



# Coaching Professional

Course Duration / 14 Months Level 5

Apprenticeship Standard

**Work with individuals and teams to enhance their professional performance.**

## Course Overview

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).

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.



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## Contact Us

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## Coaches:

- Use enhanced listening and questioning skills to increase individuals' and teams' self-awareness to enable them to evaluate their own and others' strengths and development areas, allowing the individual(s) receiving coaching ("the coachee") to create and deliver bespoke actions leading to positive change.
- Use their emotional and social intelligence in an applied way to support the development of self-awareness, adaptability, resilience, wellbeing, motivation and confidence in the coachee.
- Are non-judgmental (neither denying nor affirming a coachee's perspectives and opinions) and encourage individuals to find their own solutions and appropriate ways forward.
- Work with coachees in one-to-one relationships, in person and via video or audio conferencing, to aid in their self-reflection, and may observe coachees, for example by attending a relevant meeting, to provide non-judgmental feedback.
- Work with groups and teams, to increase collective awareness and increase accountability associated with making positive change.

An employee in this occupation will be responsible for:

- The coaching relationship with the coachees, the coaching contract, signposting to other services as needed across a caseload of individuals and teams.
- Quality assurance of their own practice (and their team in some instances), including maintaining continuing professional development, participating as a supervisee in coaching supervision, and using and/or establishing peer-to-peer support networks.
- Furthering the coaching culture.
- 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 and succession planning.
- Where appropriate, embedding a coaching programme around a new system, regulatory change and/or change programme.
- Working with leaders to develop its diverse people to remove barriers that hinder success.
- Working with experienced expertise in middle management and connecting it to younger generations, for example through facilitating "reverse mentoring" interventions.

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# Coaching Professional Course Content

## Knowledge

- Theories of learning and reflective practice such as Kolb, Gibbs, Schon, etc., and basic schools of psychology and neuroscience, including linguistic interpretation and application
- The theories of emotional and social intelligence, such as Goleman and Salovey & Mayer, and application of the theories to understanding self
- 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
- The importance of coaching contracting and recontracting, and models enabling its effectiveness
- The theory of organisational culture (and values) and leadership styles, and the impact these can have on individuals and their behaviour
- 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)
- Theories of relationship management, including transactional analysis, power dynamics, and stakeholder management theories
- Theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence, and types of feedback
- The differences and similarities between coaching, mentoring, training, counselling and consulting
- Relevant legislation (e.g. Data Protection Act, safeguarding) and coaching competencies and codes of ethics described by the main professional bodies
- 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



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# Coaching Professional Course Content

## Skills

- 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, 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 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)
- 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
- Deliver feedback in a style that is useful, acceptable, non-judgmental and meaningful to those receiving coaching
- 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
- 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
- Applies coaching theories, models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning



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# Coaching Professional Course Content

## Behaviours

- 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, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing, resilience and maintaining mental capacity
- Act as an ambassador for a coaching mindset and positive approach to personal development
- Is spontaneous, open and flexible, demonstrating respect and engendering trust

## Professional Recognition

- This standard aligns with the following professional recognition:
- The European Mentoring and Coaching Council for Accredited coaching practitioner
- The Association for Coaching for Accredited coach
- The International Coach Federation for Associate certified coach



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