

# Coaching Professional

## Level 5



**“Reach your full potential”**



# Level 5 Coaching Professional Overview



This programme is ideal for those individuals who work with a wide range of individuals and teams across organisations, it will equip individuals with the skills, knowledge and behaviours to effectively coach, motivate and communicate with individuals and teams within your organisation, empowering staff and engaging with them to enhance their professional performance.

Coaching professionals will undertake coaching through 1:1 coaching, team coaching and leadership coaching. Typically, coaching professionals will help and support individuals through leading in a nondirective manner, helping people to learn through deep listening and reflective, open questions rather than instructing, giving advice, or making suggestions. Individuals on this apprenticeship will design coaching interventions using solution-focused coaching and performance coaching.

# Who is it for?

This qualification is for anyone who is responsible for developing individuals and teams to enhance their professional performance and maximise their potential, and is designed for apprentices working in any industry sector who are occupied for a significant proportion of their working role in coaching role, and who will gain a broad range of knowledge and skills that focus on core coaching skills including contracting, advanced listening skills as well as understanding the theories and coaching models to support staff within their organisation.



Business Coach

Leadership Coach

Career Coach

Performance Coach

Coach

Systemic Coach

Coaching Practitioner

Team Coach

Coaching Professional

Wellbeing Coach



# Why do this apprenticeship – what are the benefits:

## Apprentice Benefits

- Progression to higher qualifications
- Gain skills from an industry driven approach
- Applies learnt theories and models to practical situations within the workplace
- Apprentices will be able to share their knowledge and replicate best-practice
- Provides individuals with additional core knowledge, skills, techniques and tools to be more successful in undertaking their role
- Improve their own emotional and social intelligence, as well as that of their colleagues
- Apprentices will be able to identify individual needs and design coaching sessions, plans and interventions to support the workforce
- Develops apprentice's confidence and communication skills
- Improve apprentice's knowledge and skills including providing coaching support, delivering effective coaching sessions with the ability to share good practice knowledge
- Develop and demonstrate a range of transferable skills and professional behaviours and attributes in the work environment

## Employer Benefits

- Creates a culture that better equips people and teams to succeed
- Helps to support the increasingly remote and changing work environments
- Helps to build self-belief in employees
- Encourages staff to be more curious, self-aware, and better equipped to collaborate and innovate.
- Provides support for staff to better deal with change
- Development of a 'continuous improvement culture'
- Ability to identify and implement effective change in the workplace
- Enhances reputation, provides customer reassurance by investing in trained staff
- Brings latest knowledge and best practice into the business
- Apprentices develop the critical skills demanded by employers
- Development of workplace problem solving skills

# Programme Structure

The course is delivered via a mixture of face to face and online workshops, webinars, coaching sessions and workplace learning

## Programme Breakdown

- 10 x 6-hour workshops to cover knowledge elements of the standard (may include face to face and online workshop delivery)
- 2 x skills development workshops and workplace activities
- 3 x 4-hour EPA preparation workshops
- 6 x 1-hour virtual coaching sessions
- 6 x 1 ½ hour Reviews
- Development of portfolio evidence and assessment completion
- Completion of online learning modules as part of off the job activities

## Programme Length

Course duration 12-15 months plus EPA

## How is training delivered?

An essential element of the ESP delivery model is to ensure you are supported at each stage in your journey to enable you to fully succeed.

Training and support will be delivered by learning and skills coaches who are experts in their field with significant practical experience.

Our learning and skills coaches will:

- Deliver online and face to face workshops
- They will cover the knowledge needed for each module through interactive and informative sessions
- They will help plan independent learning activities
- They will provide one to one coaching via telephone, in the workplace or via virtual mediums like Teams
- They will provide feedback on written assignments and evidence submitted
- They will support you with preparation for end point assessment





# Programme Modules

## Duties 1

Plan, conduct and record coaching needs analysis to inform their coaching practice, coaching strategy and the organisation's coaching culture

## Duties 2

Agree and develop coaching contracts with all the relevant parties that also consider ethical issues in coaching and boundaries

## Duties 3

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

## Duties 6

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

## Duties 5

Review and interpret coaching needs analysis, 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

## Duties 4

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

## Duties 7

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

## Duties 8

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 PD, coaching hours, feedback and reflection, whilst ensuring confidentiality)

## Duties 9

Maintain records of coaching practice including the logging of coaching hours, supervision, recording CPD and maintaining logs of practice

# Programme Summary

## The programme will explore each key theme which includes:

- The philosophies of coaching including coaching theories and models
- Communication skills, relationship management and building trust
- Core coaching activities such as contracting, advanced listening and questioning skills and identifying individual needs
- Practical coaching and its impact – tools and techniques and the impact of what coaches say and do
- Design coaching interventions
- Emotional and social intelligence
- Organisational culture and leadership styles
- Relevant legislation and codes of ethics including maintaining records of coaching practice

### Knowledge

Relevant legislation  
Methods of communication  
Importance of coaching contact  
Coaching models and techniques  
Theories of increasing self-awareness  
Diversity and inclusion and bias theory  
Evaluation and the return on investment  
Theories of learning and reflective practice  
Theories of emotional and social intelligence  
Theory of organisational culture and leadership styles  
Coaching theory including good practice coaching protocols  
Differences and similarities between coaching, mentoring, training, counselling and consulting

### Behaviours

Act as an ambassador for coaching  
Committed to self-development  
Spontaneous, open and flexible  
Respect and engenders trust  
Self-awareness

### Skills

Communication  
Time management  
Delivering feedback  
Emotional intelligence  
Identifying energy shift  
Stakeholder management  
Identifying patterns of thinking  
Rapport/Trust building and maintenance  
Setting goals and visualisation techniques  
Applying coaching theories, models and tools  
Manage and celebrate diversity in coaching practice  
Questioning techniques to raise self-awareness in others  
Using tools and techniques to develop model of coaching  
Contracting with stakeholders, ethical standards and management boundaries

# Pre-Enrolment Activities

Before being accepted on to the apprenticeship you will need to complete the following pre-enrolment activities:

## IAG Workshop

Attend a virtual workshop session to provide an overview of the following  
Overview of the apprenticeship programme  
20% Off the Job Training  
Attendance at masterclasses and workshops

## Initial Assessment:

Complete BKSb maths and English initial assessments

## Diagnostic Assessment:

Complete BKSb maths and English diagnostic assessments

## Pre-Start Enrolment Form

This form will provide us with basic information about your qualifications and past and current experiences

## Skills Scan

Complete skills scan to identify the areas that will be covered during the course to determine whether there are development opportunities and scope for the learner to complete the apprenticeship

## Remote Pre-enrolment Review

Attend 1:1 remote session with the learning and skills coach to talk through the pre-enrolment activities and skills scan to confirm suitability

## Enrolment form (online):

Complete formal online enrolment form

## Apprentice Agreement and Commitment Statement (online):

Read, discuss and agree the apprentice agreement and commitment statement

## Formal on-boarding:

Apprentice invited to induction introduction to the apprenticeship programme and first learning session

Apprentices will need GCSE grade A to C or a Level 2 Functional Skill in maths and English. Apprentices who do not currently hold this are required to complete Level 2 Functional skills in maths and English prior to end point assessment (EPA)

## Eligibility

The eligibility criteria is as follows:

- UK/EU Resident for three years
- Not currently a student in Funded Learning

# Expectations and Commitment

## We ask apprentices to:

- Attend all face to face and virtual workshops and master classes as per the delivery plan
- Attend all programme reviews with the Learning and Skills Coach
- Submit and upload assignments and evidence to the online e-portfolio (OneFile) by the stipulated target date to ensure completion of the qualification and apprenticeship within the given timeframe
- Complete all off the job activities to meet the 20% of the job requirement. Record all activities and reflections on OneFile
- Complete at least 4 to 6 hours of self-study each week inclusive of any online learning activities
- Complete shadowing of colleagues and mentoring





# End Point Assessment

The end point assessment will begin once the employer, apprentice and ESP are confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard. As part of this process apprentices, employers and ESP will complete a 'Gateway' discussion to confirm competence.

The end point assessment consists of the following:

## Observation with Q&A

- Observed by an independent assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method
- The observation should take 2 hours and 20 minutes
- Observed carrying out two, one hour-long coaching sessions with different individuals receiving the coaching
- 20 minutes question and answer session

## Interview (supported by a portfolio of evidence)

- Interview which is structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method
- The interview must last for 60 minutes
- The independent assessor will ask a minimum of 6 open questions taken from the EPAO question bank and up to 3 questions generated by the independent assessor
- The apprentice should be encouraged to refer to their portfolio of evidence during the interview to support their responses

## Knowledge Test

- 40 questions closed response questions (multiple-choice questions) - 10 of which will be based on 2 given scenarios
- 90 minutes to complete the test
- Closed book

# EPA JOURNEY

## On-Programme Learning

Minimum  
12 months  
on-programme  
learning

## GATEWAY

Requirement  
for Gateway  
Level 2 Maths  
& English

## Knowledge test

Multiple choice  
questions – 90  
minute duration

## Interview

Structured  
discussion  
lasting no more  
than 60 minutes

## Observation with Q&A

Complete 2 1 hr  
observations –  
20 minutes Q&A

## Grading and Determination

Grading  
Fail/Pass/Distinction

## ESFA CERTIFICATION



**“Reach your full potential”**

## **Progression Opportunities**

- Qualifications and further study
- Increased responsibility or promotion opportunities in work
- Foundation degree
- L7 Coaching and Mentoring Programme