

# OCM Apprenticeships

THE COACHING PROFESSIONAL

## COACHING PROFESSIONAL APPRENTICESHIP

### Level 5 EMCC Practitioner EQA

#### Introduction

The underlying purpose of the role of the Coaching Professional is to build self-awareness and self-belief of others, better equipping them to collaborate, innovate and deal with increasingly diverse and VUCA (volatile, uncertain, complex and 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.

#### Suitable for:-

Delegates for this Coaching Professional programme need to have the opportunity to coach others, a good level of self-awareness, be committed to self-development and be able to dedicate real time to this.

Time is particularly important, as this apprenticeship consists of approximately 308 learning hours over 14 months. An apprentice working full time (30 hours or more per week) needs to dedicate 6 hours per week to work-based learning activities to complete the programme.

They also need to be able to build effective coaching relationships and deal with a wide range of stakeholders who may be at senior levels across the organisation.

#### Coaching Professional

**Programme - 14 months - 5 modules**

##### Module 1 – 3 months

Establishing effective coaching relationships.

##### Module 2 – 3 months

Exploring tools, techniques and processes to support effective coaching.

##### Module 3 – 3 months

Using coaching models and techniques to surface insight and learning.

##### Module 4 – 4 months

Coaching evaluation and impact.

##### Module 5 – 1 month

Finalising evidence and preparing for End Point Assessment.



## Learning Outcomes

The Learning Outcomes can be stated as the achievement of the underpinning Knowledge, Skills and Behaviours that this apprenticeship is built on. These are assessed against 9 duties, which are outlined below:-

1. Plan, conduct and record coaching needs analyses to inform their coaching practice, coaching strategy and the organisation's coaching culture.
2. Agree and develop coaching contracts with all the relevant parties that also consider ethical issues in coaching and boundaries
3. 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.
4. 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.
5. 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, e.g. mental health specialists, charities, substance abuse support organisations, occupational health.
6. 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.
7. 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.
8. 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).
9. Maintain records of coaching practice including the logging of coaching hours, supervision, recording CPD and maintaining logs of practice.

## End Point Assessment (EPA):

Once the training has been completed, apprentices need to undertake their EPA. This is independent from the training and includes a range of specific assessment activities:-

- As a 'Gateway' to the EPA, there needs to be a review of their evidence, in the form of the Apprentice's Portfolio. The content of this portfolio must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required.
- **Assessment method 1: Observation with questions and answers.**

Overview - Apprentices must be observed by an independent assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method.

- **Assessment method 2: Interview supported by portfolio of evidence.**

Overview - This assessment will take the form of an interview which must be appropriately structured to draw out the best of the apprentice's competence and excellence.

- **Assessment method 3: Knowledge Test.**

Overview - The test format will consist of 40 multiple-choice questions.

## Blended Learning – Coaching Professional Apprenticeship Programme



### Webinars

7 x facilitated webinars and  
3 x listen anytime webinars  
throughout the programme.



### Online Sessions

9 sessions with  
an external Coach-Mentor  
Supervisor.



### Coaching Practice

Practice with 4 clients, ideally 1  
external and 3 internal for the first  
6 months and then repeat again  
from month 7.



### Self managed action learning sets

4 x 2 hour sessions.



### Self Assessment and Review

Online questionnaires  
and self assessments.  
2 x Client Feedback Reports from  
people that have been coached.



### Reading/Review

2 books (mandatory).  
2 optional or podcasts.



### Multimedia Online Resources

Learning Pathway contains hours  
of study materials - video, audio  
and text based resources.



### Learning reflection and planning

Completing reflection notes,  
written statements, PLPs, 2 Case  
Studies and a Coaching Journal.  
Collecting testimonials from  
a range of stakeholders.

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