chartered psychologist with expertise in coaching psychology—minimum of eight sessions over a two-year period
Be able to demonstrate that you meet the Standards for Coaching Psychology



FOCUS POINT 44.2 EXAMPLE PROFILE OF A PRR APPLICANT¹

Oscar graduated from a BPS-accredited degree in psychology five years ago and went on to work within a Human Resources department in a large organisation. Whilst there, he undertook a training course in coaching and set up an internal coaching service within the organisation.

He is a graduate member of the BPS and regularly engages in continuing professional development, which helps him to apply his knowledge and understanding of psychology to his coaching practice. He is a general member of the Division of Coaching Psychology. He also has regular supervision with a chartered psychologist who is also a coach, and this helps him to ensure that he is working ethically, within his professional boundaries.

He has worked closely with leaders in the organisation to ensure that a coaching culture is successfully embedded within the organisation, and he has also worked with partner organisations to help to them to set up similar programmes. He strongly advocates for coaching psychology and the importance of a psychologically informed coaching profession.

He has devised an evidence-based coaching psychology model that he utilises within his own practice and carried out a small scale study within his organisation (supported by his supervisor) to test the efficacy. He hopes to get this published in a coaching psychology academic journal.

¹ This is just one example of a profile of a PRR applicant. There are many others, and potential applicants should check the eligibility requirements and the standards to assess their suitability for this route.

Frequently Asked Questions about a Career in Coaching Psychology.

What income can I expect while I am training?	This will vary depending on your training route and your prior experience, for example, you may already have done some training in coaching.
What salary can I expect when I am fully trained?	Self-employed coaching psychologists can charge in the range of £40–£200 per hour (or more), depending on their experience and the type of coaching they are offering. Those specialising in executive coaching usually charge at the higher end. If you are employed by an organisation, you might expect a starting salary in the range of £25,000–£30,000 depending on the organisation and level of coaching (for year 2022).
What job opportunities are there?	Coaching psychologists often work on a self-employed or freelance basis, running their own private practice. Examples of employed work includes working within businesses as executive, leadership, or health and well-being coach, working in large organisations such as the NHS, or education institutions supporting learning, well-being, or as a career coach.
What unique skills will I learn?	See Focus Point 44.3
What qualifications and experience should I have prior to training?	You must be a Graduate Member of the BPS—usually by virtue of a BPS accredited degree in psychology
What further training and development can I do once I have qualified?	Once qualified, it is expected that coaching psychologists will undertake regular, ongoing supervision from a more experienced colleague, or an appropriately qualified supervisor who can bring new perspective and insight to your applied practice. In addition, all applied psychologists should engage in continuing professional development (e.g., attending courses or workshops that help you to expand your practice and keep informed of changes in research and practice)
What particular qualities will employers/clients look for?	Coaching psychologists will uphold the highest standards in ethical practice. They will look to the BPS code of ethics and conduct to guide their practice. Coaching psychologists will need to be able to demonstrate excellent interpersonal skills, build trusting relationships, and be reflective practitioners.
What career progression opportunities are there?	It depends what you mean by progression. Some organisations have a coaching lead in the HR departments, and so there are opportunities to manage a team of coaches. More experienced coaches can usually charge more for their services. Some coaches will become academics and teach and research coaching psychology.
Will my training make me an attractive proposition for other careers? If so, which careers?	The skills learnt as a coaching psychologist are highly transferrable.
What are the hours of work?	Work patterns often need to be flexible and can mean being available for coaching sessions when it is convenient for the client. Coaching psychologists often need to fit around the client's other commitments.
Will I have a job for life?	There will arguably always be a role for coaching psychologists. Clients find it incredibly valuable to work through different situations with an impartial, supportive person who will challenge their thinking, beliefs and assumptions.

Where can I go for more information? <https://www.bps.org.uk/member-microsites/division-coaching-psychology/careers>



FOCUS POINT 44.3

There are some common skills that coaches and coaching psychologists have:

1. The ability to identify and assess clients' expectations, needs, and requirements and negotiate priorities to maximise potential effects.
2. The ability to initiate, manage, and end a coaching relationship. This includes contracting, re-contracting, building and maintaining rapport, objective setting, insight/awareness building, empowering personal responsibility, action planning, identifying barriers, contingency planning, and supporting commitment to action.
3. Core **coaching skills** including creating a learning environment, active listening, use of effective ques-

coaching skills the qualities and actions that can help individuals change their behaviour, cognitions and emotions in order to improve their relationships with others, their learning and performance.

tions, summarising, paraphrasing, reflection of content and feeling, use of appropriate non-verbal communication, refocusing attention, managing the emotional content of the

session, and the ability to understand the client's perspective or 'worldview'.

In addition, there are some skills and competencies that are unique to coaching psychologists. These include:

1. Working flexibly with a range of coaching psychology models applicable to performance and/or wellbeing outcomes.
2. The ability to use a range of evidence-based psychological skills, techniques, and strategies appropriate to coaching, for example, goal-setting, arousal control (activation and relaxation), visualisation, self-talk, and cognitive restructuring.
3. Making informed judgements about the appropriateness of psychometrics or other standardised tools in coaching.
4. Being able to recognise and explore relevant psychological factors important in understanding and exploring the client's perspective and behaviour.

Alternatively, an applicant may have fully or partially trained in another domain of practice in psychology, but have found that they are predominantly coaching in their work and want recognition as a chartered coaching psychologist.

The PRR requires applicants to compile a portfolio of evidence that will be assessed against the standards. This portfolio is likely to include elements such as a training and practice narrative, coaching logs outlining the scope of coaching psychology practice, reflective logs, supervision logs, coaching case studies, and a piece of research in coaching psychology or a closely related discipline that they have completed. Once the portfolio has been assessed, applicants will be asked to attend a 'professional conversation'. This will be a discussion of the evidence presented in the portfolio with the aim of confirming that applicants have achieved all of the competencies. If applicants are deemed to have met the standards in coaching psychology, then they will become chartered coaching psychologists and full members of the Division of Coaching Psychology. They will also be able to apply for an entry on the Register of Coaching Psychologists.

44.5 SUMMARY

This chapter has outlined the pathways to training as a coaching psychologist. Coaching psychologists work with a wide range of individuals, usually working with clients on ways that they thrive and flourish in whichever context they find themselves in. There are traditional routes to training as a coaching psychologist with the BPS, which are similar to other psychological domains of practice. Coaching psychology is the first domain of practice within the BPS to also offer a PRR for applicants with GBC, and three years or more of training and experience in coaching psychology. This route focuses on applicants demonstrating competencies rather than insisting on applicants achieving certain qualifications, with applicants needing to demonstrate that they meet the level 8 Standards for Coaching Psychology through an assessed portfolio of evidence.

Coaching psychology is the newest domain of practice within the BPS, with the Division of coaching psychology established in November 2021. It is an exciting time for the profession, and it is hoped that it will continue to develop and thrive.

SELF-TEST QUESTIONS

- What does a coaching psychologist do?
- Who can call themselves a coaching psychologist?
- What are the five main standards for coaching psychology?
- What is the difference between the BPS Stage 1 and Stage 2 qualification route and the professional recognition route.
- Why is supervision important for coaches?

ESSAY QUESTIONS

- What key ethical issues might a coaching psychologist face in practice?
- What are the opportunities and risks facing coaching psychology in the next five years?
- What are the pros and cons of having a professional recognition route in coaching psychology?

RELEVANT JOURNALS ARTICLES

The Coaching Psychologist
International Coaching Psychology Review

RELEVANT WEB LINKS

British Psychological Society, information on coaching psychology careers and training <https://www.bps.org.uk/member-microsites/division-coaching-psychology>

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