

COACHING PROFESSIONAL APPRENTICESHIP STANDARD

Standard Code ST0809
Course Level 5
Work Based
Funding Level £5000
Duration 17mths including EPA

Course Description

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 has been a growing demand for the professionalisation of coaching to include one-to-one coaching, team coaching, leadership coaching and for coaching skills to be embedded within culture and governance infrastructures to support future ways of working.

The broad purpose of the occupation is to work with a wide range of individuals and teams across organisations, to empower and engage with them to enhance their professional performance. Coaching is a way of leading in a non-directive manner, helping people to learn through deep listening and reflective, open questions rather than instructing, giving advice or making suggestions.

Coaching is a way of treating people, a way of thinking and a way of being which is seen as vital to supporting individuals and organisations in increasingly volatile and ever-changing environments. The underlying and ever-present purpose of coaching is building the self-belief of others, regardless of the context, to be curious and self-aware, better equipping them to collaborate, innovate, deal with the increasing pace of change and get the best from increasingly diverse environments. Effective coaching is future focussed, releases potential, and enables transition, transformation and change for business improvement. Understanding self, commitment to self-development, managing the contract, building the relationship, enabling insight and learning, outcome and action orientation, use of models and techniques and evaluation are key overarching areas which feature within this occupational area (and across all the knowledge, behaviours, skills identified below).

Off the Job Training

A key requirement of an Apprenticeship is Off-the-job training. This must make up at least 20% of the apprentice's contracted hours, over the total duration of the apprentice's planned training period. Off-the-job training must be directly relevant to the apprenticeship standard and must take place within the apprentice's normal working hours.

The new learning must be documented and reflected on through the Learner Journal on their e-portfolio.

Entry Requirements

The Apprentice will need to be in a relevant role and show a willingness to undertake the knowledge, skills and behaviours required. They will also need to have Level 2 Maths and English (GCSE at Grade 4/C or above or equivalent) or be prepared to attend a block study period for Maths and English if this is required.

Apprentices may be required to attend an interview and undertake relevant skills assessments.

Once they have been accepted on to the programme all apprentices will be required to attend a Lincoln College Induction. Apprentices will require access to a tablet/computer to access their e-portfolio.

Knowledge, Skills and Behaviours

KNOWLEDGE

K1: Theories of learning and reflective practice such as Kolb, Gibbs, Schon, etc., and basic schools of psychology and neuroscience, including linguistic interpretation and application.

K2: The theories of emotional and social intelligence, such as Goleman and Salovey & Mayer, and application of the theories to understanding self.

K3: 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.

K4: The importance of coaching contracting and recontracting, and models enabling its effectiveness.

K5: The theory of organisational culture (and values) and leadership styles, and the impact these can have on individuals and their behaviour.

K6: 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).

K7: 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.

K8: Theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence, and types of feedback.

K9: Evaluation: theories of return on investment and delivery of value.

K10: The differences and similarities between coaching, mentoring, training, counselling and consulting.

K11: Relevant legislation (e.g. Data Protection Act, safeguarding) and coaching competencies and codes of ethics described by the main professional bodies.

K12: 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-focussed 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

S1: Time management, including scheduling coaching sessions, and self-leadership to resolve conflicting priorities and ensure sufficient time for record keeping and other role activities.

S2: 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.

S3: 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.

S4: 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).

S5: Stakeholder management, including a range of challenging and senior people, and focus on their agenda and outcomes throughout.

S6: 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.

S7: Deliver feedback in a style that is useful, acceptable, non-judgmental and meaningful to those receiving coaching.

S8: Identification of patterns of thinking and limiting/enabling beliefs and actions.

S9: 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.

S10: 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.

S11: 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.

S12: Applies coaching theories, models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning.

S13: Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed.

S14: Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice.

S15: 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

B1: Committed to self-development, including self-reflection, gathering information on the effectiveness of their own practice, producing personal development plans and receiving coach supervision.

B2: Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing, resilience and maintaining mental capacity.

B3: Act as an ambassador for a coaching mindset and positive approach to personal development.

B4: Is spontaneous, open and flexible, demonstrating respect and engendering trust.

Assessment

Assessment is done through a combination of practical tasks, written assignments, oral discussions and online tests throughout the programme.

- One to one support from a dedicated, professional assessor/instructor allocated to the learner for the duration of the programme.
- Work based assignments and projects to be completed in an e-portfolio.
- Case studies and in College course days as and when required for each learner
- Job shadowing and mentoring, cross training in other departments.
- Employer led in-house training for mandatory areas.
- Independent learning and research as directed by the assessor, relevant to the area of study.
- Review of progress every 10-12 weeks with the Apprentice, Manager and Assessor, evaluating and contributing to what has been learnt and what the next steps to take are.

End Point Assessment

There will be an End Point Assessment (EPA) as the final stage of an Apprenticeship. The Apprentice must demonstrate their learning to an independent end point assessor and the overall grade available is distinction, pass or fail.

Assessment method 1: Observation with questions and answers

Assessment method 2: Interview supported by portfolio of evidence

Assessment method 3: Knowledge Test

Qualifications

Aligns with recognition by:

- The European Mentoring and Coaching Council
- The Association for Coaching
- The International Coach Federation

Progression

This apprenticeship provides the foundation for a career within the profession such as; Business Coach, Career Coach, Coach, Coaching Practitioner, Coaching Professional, Leadership Coach, Performance Coach, Systemic Coach, Team Coach, Wellbeing Coach.

Fees

As an Apprentice, you will pay no course fees. However, your employer may have to pay towards your training as well as providing you with a wage. All Apprentices must receive a minimum wage of £4.30 per hour within their first year of training from their employer, although they can, and often do, pay more. In the second and subsequent years of an Apprenticeship programme, the national minimum wage for your age would apply.

If you are an employer and want to find out more information regarding employer contributions and any further costs related to the Apprenticeship programme, please contact our dedicated Apprenticeship team at employers@lincolncollege.ac.uk

Business Benefits

Employers have designed the Apprenticeship Standards to meet the needs of the sector and industry. Ensuring they include:

- Relevant Knowledge, skills and behaviours ensure that the Standard is relevant to the occupation.
- Widening participation Apprenticeship standards provide opportunities to employees that may not previously have been available.
- Development tools A cost effective way to train your employees to undertake specific roles in your business.
- Return on Investment On average, an apprentice who has completed their course will increase business productivity by £214 per week (CEBR, 2015).