

# PETROC

## Adult Success Coach Pilot Model

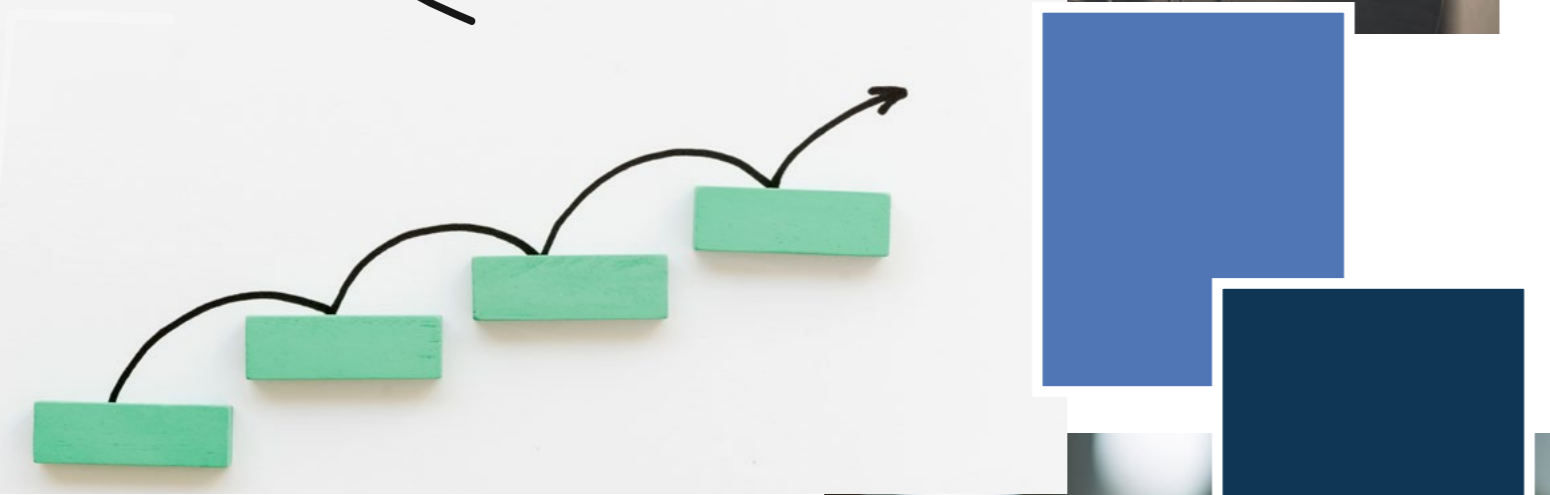
STRAND 3



HM Government



COMMUNITY  
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**PETROC**



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## Background

As part of the UK Community Renewal Fund, which is managed by Devon County Council, the 'Innovation for Youth & Community' is a project led by Petroc. Petroc, via the Faculty of Progressive Studies, piloted an Adult Success Coaches programme to support the unemployed, particularly in priority groups and those most severely impacted by Covid-19, to return to employment or learning.

This strand addresses a recommendation from Petroc's recent Impact report for the Empowering Enterprise project, funded by The National Lottery Community Fund and the European Social Fund.



## The Adult Success Coach Model

The Adult Success Coach model is a short, bespoke intervention to support adults achieve their goals and move forwards in an element of their training or employment.

The structure is a simple three step process designed to empower the individual to make their own progress towards their aim.

### Step 1

The sign up session consists of a number of elements designed to determine eligibility and suitability of the potential participant.



**Data Capture:** Basic personal data is collected to ensure the learner is eligible and appropriate for the support.



**Initial Coaching:** Our Adult Success Coaches use the GROW model.



**Identify Aim:** The Coaches help the participant to explore their ideas and establish a realistic goal to achieve as a result of this process.



**Set Targets:** The Adult Success Coaches will make sure the participants go away with a list of things they need to do to start achieving their goals.

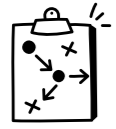
Referrals are made if relevant.



## Step 2



**Follow up on targets:** ensure the participant has taken the agreed steps and review the outcomes.



**Make a future plan** based on the outcomes of the above steps. This may be the final part of the participant's journey on the Adult Success Coach model.

Additional coaching can be provided if required, and further targets can be set pending another session if that is required.

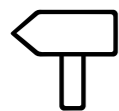
## Step 3

This step was not always required, some participants found success and moved on after step 2. And in some rare occasions, the participant benefitted from more than three sessions.

If a third session had been planned or was later deemed required, this should consist of a final discussion to summarise all the steps taken and make a future plan for the participant to keep moving forwards. Activities might include:



Identify additional employability support



Refer to another support organisation in relation to the new need



Define a strategy to achieve participants' goals beyond the coaching support

## Who is it for?

This intervention was for individuals aged 25+. There were no other eligibility criteria. However, the intervention was not suitable for all individuals. To benefit from this participant-led, short term interventions, participants needed to be:

- Self-motivated
- Ready to move forward without significant barriers to accessing support
- Clear on their aims
- Willing to put in the work themselves - Adult Success Coaches guide participants, they don't do the work for them.

This model was for people aged 25+, either unemployed, economically inactive or in low paid work with ambitions to take the next step.

Step 1, the sign up, is intended to identify individuals who are suited to this support, and to signpost others for alternative support.

Suitable participant	Unsuitable - make referral to alternative service
Clear idea of their goal	No particular goal
Minor barriers to achievement	Far removed from job market, education or training
Unsure of system e.g. FE loans, benefits for working parent, etc.	Significant barriers to achievement e.g. <ul style="list-style-type: none"><li>• Mental health issues</li><li>• Chaotic lifestyle</li><li>• Major housing or debt issues</li></ul>
No idea how to start the process	These sorts of issues need to be dealt with first, by highly qualified support organisations, before an Adult Success Coach can help.
Lack of self confidence	
Need job seeking or employability support	
Stuck on a particular idea and unable to progress, or needing motivation to move forward	

## Recruiting participants

Recruitment must be focused and targeted. During the project, the most successful recruitment came from attending specific venues or events with a planned approach. Popping up at general community places e.g. the Pannier Market did not result in good quality referrals.

Approaching the Royal Marines Base at Chivenor worked well as the Adult Success Coaches were able to tailor provision for a group of participants who were mostly female, hadn't lived in the same place for long given that their partners are moved from base to base frequently. The Adult Success Coaches focussed on the skills and qualifications individuals had, listened to their aspirations, then tailored coaching to support participants to find opportunities that could move around with them, when they were inevitably relocated.

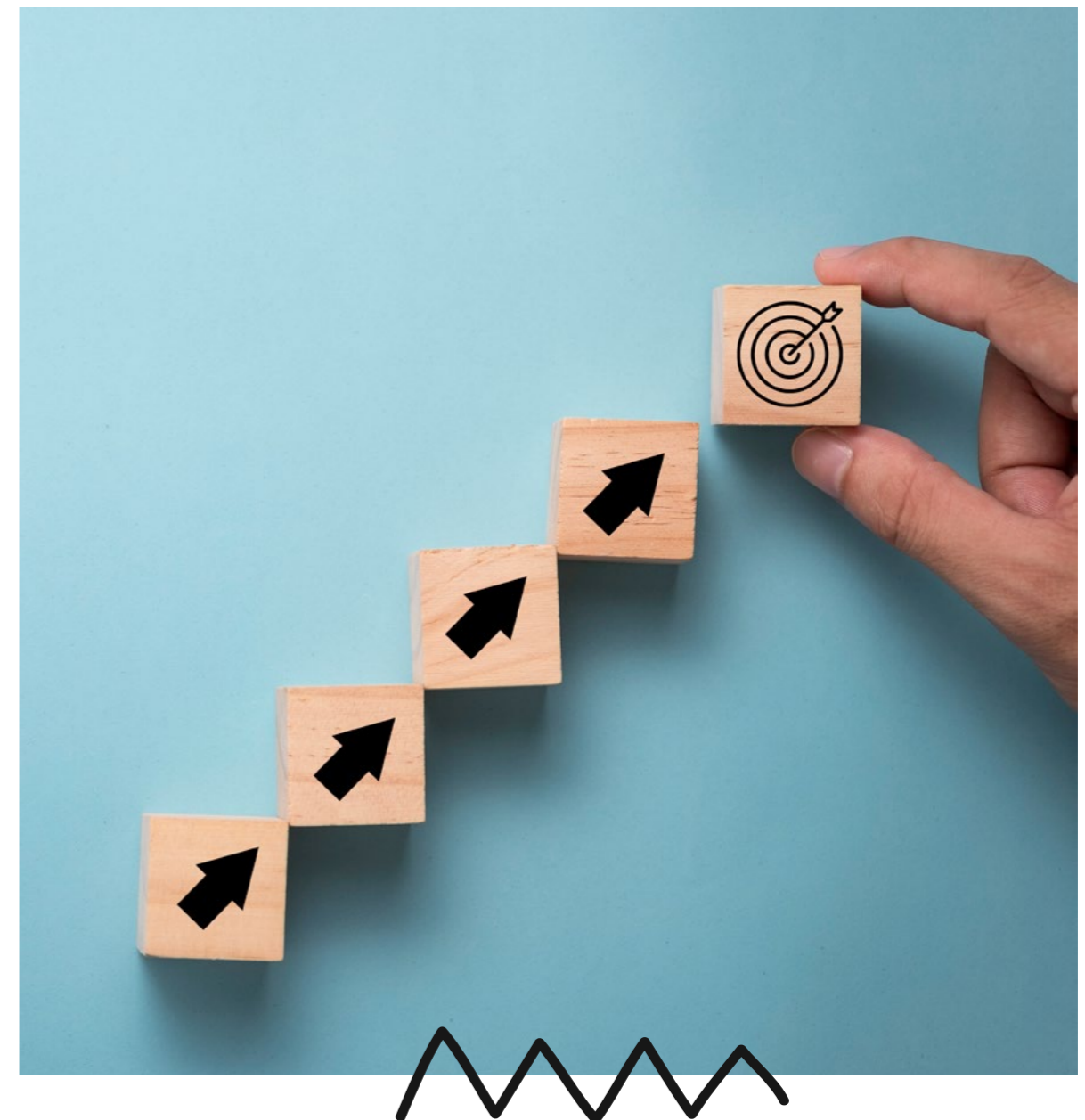
Ukrainian Summer Camp was also a very successful event at which to recruit. The Adult Success Coaches were able to plan in advance to ensure that an interpreter would be present, and they could anticipate some of the most likely needs arising from the event and prepare to meet those needs. Many of the participants from this event were women looking after children alone as their partners were still in Ukraine. Adult Success Coaches could prepare, for example having information available on ESOL courses, job seeking in a new country, understanding the benefits system, childcare and so on.



## Signposting

Adult Success Coaches need a thorough understanding of alternative provision in the area so that those individuals who are not suitable for Adult Success Coach support, or those who need help alongside the support, are effectively referred to the most appropriate services. For example, the Adult Success Coaches may be able to support an individual to apply for courses to help them achieve their career aspirations.

However, if the individual also needs advice on benefits, either before or during their Adult Success Coach intervention, a suitable referral must also be made to a service such as Citizens Advice. Adult Success Coaches should have access to an up to date, comprehensive directory and, ideally, should also make themselves known to referral organisations.



# Person Specification for an Adult Success Coach

## Personality type

Adult Success Coaches need to be flexible, self-motivated and skilled in making connections with people at every level. Managers at Petroc highlighted the following key traits:



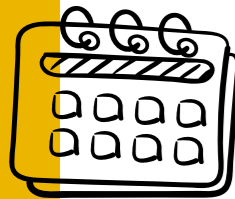
**Showing initiative:** Adult Success Coaches will deal with each participant in a bespoke way. This means they must be able respond to unique and diverse needs and provide individualised support. This cannot be dictated in the model. They will need to take the initiative to deal with each participant on a case by case basis, contacting specific organisations and undertaking specific activities that suit the individual.



**Communication skills:** Adult Success Coaches need to be able to pitch their communication at all level with confidence, engaging with participants, college colleagues, local community organisations and stakeholders.



**Realistic:** Adult Success Coaches must be realistic about the prospects of success for an individual using the service. They should work with the individual to identify their goals and, if they are not appropriate for a short term intervention, it is important to be honest about this with the participant and carry out effective referrals to more appropriate provision.



**Organised:** As with all such roles, the Adult Success Coaches will need to keep records, make regular contact with participants, and ensure they are following up with them to keep them motivated. Organisational skills are vital to keep on top of a high number of a range of participants.

## Community understanding

Adult Success Coaches must be well integrated into the community, or be willing to get out into the community and work hard to make contacts and develop a network of organisations able both to refer participants into the service, and to support participants to progress.

Adult Success Coaches need to have a deep understanding of how the community works and how to be seen as part of the support network – they need to be visible, attending as many community events as possible to promote the opportunity and make contacts.

For this pilot project, the Adult Success Coaches were able to attend several local events in North and Mid Devon, including It's A New Day! Recruitment, Wellbeing and Advice Fair held in North Devon.

## Qualifications and recommended training

Whilst the personality type is of the utmost importance in seeking out effective Adult Success Coaches, undertaking relevant qualifications in coaching and mentoring equip them with skills, ensuring best practice is at the forefront of their delivery.

During this project, one of our Adult Success Coaches took the CMI Level 3 Unit in Coaching and Mentoring which she cascaded to her colleagues. All of them found the formal training consolidated their coaching skills and helped them to establish a consistent approach in working with participants.

It was noted however that, despite any standardised approach learnt through training, they must be adaptable and continue to meet individual need when coaching.

Other core business training which is particularly important for Adult Success Coaches:

- **Data Protection**, as they would be handling personal data, including sensitive personal data, about the participants.
- **Safeguarding** and **lone working** as they may be working with vulnerable adults, and they may find themselves working on a one-to-one basis.

## Promoting the Adult Success Coach Model

The Adult Success Coach team have tried several approaches to promote the model. One approach was to advertise the model via the college's marketing and social media channels.

In addition to this, the team engaged directly with several local organisations and community groups in Northern Devon. These included One Northern Devon, WINGS Ukrainian Hub, Royal Marines Base Chivenor and North Devon Homes summer fair. The team also organised an open day event at Petroc which was an opportunity to promote the model whilst recruiting potential participants.

As mentioned above, the team have also promoted the coaching sessions to Ukrainian families who engaged with Petroc Ukrainian Summer Camp during summer 2022.



## Recommendations

The Adult Success Coach model is a short intervention helping individuals who need a relatively swift intervention to achieve a large gain. It is therefore a cost effective way to support a high number of participants at any one time and achieve a great deal with low resources.

This model can act as an important early intervention before an individual becomes stuck, demotivated and low in self-esteem which may rapidly lead to long term unemployment and economic inactivity.

In order to build on the model and keep the momentum, a long-term strategy should be developed to provide for a collection of Community Outreach Hubs across the region that provide Adult Success Coaching to anyone in need of a short intervention to move forwards.

Funding would be required to resource the activity in the longer term. The model should be considered for any relevant future bids so that it can be tested, developed and rolled out to a range of organisations (educational institutions, charities, social prescribers) for the benefit of more individuals across a larger geographical area.



# Appendix 1: Adult Success Coach model template

## Adult Success Coach Coaching and Mentoring Session One

<b>Name:</b>	<b>Date/Time:</b>	<b>Location:</b> PETROC
Introduction/Overview		
Confidentiality/Boundaries		
Expectations		
Session format		

## GROW Model Overview

<b>G</b>	<b>Goals</b>	What do you want to achieve?	
<b>R</b>	<b>Reality</b>	What's your current situation and resources we have?	
<b>O</b>	<b>Options</b>	What are your options or obstacles	
<b>W</b>	<b>Will/Way</b>	How do you want/will to move forward? What	

Next steps?	
Next meeting?	

# Appendix 2: Case Studies

## Case study 1

The participant was attending ESOL at Petroc as English is not her first language and was interested in coaching for personal development. I completed several coaching sessions with over a 6 month period.

The participant has the equivalent of a Masters Degree (Childhood Development) in Bulgaria and wished to work with 'kindergarten' aged children again as she previously has in Bulgaria. We explored the teaching options and due to a complex process, this was not overly attractive to the participant, so I introduced her to the Level 2 Teaching Assistant course at Petroc, as this would allow her to gain a UK recognised qualification whilst working in a local placement school, which I suggested could be a school for children with additional needs. The participant was excited about this proposal, and she applied for the September 2022 course. However, the participant was declined a place on the course due to concerns around her level of English and ability to complete coursework. Therefore, the participant continued with the ESOL course to improve her English with a view to enrol on the TA course in September 2023.

In the meantime, we worked together on her employability skills as she was working in a care home and wished to change her job. A position arose at Petroc for a LSA, which I encouraged her to apply, I was pleased that she attended an interview, but sadly was not appointed. This was upsetting for her as she felt disappointed and quite upset, as her confidence had been knocked. I then spent time building her confidence again and she applied for another job with the NHS, to which she was appointed. She continues to work towards the TA course.

Although the above case study does not sound like it was overly successful, in terms of outcomes, it was on a personal level for the participant. She was able to identify her goal to work with children with additional needs and the steps she needed to take to achieve that goal.



## Case study 2

The participant was attending ESOL at Petroc as English is not her first language and was interested in coaching for personal development. I completed several coaching sessions with over a 3 month period.

The participant was working as a room cleaner in a local hotel. The participant was not sure what career she wanted to pursue, so we discussed what type of careers interested her, to which she identified that she had always been interested in dentistry. I found a Dental Nursing Level 2 and Level 3 Apprenticeship at Exeter College which would allow her to earn whilst she trained as she needed to support herself and her daughter. The course required her to have obtained Functional Skills Maths and English prior to starting the course, so I signed her up to these courses at Petroc. However, a discussion then followed around a minimum ESOL requirement for Level 2 Maths and English, so she would need to continue with the ESOL until she reached the standard.

This case study demonstrates how the coaching was key in identifying an overall goal and the stepping-stones to achieve that goal.



# Appendix 3: Data Capture Forms

## Participant Data Form 1

**Instructions for participant:** please complete all pages of this form and make sure you have signed the declaration in the 'Participant Declaration' box

Section 1: Participant information (please circle or mark 'X' where appropriate)	
<b>Date/Time:</b>	
<b>First name(s)</b>	
<b>Surname</b>	
<b>Sex</b>	Male <input type="checkbox"/> Female <input type="checkbox"/> Prefer not to say <input type="checkbox"/>
<b>Age</b>	16-24 <input type="checkbox"/> 25-29 <input type="checkbox"/> 30-34 <input type="checkbox"/> 35-39 <input type="checkbox"/> 40-44 <input type="checkbox"/> 45-49 <input type="checkbox"/> 50-54 <input type="checkbox"/> 55-59 <input type="checkbox"/> 60-64 <input type="checkbox"/> 65+ <input type="checkbox"/> Prefer not to say <input type="checkbox"/>
<b>Email address</b>	
<b>Contact phone number</b>	
<b>National Insurance number</b>	
<b>Home postcode</b>	
<b>Ethnicity (please tick the box that applies to you)</b>	
White	Black British
Mixed	Caribbean
Asian	Prefer not to say
Asian British	Other ethnic group (please provide detail in box below)
Black	
Prefer not to say	

<p><b>Do you have any long-standing illness, disability or infirmity? (Long-standing means anything that has troubled you over a period of time or that is likely to affect you over a period of time)?</b></p>	<p><b>Yes</b> <input type="checkbox"/></p> <p><b>No</b> <input type="checkbox"/></p> <p>If you answered 'yes', please say whether you are affected in any (or all) of the following areas:</p> <p>Vision <input type="checkbox"/></p> <p>Hearing <input type="checkbox"/></p> <p>Mobility <input type="checkbox"/></p> <p>Dexterity <input type="checkbox"/></p> <p>Stamina/fatigue <input type="checkbox"/></p> <p>Learning/understanding <input type="checkbox"/></p> <p>Memory <input type="checkbox"/></p> <p>Mental health <input type="checkbox"/></p> <p>Social interaction/behaviour <input type="checkbox"/></p> <p>Other, please provide details –</p>
<p><b>Do you feel you have a neurodivergent condition (i.e. your brain functions differently to many people) such as ADHD, Autism Spectrum Disorder, Dyslexia? (This may be diagnosed or not diagnosed)</b></p>	<p><b>Yes</b> <input type="checkbox"/></p> <p><b>No</b> <input type="checkbox"/></p> <p><b>Not sure</b> <input type="checkbox"/></p>
<p><b>Do you consider yourself to be a disabled person?</b></p>	<p><b>Yes</b> <input type="checkbox"/></p> <p><b>No</b> <input type="checkbox"/></p> <p><b>Prefer not to say</b> <input type="checkbox"/></p>
<p><b>Are you currently in care?</b></p>	<p><b>Yes</b> <input type="checkbox"/></p> <p><b>No</b> <input type="checkbox"/></p>
<p><b>Are you a care-leaver (i.e. you have spent some time in the past in foster care, residential care or other arrangement as a child)?</b></p>	<p><b>Yes</b> <input type="checkbox"/></p> <p><b>No</b> <input type="checkbox"/></p>
<p><b>Are you a carer?</b></p>	<p><b>Yes</b> <input type="checkbox"/></p> <p><b>No</b> <input type="checkbox"/></p>
<p><b>Do you have your own transport?</b></p>	<p><b>Yes</b> <input type="checkbox"/></p> <p><b>No</b> <input type="checkbox"/></p>

Section 2: Participant employment status	
Current employment status – this is your employment status at the START of this activity / project	
<p>Unemployed - you have been actively looking for work in the last 4 weeks and are available to start in the next 2 weeks</p> <p><i>Please also indicate how many months you have been unemployed</i></p>	<p><input type="checkbox"/></p> <p>___ Year(s) ___ Month(s)</p>
<p>Economically inactive - you are not currently in work or looking for work for some reason e.g. full/part-time student, volunteer, unpaid work placement</p>	<p><input type="checkbox"/></p>
<p>Employed - you are doing one or more hour of work each week or are temporarily away from work for some reason e.g. sickness</p> <p><i>Please also detail your job title and sector</i></p>	<p><input type="checkbox"/></p> <p>Job title: Sector:</p>

Participant Declaration	
<p><b>I confirm that, to the best of my knowledge, the information above is correct and given in good faith.</b></p> <p><b>Please find details of the Innovation for Youth &amp; Community Privacy Notice at the end of this form. This details how we will collect and use the information we collect.</b></p>	
Participant signature	
Project staff signature	
Please print staff name	
For Office Use Only (NOT TO BE COMPLETED BY PARTICIPANT)	
Strand:	Partner/Grant recipient:

Printable form accessible to download here:



**Participant Data Form 2**

**Instructions for participant:** please complete all pages of this form and make sure you have signed the declaration in the 'Participant Declaration' box.

Participant information	
First name(s)	
Surname	

**Section 3 is to be completed for EVERY session you attend (additional sheets are available)**

Section 3: please complete the table below for each session you attend			
Date	Time of session i.e. 9am – 4pm	Type of session	How many people are involved in the session? (excluding trainer)
	Face to face <input type="checkbox"/> Online <input type="checkbox"/> Other:  <i>If marked other, please detail above</i>		
	Face to face <input type="checkbox"/> Online <input type="checkbox"/> Other:		
	Face to face <input type="checkbox"/> Online <input type="checkbox"/> Other:		
	Face to face <input type="checkbox"/> Online <input type="checkbox"/> Other:		
Hours Summary			
<i>Using the completed table above, please add up the number of hours and fill in the total below</i>			
<b>Total hours</b>			

**Section 4 is to only be completed at the END of the project / on your last session**

Section 4: Participant progress – what are you doing now?				
<b>What are you doing following the support you have received from this project?</b>	In education or training <input type="checkbox"/> Newly engaged in job searching <input type="checkbox"/> In employment including self-employment <input type="checkbox"/> Newly engaged in life skills support/volunteering <input type="checkbox"/> Newly in receipt of job seeking benefits or preparing or planning for work benefits <input type="checkbox"/> Other:			
<b>If you answered that you are 'in education or training', please indicate what level</b>	Entry level <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 including GCSE <input type="checkbox"/> Level 3 including A level, T Level and BTEC <input type="checkbox"/> Level 4 including higher apprenticeship <input type="checkbox"/> Level 5 including Foundation degree <input type="checkbox"/> Level 6 including Honours degree <input type="checkbox"/> Level 7 including Postgraduate certificate <input type="checkbox"/> Level 8 including PhD <input type="checkbox"/>			
<b>If you answered that you are 'in employment', please detail your job title and sector</b>	Job title:  Sector:			
<b>Did you find the project helpful overall?</b>	Yes: <input type="checkbox"/> No: <input type="checkbox"/>			
<b>Did you find the project helped you with the following? (please mark 'X' where appropriate):</b>	<b>Did you find the project helped you with:</b>	<b>Yes</b>	<b>No</b>	<b>Don't know</b>
	Learning new skills			
	Starting new training			
	Applying for jobs			
	Starting a new job			
	Building your confidence			
	Planning your future			

# Appendix 4: Publicity

Was the project different to other support or training you have received?

Yes:   
 No:   
 Don't know:

If you answered 'yes', please detail how this project is different.

**Participant Declaration**

I confirm that, to the best of my knowledge, the information above is correct and given in good faith.

Please find details of the Innovation for Youth & Community Privacy Notice at the end of this form. This details how we will collect and use the information we collect.

Participant signature		Date	
Project staff signature			
Please print staff name		Date	

**For Office Use Only (NOT TO BE COMPLETED BY PARTICIPANT)**

Strand:	Partner/Grant recipient:
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Printable form accessible to download here:



**PETROC**

**COACHING AND MENTORING SESSIONS WITH PETROC**

Do you want to improve your qualifications or start a new career but aren't sure where to start?

Do you want to create a new future, but lack the confidence to do so?

We can help!

At Petroc, we offer **FREE 1-2-1 coaching and mentoring sessions** with adult success coaches to help you achieve your goals.

Our sessions fit around your schedule and cover a range of work skills and employability skills.

Whatever your dreams or ambitions, we can support and guide you in choosing the best pathways to get there.

**Come along to the Hoof Inn, Chivenor on Wednesday 6th July and Wednesday 20th July (10am-12pm) to find out more!**



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