



**INTERNATIONAL
FEDERATION**
for
COACHING & FACILITATION

ACCREDITATION DRAFT
POLICY

20 February 2023



IFCF Awarding Body

High Credibility + Effective Process = Outstanding Awarding Body



Objectives of the IFCF Board

To provide independent and objective governance from a board of well-respected educationalists to raise standards of teaching by accrediting:

1. the essence, principles & standards of high-quality coaching and facilitation (Theory).
2. the academic level of the learning programmes associated with coaching and facilitation (Programme).
3. the assessment process and levels of outcomes against the essence, principles & standards (Assessment).

Objectives of this document

To provide a clear description of what makes this organisation credible and how the processes are effective to meet the objectives of the Board by outlining its:

1. High Credibility

On page 2, we explain what the credibility of the Board is, by clarifying the:

- ✓ **Authority** of its associated people, places, and products within the educational sector.
- ✓ **Reputation** of business in ensuring robust governance and clear separation from Jariram and OLEVI.
- ✓ **Competence** of the board in bringing expertise and experience from across the educational sector.

2. Effective Processes

On page 3, we explain how the process will be effective, by explaining how the board will:

- ✓ **Ratify** the Coaching and Facilitation Essence, Principles and Standards.
- ✓ **Evaluate** of the academic level of the 6 coaching and facilitation programmes and quality control the content.
- ✓ **Endorse** the level of accreditation and assessment process for each of the programmes.

PART A: HIGH CREDIBILITY

Authority Explained: Integrity, History & Scale

Integrity: We believe that skilled coaching and facilitation creates the opportunity for people to think for themselves and take ownership of their learning, to grow their sense of self. This drives our ambition.

History: Since forming the Thinking and Learning Schools Alliance (1997), leading the London and City Challenges (2004), and being endorsed by the DfE and National College, we have been at the forefront of innovation in Teaching and Learning, leading the development of Leadership in Teaching and Learning to become a driving force for innovation and change.

Scale: The pedigree of the Federation is demonstrated by the accreditation of over 25,000 coaches and facilitators within 1560 organisations across 38 countries, with 93% being regarded as good to outstanding at Ofsted or its equivalent.

Reputation Explained: Governance, Funding & Separation

Governance: To provide independent and objective governance from a board of well-respected educationalists to raise standards of teaching through improving coaching & facilitation. The Board meets once a year, with extraordinary meetings organised addressing any complaints, and an annual report produced evaluating the three objectives. The Chair will be appointed by company members in the first instance for a 12-month period and then appointed by the Board on an annual basis.

Funding: A levy is paid from organisations looking for endorsement from the Federation. This amount will be decided by company members. Board members are paid for their rigour and status within the educational field from this levy.

Separation: IFCF has been set up as part of the Jariram family of Collaborative Learning Organisations. The representatives of Jariram will only attend board meetings to present to the board and will exit if any conflicts of interest or voting occurs. The separation is explained in detail in the diagram below.



1. Sets the Essence, Principles & Standards.
2. Writes the Curriculum & Programmes.
3. QAs the Facilitation.



1. Ratifies Essence, Principles & Standards.
2. Evaluates the level and quality of Learning Programmes.
3. Endorses the Level of Accreditation and Assessment Process.



1. Provides the ongoing training for the Facilitators.
2. Facilitates the Programmes. (Delivery)
3. Assesses the Outcomes.

Competence Explained: Capability, Experience & Track Record

Capability: The board members are all High Performing People who lead High Performing Organisations.

Experience: All board members are highly respected for their delivering significant impact within their role as either CEOs, Headteachers, Experts, HMIs, or equivalents.

Track Record: The board members have a track record of success and be able to provide evidence of significant impact in growing coaching and facilitation to grow the sense of self and improve teaching and educational outcomes.

PART B: EFFECTIVE PROCESS

Ratification Explained: Essence, Principles & Standards

The board must be confident they are essence, principles and standards are informed by:

Best Practice

- Measures used include Ofsted and Outcomes.
- Case studies proving stakeholder impact.

Robust Research

- Current research that shows alignment with our work
- Sources include the EEF and The Association of Coaching.

Industry Standard

- Generic skills levelled against Ofqual.
- Endorsement by external Agency including ILM & TCA.

Evaluation Explained: Academic Level of Programmes & Quality Control

The board must be confident of the academic level of each of these programmes:

Coaching Programmes

OPC (L6)
APOC (L5)
POC (L4)

Facilitation Programmes

OPF (L6)
AOFP (L5)
OFP (L4)

The board must be confident in the robustness of the QC processes to maintain these academic levels:

“Quality control is the inspection phase of the quality process. It is a series of test procedures used to verify that a product is at the right level and effective. QC is product-oriented and is focused on identifying quality issues that could affect customer learning and satisfaction. QC exists to identify defects in the quality of products and involves verification of products post-creation. QC is generally the responsibility of certain personnel within the organisation.”

Endorsement Explained: Level of Accreditation & Assessment Process

The board must be confident and be able to endorse that the levels of accreditation and assessment processes are robust enough for certification.

Level of Accreditation:

PASS - Shallow (What?)

Example descriptor at this level: *You have awareness, actively fulfilling the basic criteria of the micro skill. Outcomes may vary, highlighting a need for further experience and/or training.*

MERIT - Deep (What & How?)

Example descriptor at this level: *You clearly understand this aspect of the process and manage to fulfil all the relevant criteria of the micro skill. Impact is apparent.*

DISTINCTION - Profound (What, How & Why?)

Example descriptor at this level: *You have an implicit understanding and application of the micro skill that moves beyond the normal outcomes creating maximum insight and impact.*

Assessment Process:

	Purpose	Evidence
LEARNING 10% (What?)	Knowledge; Understanding	Completed Booklet & Learning Record
APPLICATION 70% (What & How?)	Skills; Behaviours; Qualities Attributes	Observation/Feedback; Coaching Portfolio; Skills Audit
THINKING 20% (What, How & Why?)	Comprehension; Deepen; Articulation; Realisation	Theory Piece; Think Piece; Viva Voce