

Level 5 Coaching Professional

New Apprenticeship Standard

At Skills Training UK we go further in fully understanding what it is that our employer clients want to achieve from their training. We work as their partner in delivering on that vision, developing stronger employees who work well as individuals and as part of a team.



Coaching professionals work in private, public and third sector national and multinational organisations in every sector. They work with a wide range of individuals and teams across organisations, to empower and engage with them to enhance their professional performance.

There has been a growing demand for professionalisation of coaching to include one-to-one coaching, team coaching, leadership coaching and for coaching skills to be embedded within company and organisational culture and governance.

Typical job titles include: Business Coach, Career Coach, Coach, Coaching Practitioner, Coaching Professional, Leadership Coach, Performance Coach, Systemic Coach, Team Coach, Wellbeing Coach.

Role Requirements

The role of a Coaching Professional is to:

- 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 the 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.
- To be non-judgemental and encourage individuals to find their own solutions and appropriate ways forward.
- To work with coachees one-to-one, 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-judgemental feedback.
- Work with groups and teams, to increase collective awareness and increase accountability associated with making positive change.

Employer Commitment

In order to ensure the learner's successful progression, we request that their line manager participates in joint progress reviews at regular intervals throughout the apprenticeship.

Duration

Apprentices will typically spend 15 months (including the End Point Assessment) working towards this Standard, with a minimum of 20% off-the-job training. >>



<< Professional Recognition

This Level 5 Apprenticeship Standard has professional recognition by The European Mentoring and Coaching Council, The Association for Coaching and The International Coach Federation.

Training and Support from Skills Training UK

During the apprenticeship the learner will have a dedicated trainer-assessor who will visit the workplace (or carry out remote 1-2-1 mentoring and reviews) at least once per month in order to support their learning and development. They will also be supported between visits/online meetings with information, advice, guidance, academic progress and technical competence support. The trainer-assessor will work with the learner and line manager to ensure successful progression against all elements of the apprenticeship including the completion of a portfolio of evidence.

Eligibility

Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Requirements: Behaviours, Skills and Knowledge

Below is a summary of some of the Knowledge, Skills and Behaviours required for the Coaching Professional Level 5.

Knowledge

- Theories of learning and reflective practice such as Kolb, Gibbs, Schon.
- The theories of emotional and social intelligence, such as Goleman and Salovey & Mayer.
- Diversity and inclusion and bias theory, including personality type theories.
- The theory of self-actualisation, such as Maslow's Hierarchy of needs.
- The theory of organisational culture (and values) and leadership styles.
- Coaching theory, including maintaining good practice coaching protocols.
- Methods of communication including verbal / non-verbal / building rapport / matching and mirroring.
- Listening skills, including levels of listening.

Training in a different class

- Theories of relationship management, including transactional analysis, power dynamics, and stakeholder management theories.
- Theories of increasing self-awareness such as the Johari Window.
- Evaluation: theories of return on investment and delivery of value.

Skills

- Time management, including scheduling coaching sessions, and self-leadership to resolve conflicting priorities.
- Working with those receiving coaching to set clear goals
- Communication, including (but not limited to) descriptions of the coaching process and roles and responsibilities.
- Stakeholder management.
- Rapport/trust building and maintenance, including recognition of the personal values, emotional state(s) and response of those receiving coaching.
- Deliver feedback in a style that is useful, acceptable, non-judgemental.
- Questioning techniques to raise the self-awareness of those receiving coaching.
- How to use established tools and techniques to develop a coherent model of coaching.
- Emotional intelligence, including demonstrating empathy and genuine support.
- Manage and celebrate diversity in coaching practice.

Behaviours

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

Independent End Point Assessment

To successfully complete the apprenticeship, the learner needs to pass an End Point Assessment. This is an independent assessment which has the following stages:

- An Observation with questions and answers.
- An interview supported by the learner's portfolio of evidence.
- A Knowledge Test.