

LEVEL 5 COACHING PROFESSIONAL ACCREDITATION PROGRAMME: SCHEME OF LEARNING OVERVIEW



THE WHAT & WHY

There has been a growing demand to professionalise coaching in organisations to include **one-to-one coaching, team coaching, leadership coaching and for coaching skills to be embedded within organisation's wider practice, approach, and culture.** The Professional Coach Accreditation (PCA) ensures coaches have the theory, skills, and strategies to **empower and engage** with others to enhance their professional performance. Professional coaches build the **self-belief of others**, regardless of the context, to **be curious and self-aware**, better **equipping them to collaborate, innovate and deal with the increasing pace of change.** Effective coaching is future focussed, releases potential, and enables transition, transformation and change for **long-term, sustainable improvement.**

Coaches will be able to:

1. Design and develop coaching contracts that meet professional and organisational goals.
2. Deliver highly effective coaching sessions that ensure clarity of purpose, confidence to act, and a drive to succeed.
3. Demonstrate sophisticated interpersonal skills when working with others, generating rapport and trust
4. Utilise a wide range of coaching tools and techniques to enable reflection, shift mindsets, and embed new habits.
5. Evaluate the effectiveness of coaching interactions to measure impact, assure quality and prompt self-development.
6. Lead an organisational coaching strategy to ensure coaching embeds across practice, approach, and culture.

THE HOW

THE 12 SESSIONS

- 12 online facilitated sessions, including opportunities for peer to peer coaching
 - Sessions are 3 hours long
 - Throughout the sessions (and their post session challenges) all the KSBs will be introduced and explored.
 - Session 12 will be an opportunity to prepare for the EPA:
- ✓ Consider the key moments in their skill development journey via Learning Records (PSC A) and identify areas to focus a peer observation on.
 - ✓ Reflect on their assignments (PSC B) and refine their portfolio, ready for interview.
 - ✓ Review mock knowledge tests and identify areas of the Portfolio of Evidence (PSC C) for further revision.

THE 3 POST SESSION CHALLENGES (PSC) FOR EACH SESSION

Each session will be followed by 3 Post-Session Challenges. As well as applying knowledge, skills and behaviours learned on the programme in your daily role, you will have 3 PSCs set by your facilitator to complete for the next session. The 3 PSCs will contribute to your OTJ hours. Below are the rationale and features of each PSC you will be set, explained below.

PSC A: PRACTICING & REFLECTING AS A COACH

Focus is on your skills and practice as a coach and on those standards assessed via the **Observations** (and Q & A).

1. Opportunities for observed peer to peer coaching sessions with feedback given.
2. Complete an **Learning Record or Reflection Log** after each practice (not session) summarising your key learning, skills demonstrated and impact.
3. You will need to record and submit 3 coaching sessions to your DC for feedback throughout the apprenticeship.
4. Use your reflection to refine skills ready for EPA.

PSC B: RECORDING GROWTH & COMPETENCE AS A COACH

The focus is your growth as a coach and on those standards assessed via the **Interview** (and portfolio).

1. Complete 12 **Assignments**. A question is posed and answered after each session (e.g., in either written or recorded form). Before session 12, all assignments are reviewed and amended in the context of your learning journey.
2. In **My Portfolio**, you will complete all 12 assignments – i.e., Assignment 1 after session 1. The relevant standards are referenced next to the question. Your final portfolio will comprise 10-15 pieces of evidence, including your assignments, however, other forms of evidence are also encouraged (e.g. a testimony from a coachee/ coaching transcript etc).

PSC C: BUILDING KNOWLEDGE AS A COACH

Focus is on your growing knowledge as a coach and on those standards assessed via the **Knowledge Test**.

1. Complete the knowledge questions set after each session. 1
2. After **Peer to Peer Coaching Sessions** you will have example Mock **Knowledge Test** questions to answer.
3. If the knowledge questions are answered within a coaching context, this can also contribute to some of the core “skills” standards.

SESSION 1: COURSE OUTLINE, UNDERSTANDING GATEWAY & EPA

THE SESSION - 3 HOURS

Sections and Activities	Standards
Introduction to apprenticeship: Structure of the programme	
Documentation: Understand KSBs; End Point Assessment; Assessment toolkit and Mapping criteria	
How to collect evidence: Introduction to assessment criteria; My Portfolio tour	
<i>Prepare for PSC.</i>	

THE POST SESSION CHALLENGES

PSC A PRACTICE & REFLECTION AS A COACH	PSC B RECORDING GROWTH & COMPETENCE AS A COACH	PSC C KNOWLEDGE BUILDING AS A COACH
	<i>Assignment 1:</i> Upload evidence of completed OTJ entry Upload KSB Tracker Create your own Personal Development Plan using the template provided.	

SESSION 2: INTRODUCTION TO COACHING

THE SESSION - 3 HOURS

Sections and Activities	Standards
Define coaching: Coaching Principles; Coaching competencies; How it differs from other forms of support	K6 Coaching theory K10 Define coaching.
Setting up effective coaching: Contracting and recontracting; Non judgemental feedback; Time management	K4 Contracting S1 Time management S3 Communication. S6 Rapport and trust. S7 Feedback
Fundamental skills: Listening and responding Listening levels; listening and responding.	K7 Communication methods.
<i>Prepare for PSC.</i>	

THE POST SESSION CHALLENGES

PSC A PRACTICE & REFLECTION AS A COACH	PSC B RECORDING GROWTH & COMPETENCE AS A COACH	PSC C KNOWLEDGE BUILDING AS A COACH
<i>Practice 2:</i> S1 & S4: Over the next 4 weeks, look for opportunities to utilise your initial coaching skills with colleagues, think about contracting, setting out the structure of a coaching session, defining the roles of the coach and the coachee and the benefits of coaching.	<i>Assignment 2:</i> K4: Explain the importance of contracting during the initial session and recontacting at the start of each subsequent, coaching session.	<i>Knowledge 2:</i> K10: Explore and analyse the differences and similarities between coaching, mentoring, training, counselling and consulting.

SESSION 3: COMMUNICATION & QUESTIONING

THE SESSION - 3 HOURS

Sections and Activities	Standards
Ensuring effective Communication: Communication models; Providing Feedback	K12 Coaching Models B4 Respect S7 Feedback
Types of Communication: Body language; Using Emotional Intelligence; Energy Shifts	K7 Communication Methods S3 Communication S11 EI S13 Energy Shifts
Effective Questioning: Question types; Active listening	S9 Questioning Techniques S12 Apply expertise

THE POST SESSION CHALLENGES

PSC A PRACTICE & REFLECTION AS A COACH	PSC B RECORDING GROWTH & COMPETENCE AS A COACH	PSC C KNOWLEDGE BUILDING AS A COACH
<i>Practice 3:</i> S6: Coach a colleague on two occasions for 40-45 minutes each. Focus on how you build trust and rapport and explore the types of questions you use within the session. Evaluate the process with them and consider your WWWs and an EBI for developing your coaching.	<i>Assignment 3:</i> S9: Evaluate a range (at least three) of questioning techniques such as open questions, Socratic questioning, clarifying, hypothetical, challenging etc and explain how these can be used within a coaching context S4: Create your own coaching contract to use with your coachees. Be sure to include a section on confidentiality & Ethical code.	<i>Knowledge 3:</i> K7: Listening is a fundamental skill for any coach. Explain the various levels of listening and how these can support the coaching process. You should specifically link this to your coaching experience or contextualise your understanding within a coaching scenario. S6 & B4: Why are trust and rapport important elements of the coaching process? How have you attempted to build these with a coachee?

SESSION 4: VALUES, BELIEFS AND ETHICAL PRACTICE

THE SESSION - 3 HOURS

Sections and Activities	Standards
Growing awareness of self & others to improve learning & insight: Values & beliefs; Unconscious Bias; Diversity & Inclusion	K3 Diversity & Inclusion S4 Stakeholders S8 Identifying beliefs S11 EI S14 Celebrating Diversity S15 Self-Awareness B2 Self-Regulation & wellbeing
Holding oneself to the highest ethical standards: Code of ethics & confidentiality; Relevant Legislation	K11 Legislation and guidance S3 Confidentiality S6 Trust
Coaching Theory: Personality Types & Theory; Humanist & Motivational Theory	K12 Models & techniques S12 Apply expertise B1 Self-development
<i>Prepare for PSC.</i>	

THE POST SESSION CHALLENGES

PSC A PRACTICE & REFLECTION AS A COACH	PSC B RECORDING GROWTH & COMPETENCE AS A COACH	PSC C KNOWLEDGE BUILDING AS A COACH
<i>Practice 4:</i> S14 & B1: Coach someone from a different background to yourself (Age, gender, race, religion etc). During your session, focus on how you actively demonstrate UPR and celebrate the individualism of your coachee.	<i>Assignment 4:</i> S15 & B2: It is incredibly important professional coaches are self-aware. Complete the Wheel of Life activity explain how having a greater awareness of self impacts your coaching practice?	<i>Knowledge 4:</i> K3: Reflecting on diversity and the concept of unconscious bias, how might this inform your role as a professional coach? K3: Identify 1 personality type from one of the theories and explain how you might use this within your practice as a professional coach?

SESSION 5: CULTURE THEORIES AND STAKEHOLDER MANAGEMENT

THE SESSION - 3 HOURS

Sections and Activities	Standards
Coaching for Organisational Success: Coaching Culture, Theories & Values; Leadership Theory; Contracting with Organisations	K5 Theories of Culture & Leadership K6 Coaching Protocols S4 Stakeholders
Stakeholder Management: Working with various stakeholders within an organisation; Balancing goals; Challenging Leaders; Power Dynamics & Transactional Analysis	K12 Coaching Models K6 Coaching Protocols S4 & S5 Stakeholders S15 Self Awareness B3 Coaching Ambassador
<i>Prepare for PSC.</i>	

THE POST SESSION CHALLENGES – 6 HOURS

PSC A PRACTICE & REFLECTION AS A COACH	PSC B RECORDING GROWTH & COMPETENCE AS A COACH	PSC C KNOWLEDGE BUILDING AS A COACH
<i>Practice 5:</i> S5: Coach a colleague that is senior or challenging on two occasions. Evaluate the process of working within organisational constructs and possible hierarchies. How does this impact the coaching process, how did you manage it?	<i>Assignment 5:</i> K5: Explain one type of organisational theory (Schein etc) and describe the impact that this may have on individuals and their behaviour. Where possible link this to your own coaching experience or apply to a coaching scenario.	<i>Knowledge 5:</i> K5: Using leadership theory to support your answer, explain how coaching could be used to develop a colleagues' leadership skills. S4: Outline the process of coaching within an organisation. Explain the importance and methods of successfully balancing the wishes of leaders (and other stakeholders) with the interests of your coachee/s so individual and organisational goals are achieved?

SESSION 6: PEER TO PEER PRACTICE OBSERVATION

THE SESSION - 3 HOURS

Sections and Activities	Standards
Recap Learning: Values & Beliefs; Ethical Practice; Stakeholder Management; Cultural Theory	K5 Organisational Theory K12 models and techniques
Coaching Practice Focus: Adapting contracting for various stakeholders inc. SLT; Understanding coachees values & beliefs; Demonstrating strong ethics and UPR	K12 models and techniques S3 Coaching Process S4 Stakeholders S6 Rapport/ Trust S9 Questioning S10 Coaching models S11 UPR S12 Apply Expertise S15 Values & Beliefs
<i>Prepare for PSC.</i>	

THE POST SESSION CHALLENGES

PSC A PRACTICE & REFLECTION AS A COACH	PSC B RECORDING GROWTH & COMPETENCE AS A COACH	PSC C KNOWLEDGE BUILDING AS A COACH
<i>Practice 6:</i> B1: Complete a Learner Record reflecting on what you learnt from being a coach and from being a coachee. Continue to practice developing your questioning and listening skills over the next four weeks, tuning into values, beliefs and behaviours.	<i>Assignment 6:</i> K6 & K11: Considering legislation and guidance, summarise and articulate your own code of conduct as a professional coach in no more than 50 words.	<i>Knowledge 6:</i> Complete Mock Knowledge Test Questions.

SESSION 7: GOAL SETTING & ROI

THE SESSION - 3 HOURS

Sections and Activities	Standards
Goal Setting: Methods & Models of Goal Setting; Setting SMART goals; Coaching models for setting targets/ goals	K9 Evaluation Theory K12 Coaching Models S2 Setting Goals S7 Feedback
Organisational Awareness: Aligning goals/ targets; Theories on ROI; Evaluation benefits	S4 Agreeing Goals S5 Stakeholders
Managing Stakeholders: Questioning techniques; Visualisation; Monitoring effectiveness	S8 Identifying beliefs S12 Coaching Models B3 Coaching Ambassador
<i>Prepare for PSC.</i>	

THE POST SESSION CHALLENGES

PSC A PRACTICE & REFLECTION AS A COACH	PSC B RECORDING GROWTH & COMPETENCE AS A COACH	PSC C KNOWLEDGE BUILDING AS A COACH
<i>Practice 7:</i> S12: Coach a colleague on two occasions for 40-45 minutes each. Focus on using models and tools learnt to set goals and create a plan. Evaluate the process with them and consider your WWWs and an EBI for developing your coaching. Read through and reflect on	<i>Assignment 7:</i> K12 & S2: Evaluate a method used for goal setting. Explain how you have used this within a coaching session to facilitate a realistic plan.	<i>Knowledge 7:</i> K9: Explain the role evaluation plays in demonstrating return on investment and delivery of value within the coaching process.

SESSION 8: COACHING PSYCHOLOGIES & PRACTICES

THE SESSION - 3 HOURS

Sections and Activities	Standards
Theories of learning: Theories of learning within a coaching context; Psychological approaches	K1 Learning Theory K12 Coaching Models
Coaching Practices: Building Rapport & Trust; Identifying Limiting Beliefs	S6 Rapport & Trust S8 Patterns of thinking
Questioning & Feedback: Questioning techniques; Coaching tools & Models; Delivering feedback	S9 Questioning S10 & S12 Coaching Models S7 Feedback
<i>Prepare for PSC.</i>	

THE POST SESSION CHALLENGES

PSC A PRACTICE & REFLECTION AS A COACH	PSC B RECORDING GROWTH & COMPETENCE AS A COACH	PSC C KNOWLEDGE BUILDING AS A COACH
<i>Practice 8:</i> S8: During a coaching session use one of the models/ theories covered within a coaching session to better understand your coachee and identify patterns in thinking. Evaluate how this impacted the coaching session.	<i>Assignment 8:</i> K1: Evaluate two theories of learning and explain how these can be used within a coaching sessions to help a coachee achieve their goals. You should specifically link this to your coaching experience or contextualise your understanding within a coaching scenario. S10: Using your knowledge of coaching theory, create your own coaching model, outlining each stage and its possible impact.	<i>Knowledge 8:</i> K1: Identify 2 areas of psychology and explain how this knowledge can support coachees to achieve their goals. You should specifically link this to your coaching experience or contextualise your understanding within a coaching scenario.

SESSION 9: SELF AWARENESS AND MANAGING EMOTION

THE SESSION - 3 HOURS

Sections and Activities	Standards
Grow awareness and insight of self and others: Models, techniques and tools to develop self-awareness of coachee and coach.	K8 Self awareness theory S7 Feedback S12 Coaching Theories S15 Self Awareness B2 Self-regulation and wellbeing
Patterns of Thinking: Methods to identify and address patterns of thinking; limiting/ enabling beliefs and actions.	K4 Contracting S8 Identifying patterns B4 Flexibility & Respect
Identifying & Managing emotions Emotional & Social Intelligence; Empathy; Acceptance; Energy shifts	K2 EI S5 Challenging People S6 Rapport/ Trust S8 Identifying beliefs S11 EI & Empathy S13 Energy Shifts
<i>Prepare for PSC.</i>	

THE POST SESSION CHALLENGES

PSC A PRACTICE & REFLECTION AS A COACH	PSC B RECORDING GROWTH & COMPETENCE AS A COACH	PSC C KNOWLEDGE BUILDING AS A COACH
<i>Practice 9:</i> K8/S9: During a coaching session use one of the models covered (Johari window/ unconscious incompetence etc) to encourage self awareness within your coachee. Reflect on the strengths and difficulties of this within a coaching session.	<i>Assignment 9:</i> K8: Evaluate a self- awareness theory and explain how you have used this within a coaching session to support a coachee's progress. You should specifically link this to your coaching experience or contextualise your understanding within a coaching scenario.	<i>Knowledge 9:</i> K2 & S11: Explain one theory of emotional intelligence and evaluate its importance within coaching. S13: Explain how you have identified and addressed energy shifts within your coaching.

SESSION 10: FEEDBACK, EVALUATING PROGRESS AND IMPACT

THE SESSION - 3 HOURS

Sections and Activities	Standards
Feedback: Gathering information on your own effectiveness; Assessing and managing feedback .	S15 Self-awareness
Articulating progress and impact: Methods & models of reflection; Principles of self development; Evaluation of practice & Impact	K9 Evaluation B1 Self-development
Self Development: Using reflection and feedback to develop as a coach; Living the coaching mindset; Awareness of own needs/ boundaries	S4 Boundaries B2 Self-regulation and wellbeing B3 Ambassador
<i>Prepare for PSC.</i>	

THE POST SESSION CHALLENGES

PSC A PRACTICE & REFLECTION AS A COACH	PSC B RECORDING GROWTH & COMPETENCE AS A COACH	PSC C KNOWLEDGE BUILDING AS A COACH
<i>Practice 10:</i> B3: Conduct an 'impact session'/ seek feedback with each of your coachees to evaluate the impact of coaching sessions with them.	<i>Assignment 10:</i> K1 & S7: Evaluate and explore a model of reflective feedback. Explain how meaningful feedback supports the coaching process. You should specifically link this to your coaching experience or contextualise your understanding within a coaching scenario. S1: Time management is a crucial component to effective coaching, explain how you manage your time to ensure the best possible coaching experience. Consider including how you diarise, prep, reflect and maintain records. How do you ensure this time is protected?	<i>Knowledge 10:</i> B2: Explain how you have used feedback to identify areas for development and how you have improved upon these. Review your PDP that you developed at the beginning of the apprenticeship and reflect on your development. Consider how you will continue to develop within your role once the course is over.

SESSION 11: PEER TO PEER PRACTICE OBSERVATION

THE SESSION - 3 HOURS

Sections and Activities	Standards
Recap Learning: Self- awareness; Emotional intelligence & Empathy; Managing emotion; Evaluating impact	K8 Self awareness theory S7 Feedback S12 Coaching Theories S15 Self Awareness B2 Self-regulation and wellbeing
Coaching Practice Focus: Using tools to develop coachee’s self- awareness; Non judgemental feedback; Identifying energy shifts	K4 Contracting K12 Coaching Techniques S6 Validating/Emotions S8 Identifying beliefs S9 Questioning S11 EI S12 Insight S13 Energy Shifts B1 Self-development
Prepare for PSC.	

THE POST SESSION CHALLENGES

PSC A PRACTICE & REFLECTION AS A COACH	PSC B RECORDING GROWTH & COMPETENCE AS A COACH	PSC C KNOWLEDGE BUILDING AS A COACH
<i>Practice 11:</i> Record a coaching session & send this to your Dev Coach for feedback Preparing for your EPA observation: Attempt to complete a recorded session as if you were at EPA. Consult the Grading amplification and ensuring you are covering as many components as possible.	<i>Assignment 11:</i> Complete PDP. Identify areas of progression and how you have identified further areas for development. How will you commit to continued development as a coach? From this Identify your own coaching ethos. How have you developed and embodied a coaching mindset?	<i>Knowledge 13:</i> Review KSB tracker and ensure that any gaps are identified and revision of relevant learning is completed- Share with Dev coach for next session. Review learning and prepare for Mock Knowledge test

SESSION 12: REVIEWING LEARNING, GATEWAY & EPA

THE SESSION - 3 HOURS

Sections and Activities
Recap of the End-Point Assessment Observation, Interview, Knowledge Test
Preparing for Observation Consider the key moments in your skill development journey via the coaching log (PSC 1) and identify areas for development. Coaching practice.
Preparing for Interview Reflect on assignments (PSC 2) and refine portfolio, ready for interview. Interview practice.
Preparing for Knowledge Test Review a mock knowledge test and identify areas (PSC 3) for further revision. Knowledge test practice.
Next steps for the end-point assessment

THE POST SESSION CHALLENGES

PSC A PRACTICE & REFLECTION AS A COACH	PSC B RECORDING GROWTH & COMPETENCE AS A COACH	PSC C KNOWLEDGE BUILDING AS A COACH
<i>Practice 12:</i> Record a coaching session & send this to your Dev Coach for feedback Preparing for your EPA observation: Attempt to complete a recorded session as if you were at EPA. Consult the Grading amplification and ensuring you are covering as many components as possible.	<i>Assignment 12:</i> Complete PDP. Identify areas of progression and how you have identified further areas for development. How will you commit to continued development as a coach? From this Identify your own coaching ethos. How have you developed and embodied a coaching mindset?	<i>Knowledge 12:</i> Review KSB tracker and ensure that any gaps are identified and revision of relevant learning is completed- Share with Dev coach for next session. Review learning and prepare for Mock Knowledge test