



## Apprenticeship builder

### Draft: Occupational standard for an apprenticeship

#### This submission

Unique occupational standard reference number:  
ST0809

Trailblazer Group Reference Number:  
TB0425

Does this standard have core and options?  
No

Is this proposal a resubmission?:  
No

Title of Occupation:  
Coaching Professional

Name of Trailblazer Group:  
Coaching Trailblazer

## Occupation profile

### Occupation summary:

This occupation is found in private, public and third sector national and multinational organisations and employers. Relevant sectors include the health sector, finance sector, engineering, manufacturing and construction sectors, business and professional services, education sector, retail sector, media sector, leisure sector, technology sector, government, public sector and the charity sector. There has been a growing demand for the professionalisation of coaching and for coaching skills to be embedded within culture and governance structures to support future ways of working.

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

The underlying purpose of the role is, through being curious and engaged, to build the self-awareness and self-belief of others, better equipping them to collaborate, innovate, and deal with increasingly diverse and 'VUCA' (volatile, uncertain, complex, ambiguous) environments, taking appropriate decisions and actions. Effective coaching is future focussed, releases potential, enables transition, transformation and change for improvement in individuals and in the organisations in which they operate.

In their daily work, an employee in this occupation interacts with those receiving coaching as their primary contact, bringing a fresh, independent perspective to support the individual/team/organisation with the development of its people. There will be a wide range of stakeholders including line managers, senior leaders and/or heads of the organisation (e.g. when the job title is executive coach; this would tend to assume additional experience and knowledge of typical systemic issues, gained for example by the coach having held a role at a senior level themselves). The stakeholders they engage with may be at any level, including those senior to the coach. They will engage with Human Resources teams, Learning and Development teams, Organisational Development teams, learning providers, professional bodies, psychometric providers, coach training providers, the coach supervisor and peer to peer networks. They will be expected to understand and contribute to coaching budgets and return on investment considerations. They may also interact with occupational health, support organisations, and/or charities etc. to provide specialised support as needed to suit the circumstances. Coaches will work in a variety of locations and environments, both indoor and outdoors, which may require travel and overnight stays or irregular hours. Coaching activity may be face to face or by virtual means.

An employee in this occupation will be proficient in understanding self, committed to self-development, manage coaching contracts, build coaching relationships, enable insight and learning, have an orientation toward outcome and action, use models and techniques and evaluate their impact. They will be responsible for:

- using 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 those receiving coaching to create and deliver bespoke actions leading to positive change.
- using their emotional and social intelligence in an applied way to support the development of self-awareness, adaptability, resilience, wellbeing, motivation and confidence in those receiving coaching.
- remaining non-judgemental (neither denying nor affirming the perspectives and opinions of those receiving coaching), encouraging individuals to find their own solutions and appropriate ways forward.
- working with those receiving coaching in person and remotely, to aid in their self-reflection, including at times observing those receiving coaching, for example by attending a relevant meeting, to provide non-judgemental feedback

- the coaching relationship with all the parties in a coaching contract, the contract itself, signposting to other services as needed across a caseload of individuals and teams.
- quality assurance, 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 by acting as an ambassador for coaching and personal development
- holding the confidentiality of content disclosed in coaching sessions, unless there are moral or legal obligations to do otherwise, or there is a breach of organisational policy
- working within their own team and stakeholders across their environment to support the embedding of coaching skills and personal development
- where appropriate, embedding a coaching programme around a new system, regulatory change and/or change programme
- working with people at all stages of their career to remove barriers that hinder success
- appreciating a range of coaching interventions that can be used with different audiences, for example through facilitating "reverse mentoring" interventions
- understanding the costs, impacts and constraints of doing coaching, though may not be the overall budget-holder

#### Typical job titles:

Typical job titles include business coach, career coach, coach, coaching practitioner, coaching professional, executive coach, leadership coach, performance coach, systemic coach, team coach, wellbeing coach.

## Duties

### Off the job training:

Do not believe that the initial funding band allocation is appropriate but will complete the apprenticeship apprenticeship training delivery quote at a later date

## Occupation duties

Duty	KSBs
<p><b>Duty 1</b> plan, conduct and record coaching needs analyses to inform their coaching practice, coaching strategy and the organisation's coaching culture.</p>	<p>K3 K4 K6 K9 K12</p> <p>S3 S4 S5 S13</p> <p>B3</p>
<p><b>Duty 2</b> agree and develop coaching contracts with all the relevant parties that also consider ethical issues in coaching and boundaries</p>	<p>K3 K4 K5 K6 K7 K8 K10 K11 K12</p> <p>S1 S2 S3 S4 S5 S6 S10 S12 S13</p> <p>B2</p>
<p><b>Duty 3</b> 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.</p>	<p>K1 K2 K3 K4 K5 K6 K7 K8 K10 K11 K12</p> <p>S1 S2 S3 S4 S6 S7 S8 S9 S10 S12 S13 S14</p> <p>B2 B4</p>
<p><b>Duty 4</b> 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.</p>	<p>K1 K2 K3 K5 K6 K8 K12</p> <p>S3 S4 S8 S9 S10 S11 S13 S15</p> <p>B1 B4</p>
<p><b>Duty 5</b> review and interpret coaching needs analyses, 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.</p>	<p>K1 K2 K3 K4 K5 K6 K10 K11 K12</p>

	S3 S4 S5 S6 B2 B4
<b>Duty 6</b> 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.	K4 K5 K6 K9 K12 S2 S4 S5 S9
<b>Duty 7</b> 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.	K1 K2 K3 K4 K5 K6 K7 K8 K12 S1 S3 S4 S5 S6 S8 S9 S10 S12 S13 S14 B2 B4
<b>Duty 8</b> 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 CPD, coaching hours, feedback and reflection, while ensuring confidentiality).	K1 K6 K9 K11 S7 S8 S11 S15 B2 B3
<b>Duty 9</b> maintain records of coaching practice including the logging of coaching hours, supervision, recording CPD and maintaining logs of practice	K1 S11 B2 B3



## KSBs

### 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-judgementalism 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 (eg 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-focussed, 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.

## **Behaviour**

**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.



## Additional information

Proposed Route:

Business and Administration

Typical duration of apprenticeship (months):

14

Proposed occupational Level:

5

Please select the end-point assessment method/s likely to be used to assess competence against the KSBs as a whole:

Observation based Project based Coaching diary and reflection notes Discussion based

## Qualifications & professional recognition

### English and Maths qualifications

#### Level 3 and above apprenticeships

Level 3 and above apprenticeships Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

### Other mandatory qualifications

Does the apprenticeship include any mandated qualifications in addition to the above-mentioned English and maths qualifications?

No

### Entry requirements

Are there any statutory/regulatory or other typical entry requirements?:

No

### Professional recognition

Does this standard align to any professional recognition?

Yes

Please specify which Professional Body or Bodies recognise this standard and at what level

**Professional Body 1:** European Mentoring and Coaching Council - Accredited Coaching Practitioner

**Professional Body 2:** Association for Coaching - Accredited Coach

**Professional Body 3:** International Coach Federation - Associate Certified Coach

Uploads - letter from each Professional Body confirming alignment (and, if relevant, confirming any specified mandated qualification is needed)

# Consultation

## Consultation Summary

We created an online survey requesting feedback on the standard as a whole, as well as specifically on the duties, knowledge, skills and behaviours. We had 67 responses, and the proportion of respondents who answered "Yes" to the question "Having read the draft standard, does this broadly match your understanding of a coach that would operate in your organisation?". Furthermore, part of this feedback included validation that the standard fully reflects all competency statements from all three of the largest professional bodies.

Review of all feedback led to some statements throughout the standard being updated for clarity, and the addition of a skill statement related to flexibility and spontaneity.