



Training provided by

**IMPACT
FUTURES**

LEVEL 5

COACHING PROFESSIONAL

Embrace new responsibilities in professional coaching



From small acorns, great oak trees grow!

Coaching Professional

APPRENTICESHIP STANDARD

The Level 5 Professional Coaching Apprenticeship is designed to enable learners to build on their existing knowledge and skills and supports learners to develop new responsibilities for the role of a professional coach taking their first step into coaching of employees at various levels within the business.

It is suitable for new and existing talent, within the organisation as long as they have the opportunity to act as an internal coach and/or deliver coaching in support of the organisations coaching and mentoring strategy.

At the end of this training programme, you will be awarded a Full and Relevant Level 5 qualification once a passing grade has been achieved at the End-Point Assessment.

ENTRY Requirements

You must have been a UK, EEA, or EU resident for at least the past three years to undertake this training programme.

In addition, you must be able to commit to the full length of the programme, and be able to meet the programme modules through your job role.

If you do not have a level 2 or equivalent in Maths and English, you will be required to work towards achieving these qualifications as part of your apprenticeship.

COMPONENTS OF AN Apprenticeship

Apprenticeships are 12 to 24 month training programmes. They are made up of:



More information on each of these components can be found within the learner or manager apprenticeship guide. All of the above components must be fully completed in order to successfully achieve your apprenticeship.

WHAT IS THE DURATION AND HOW WILL YOU LEARN?

Over the duration of 17 months, you will receive a combination of face-to-face and online training and support.

The 21 month time frame is based on an employee with a full-time contract, if an employee works fewer than 30 hours then the time frame of the apprenticeship will increase accordingly. See below for example:

16 hours contracted per week = 22 months apprenticeship programme

You will undertake an online assessment that will help us to understand your learning style and needs, then we will tailor your learning experience accordingly.

We ensure that you stay on track to complete your programme on time by managing your progress through our state-of-the-art e-portfolio system, Aptem.

OFF THE JOB TRAINING

As part of the apprenticeship, alongside your job role, a minimum of 6 hours per week of your time in work must be dedicated to improving new skills, knowledge and behaviours. This can be any time devoted to learning and improving new skills, knowledge and behaviours without interruption.

EXAMPLES INCLUDE:



END-POINT ASSESSMENT

Learnt knowledge, skills and behaviours will be assessed by an independent assessor in your end-point assessment (EPA). This typically involves elements such as:



Your Apprenticeship Journey



You will learn how to:



SUPPORT COACHEE DEVELOPMENT

- Understand when to utilise coaching, mentoring, training, counselling, and consulting approaches.
- Provide feedback in a style that is useful, acceptable, non-judgemental, and meaningful to those receiving coaching.
- Working with those receiving coaching to set clear goals, including visualisation techniques, setting timescales, validating their achievability, recording outcome-focused, prioritised action plans.
- Working with a centralised learning and development or strategy team focussed on embedding coaching skills in future or current leadership to better enable strategy future strategy, workforce resilience and innovation.
- Working with leaders to develop its diverse people to remove barriers that hinder success.

DEVELOP YOURSELF

- Demonstrate Committed to self-development, including self-reflection, gathering information on the effectiveness of their own practice, producing personal development plans, and receiving coach supervision.
- 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.

LINK THEORY WITH PRACTICE

- Understand theories of learning and reflective practice such as Kolb, Gibbs, Schon, etc., and basic schools of psychology and neuroscience, including linguistic interpretation and application.
- Understand theories of emotional and social intelligence, such as Goleman and Salovey & Mayer, and application of the theories to understanding self.
- Understand 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.
- Understand the theory of organisational culture (and values) and leadership styles, and the impact these can have on individuals and their behaviour.
- Understand 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).
- Understand theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence, and types of feedback.

Modules of learning (Key Areas):

ORGANISATIONAL COACHING CULTURE

- Review organisation benefits of professional coaching.
- Assess how the impact of coaching can be measured for individuals and organisations.
- Evaluate and review the business rationale for using coaching to benefit individuals.

LEADERSHIP AND MANAGEMENT INFLUENCES

- Establish links between leadership styles and their impact.
- Define Self-Leadership and how this is shaped during the coaching journey.
- Evaluate the role and purpose of coach supervision for Professional Coaches.
- Evaluate the role of influence as a professional coach.
- Explain how to act as an ambassador for a coaching mindset.

COACHING AND FEEDBACK TOOLS

- Review models for delivering professional coaching.
- Analyse tools and techniques for delivering professional coaching.
- Outline the nature and value of feedback in developing the reflective practitioner as a coach.

SELF AWARENESS

- Review leadership styles and the impact on individuals and their behaviour.
- Appraise strategies for delivering professional coaching to respond to coachee's needs.
- Examine personality types of theories, such as preferences for introversion vs extroversion, integrity, ontology, and human values and how they impact on behaviour and organisations.

COACHING PRACTICE

- Assess the power of coaching models in practice.
- Examine feedback provided by peers, reflect, and evaluate the use.

THE ROLE OF THE PROFESSIONAL COACH

- Evaluate professional coaching with other methods that support the development of individuals.
- Evaluate the scope and role of professional coaching.
- Define what coaching competencies skills and abilities that a coach needs to have to be effective.
- Evaluate the scope and role of various professional coaching approaches.
- Analyse the roles and responsibilities for delivering and managing professional coaching. E
- Evaluate the role and purpose of contracting in professional coaching.

COACHING IN ACTION

- Review the role and responsibilities of a coach.
- Understand the knowledge, skills, and behaviours required to coach in a manner that is engaging, builds trust, and supports the coachee to progress towards their goals.
- Evaluate the role and influence of organisation culture, management, leadership and change on coaching and mentoring and apply this information in their professional practice.
- Describe both ethical and legal frameworks which inform professional coaching.
- Establish how coaching has provided career advancement, development to leadership skills.

ETHICAL AND INCLUSIVE COACHING

- Review values, ethics, and principles within the organisations.
- Analyse bias theory and the application of personal bias in connection with professional coaching practice.
- Define how to embed the principles of diversity and inclusion in coaching practice.

SOLUTION FOCUSED COACHING

- Identify overall goals and establish and build rapport with coachee's.
- Review the importance of perceptions and reality in problem identification and decision making – cognitive and emotional factors shaping perception.
- Critical review the difference between personal and organisational goals relative to coaching.

QUALITY COMMUNICATION

- Evaluate communication techniques for developing relationships in professional coaching.
- Assess and evidence own ability to use effective communication techniques including questioning, listening and giving feedback in order to facilitate coaching or mentoring practice.

THE PSYCHOLOGY OF COACHING

- Evaluate psychological approaches for delivering professional coaching.
- Review the dynamic and collaborative alliance between a coach and a coachee, to be effective.
- Analyse the role of reflective practice in professional coaching.
- Outline emotional and social intelligence factors which impact on the delivery of professional coaching.

Making an impact, now and in the future:

WHAT WILL YOU ACHIEVE?



A nationally recognised qualification

Functional skills to the required level

Potential career progression into future roles

WHAT'S NEXT?

YOUR CAREER IS A JOURNEY
Take the next step



CONSIDER OUR LEVEL 7 SENIOR LEADER APPRENTICESHIP



Make an impact

For more information, contact
apprenticeships@helpinghands.co.uk



 **Helping Hands**
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