

Coaching Professional Apprenticeship Level 5

This occupation is found in private, public and third sector national and multinational organisations and employers. It is found in every sector across the country including, for example; the health sector, finance sector, engineering and manufacturing sectors, business and professional services, education sector, retail sector, leisure sector, technology sector and construction.

There will be a wide range of stakeholders including line managers, senior leaders and/or heads of the organisation. The stakeholders they engage with may be at any level, including those senior to the coach.

Learners will engage with Human Resources teams, Learning and Development teams, and Organisational Development teams, learning providers, professional bodies, psychometric providers, coach training providers, the coach supervisor and peer to peer networks.

Learners may also interact with occupational health, support organisations, faith-based organisations and/or charities etc. to provide specialised support as needed to suit the circumstances.

Coaches may work in a variety of locations and environments, both indoors and outdoors, which may require travel and overnight stays or irregular hours. Coaching activity may be face to face or by virtual means.

The knowledge, skills and behaviours that the learner will develop as part of this programme are detailed below.

Knowledge	
Learning and Reflective Practice	Understanding theories of learning and reflective practice such as Kolb, Gibbs, Schon, etc., and basic schools of psychology and neuroscience, including linguistic interpretation and application.
Emotional and Social Intelligence	Understands the theories of emotional and social intelligence, such as Goleman and Salovey & Mayer, and application of the theories to understanding self.
Diversity and Inclusion	Understanding diversity and inclusion and bias theory, including personality type theories, such as preferences for introversion vs extroversion, integrity, ontology and human values and how they impact on behaviour and organisations. The theory of self actualisation, such as Maslow's Hierarchy of needs, motivational theory, Herzberg.
Contracting and Recontracting	Understanding the importance of coaching contracting and recontracting, and models enabling its effectiveness.
Organisational Culture and Leadership Styles	Understand the theory of organisational culture (and values) and leadership styles, and the impact these can have on individuals and their behaviour.
Coaching Theory	Understanding coaching theory, including maintaining good practice coaching protocols and a code of conduct within the coaching process (including "unconditional positive regard", non-judgmentalism and non-directiveness).
Communication	Understands methods of communication including verbal / non-verbal / building rapport / matching and mirroring. Listening skills, including levels of listening. Theories of relationship management, including transactional analysis, power dynamics, and stakeholder management theories.
Self-Awareness	Understands theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence, and types of feedback.
Evaluation	Understands theories of return on investment and delivery of value.

Coaching Professional Level 5 - Employer Fact Sheet

Coaching, Mentoring, Training, Counselling and Consulting	Understands the differences and similarities between coaching, mentoring, training, counselling and consulting.
Relevant Legislation	Understanding relevant legislation (e.g. Data Protection Act, safeguarding) and coaching competencies and codes of ethics described by the main professional bodies.
Coaching Models and Techniques	Understands the existence of a range of coaching models and techniques, and related psychological approaches, such as Whitmore's GROW model, Kline's Thinking Environment, Gestalt, neurolinguistic programming (NLP), cognitive behavioural coaching, positive psychology, metaphor, solutions-focused coaching and skills and performance coaching. Methods of goal setting, such as SMART goals, alignment of personal and organisational goals, and aspirational/dream goals.
Skills	
Time Management	Time management, including scheduling coaching sessions, and self-leadership to resolve conflicting priorities and ensure sufficient time for record keeping and other role activities.
Setting Clear Goals	Working with those receiving coaching to set clear goals, including visualisation techniques, setting timescales, validating their achievability, recording outcome-focused, prioritised action plans and monitoring progress towards goals.
Communication	Communication, including (but not limited to) descriptions of the coaching process and roles and responsibilities (including those related to boundaries and confidentiality), and the benefits of coaching in relation to the context of those receiving coaching.
Contracting	Contracting with all relevant stakeholders, including logistics, preferences of the coach and those receiving coaching, considerations of the system within which the coaching relationship sits, goal setting, outcome realisation and contract conclusion. This includes holding oneself to high ethical standards, particularly in the areas of confidentiality (including when maintaining coaching records) and management of boundaries (including their own competence and values, relevant codes of ethics, and relevant legislation, policies and procedures).
Stakeholder Management	Stakeholder management, including a range of challenging and senior people, and focus on their agenda and outcomes throughout.
Building and Maintaining Trust	Rapport/trust building and maintenance, including recognition of the personal values, emotional state(s) and response of those receiving coaching, validating their understanding of themselves and their circumstances, dealing with difficult coaching relationships and ensuring non-dependence on the coach.
Delivering Feedback	Deliver feedback in a style that is useful, acceptable, non-judgmental and meaningful to those receiving coaching.
Identifying Patterns of Thinking	Identification of patterns of thinking and limiting/enabling beliefs and actions.
Questioning	Questioning techniques to raise the self-awareness of those receiving coaching, including asking open questions, broaching challenging subject areas (e.g. emotional state, characteristics of wider systems) and questioning untrue, limiting assumptions.
Coaching Models	Uses several established tools and techniques to develop their own coherent model of coaching to help those receiving coaching work towards outcomes. Uses models and approaches from the context of those receiving coaching.
Emotional Intelligence	Demonstrates emotional intelligence, including demonstrating empathy and genuine support for those receiving coaching ("unconditional positive regard"), and adapting language and behaviour in response to the whole person of those receiving coaching.
Applying Methodology	Applies coaching theories, models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning.
Identifying Energy Shifts	Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed.
Diversity	Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice.

Values, Beliefs and Behaviours	Demonstrates awareness of own values, beliefs and behaviours; recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the objectives of those receiving coaching and, where relevant, the sponsor.
Behaviours/ Attitudes	
Self-Development	Committed to self-development, including self-reflection, gathering information on the effectiveness of their own practice, producing personal development plans and receiving coach supervision.
Self-Awareness	Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing, resilience and maintaining mental capacity.
Ambassador	Act as an ambassador for a coaching mindset and positive approach to personal development.
Characteristics	Is spontaneous, open and flexible, demonstrating respect and engendering trust.

Once the programme of learning is complete and the learner, employer and Intec agree the necessary **Knowledge, Skills and Behaviours/Attitude** have been met, learners will be put forward to the **Assessment Gateway** and this will trigger the **End Point Assessment**. This Assessment will be carried out with an independent body to ensure the Apprentice can demonstrate they have achieved the required standard.

Assessment Method	Area Assessed	Weighting
Observation with questions and answers	The observation should be for 2hrs and 20 minutes. The observation may be split into discrete sections over a maximum of 1 working day. The observation MUST include 2 x 1 hour delivery of coaching sessions with an individual receiving coaching. This will be followed by 20 minute Q and A session.	33.3%
Interview underpinned by a portfolio of evidence	The interview will last for 60 minutes using a minimum of 9 questions. The apprentice should refer to their portfolio of evidence to support their responses but the portfolio will not be directly assessed. The portfolio should contain written accounts of activities that have been completed and referenced against the knowledge, skills and behaviours, supported by appropriate evidence, such as video/audio extracts with a typical maximum duration of 60 minutes; written statements; project plans; reports; minutes; observation reports; presentations; feedback from managers, supervisors or peers; papers or reports written by the apprentices; performance reviews. Max 15 pieces of evidence.	33.3%
Knowledge Test	The test will last 90 minutes. It will consist of 40 multiple choice questions (10 of which will be based on 2 given scenarios).	33.3%

Duration: The Apprenticeship will take a minimum of 14 months to complete. Plus an additional 3 months to complete the **End Point Assessment**.

Entry Requirements: Apprentices will be required to have or achieve level 2 English and maths tests prior to completion of their Apprenticeship.

Occupational Duties: Apprentices must be able to complete the following duties:

- Plan, conduct and record coaching needs analyses to inform their coaching practice, coaching strategy and the organisation's coaching culture
- Agree and develop coaching contracts with all the relevant parties that also consider ethical issues in coaching and boundaries.
- Deliver effective and responsive coaching sessions, ensuring they reflect boundaries and professional requirements and contribute towards wider objectives, such as embedding an organisation's values, improving workplace resilience

- Select and use a suitable variety of coaching tools and techniques and/or psychometrics to challenge/support, analyse and enable learning and insights, such as awareness of others' perspectives to increase team functioning and accountability
- Review and interpret coaching needs analyses, identifying when coaching is / isn't appropriate, and signpost those receiving coaching to other professional services when needed to complement or replace the coaching process, such as mental health professionals, charities, substance abuse support organisations, occupational health
- Provide support to those receiving coaching in the definition and delivery of valid goals, through clearly defined and committed to actions, within the context of the cultures and systems within which those receiving coaching operate, and facilitate challenge to those systems where appropriate
- Design coaching interventions that frame, challenge and meet the agreed objectives in the coaching contract and conform to the coaching sponsor's objectives and constraints, including budget considerations
- Evaluate the effectiveness of coaching interactions for the purposes of quality assurance, self-development for the coach and to measure return on investment (including being a recipient of regular coach supervision, and recording CPD, coaching hours, feedback and reflection, while ensuring confidentiality)
- Maintain records of coaching practice including the logging of coaching hours, supervision, recording CPD and maintaining logs of practice

Freephone 0808 100 1155

Enabling you to develop, progress and achieve.



www.intecbusinesscolleges.co.uk