



**ASSESSMENT  
SPECIFICATION**

Level 5  
Coaching Professional

### Change Control

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table. New and updated support material will be listed on the dashboard section of EPA Pro. Please ensure that you are using the most up-to-date version. Any enquiries about this process can be directed to [EPA@innovateawarding.org](mailto:EPA@innovateawarding.org).

VERSION NUMBER	DATE UPLOADED	AMENDMENT	PAGE AFFECTED

### Disclaimer note

This specification has been developed to support training providers, employer providers and employers to understand the End-point Assessment requirements of the Level 5 Coaching Professional standard.

This specification has been released as draft to support planning and preparation for assessment and is correct at time of publication. Innovate Awarding will release final published specifications as soon as all information has been confirmed by regulatory and external quality assurance organisations. Any changes will be clearly referenced in future editions. Innovate Awarding Policies and Procedures for End-point Assessment will be published in a separate online customer handbook published on bespoke IT system (EPA Pro).

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## Introduction

### Innovate Awarding

Innovate Awarding Organisation (IAO) is an End-point Assessment Organisation (EPAO) approved by the Education and Skills Funding Agency (ESFA) and a nationally regulated Awarding Organisation (AO) with a collaborative approach to doing business. We work with employers and training providers to deliver fit for purpose End-point Assessment and qualification services in a number of sectors. We provide information on the processes to enable employers and training providers to support the apprentice to achieve the End-point Assessment. We will conduct the end point assessment for the **Level 5 Coaching Professional** apprenticeship standard.

For further information, please visit:

[www.innovateawarding.org/apprenticeship-standards/end-point-assessment](http://www.innovateawarding.org/apprenticeship-standards/end-point-assessment)

## Apprenticeship Overview

Overview of the standard including what's involved and key elements of the standard.

<b>Sector</b>	Business and Administration
<b>Standard Name</b>	Level 5 Coaching Professional
<b>Standard Reference</b>	ST0809/AP01
<b>Programme Duration</b>	14 months
<b>Minimum Time on Programme</b>	12 months
<b>EPA Duration</b>	3 months
<b>EPA Methods</b>	<ul style="list-style-type: none"> <li>• Knowledge Test</li> <li>• Observation with Questions and Answers</li> <li>• Interview supported by a portfolio of evidence</li> </ul>
<b>Grading</b>	Distinction, Pass, Fail
<b>External Quality Assurance Provider</b>	Ofqual

## Who is the apprenticeship for?

This occupation is found in private, public and third sector national and multinational organisations and employers. It is found in every sector across the country including the health sector, finance sector, engineering and manufacturing sectors, business and professional services, education sector, retail sector, leisure sector, technology sector and construction.

There has been a growing demand for the professionalisation of coaching to include one-to-one coaching, team coaching, leadership coaching and for coaching skills to be embedded within culture and governance infrastructures to support future ways of working.

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

There will be a wide range of stakeholders including line managers, senior leaders and/or heads of the organisation. 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, and Organisational Development teams, learning providers, professional bodies, psychometric providers, coach training providers, the coach supervisor and peer to peer networks.

They may also interact with occupational health, support organisations, faith-based organisations and/or charities to provide specialised support as needed to suit the circumstances.

### Support Materials

Support materials that we will provide include:

- Portfolio of Evidence Locator
- Assessment Specification
- Apprentice Guidance
- Mock Record
- EPA Record

## On Programme Journey

The on programme learning and development will be agreed between the training provider and employer, or internally if training is delivered by an employer provider.

## Gateway

To progress through Gateway the apprentice must have:

- Level 2 English and Mathematics
- A portfolio of evidence

The employer and/or training provider will review the portfolio to ensure that the apprentice has completed all of the assessment plan criteria.

To reach Gateway the employer, training provider and apprentice must agree that all training has been completed. This will be confirmed at the Gateway meeting and evidenced on EPA Pro, notifying Innovate Awarding that the apprentice is ready for their End-point Assessment.

## Assessment Criteria Mapping

THEORIES AND MODELS				
<b>Knowledge, Skills and Behaviour Criteria</b>		<b>Knowledge Test</b>	<b>Observation</b>	<b>Interview (supported by the portfolio of evidence)</b>
<b>K1</b> Theories of learning and reflective practice such as Kolb, Gibbs, Schon, and basic schools of psychology and neuroscience, including linguistic interpretation and application.		✓		
<b>Delivery Guidance Content</b>	<p>Theories of learning; shallow/deep, cognitivism, social learning, constructivism, classical conditioning, behaviourism, humanism, experiential learning.</p> <p>Neuroscience: neuroplasticity, stimulus-response, attachment styles, self-efficacy, mindset. Interpreting coachee use of language, patterns, feelings and emotions.</p> <p>Reflective practice and coaching, models of reflective practice: Experiential Learning Cycle (Kolb), Gibbs (1988) Reflective Cycle, Schon (1991) reflection in action/on action.</p>			
<b>Knowledge, Skills and Behaviour Criteria</b>		<b>Knowledge Test</b>	<b>Observation</b>	<b>Interview (supported by the portfolio of evidence)</b>
<b>K2</b> The theories of emotional and social intelligence, such as Goleman and Salovey & Mayer, and application of the theories to understanding self.		✓		
<b>Delivery Guidance Content</b>	<p>Theories and application of social and emotional intelligence: performance model (Goleman): self-awareness, self-regulation, motivation, empathy, social skill. Ability model (Mayer and Salovey): perception, facilitation, understanding, managing emotions.</p>			

Knowledge, Skills and Behaviour Criteria		Knowledge Test	Observation	Interview (supported by the portfolio of evidence)
<b>K3</b> 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.		✓		
<b>Delivery Guidance Content</b>	<p>Diversity and inclusion: The Equality Act (2010), nine protected characteristics, stereotyping, mutual respect, inclusive language, accessibility.</p> <p>Bias theory: Cognitive bias, confirmation bias, anchoring bias, outcome bias, halo effect, Hawthorn effect.</p> <p>Personality types: Extroversion/introversion, integrity, ontology and human values.</p> <p>Theories: Maslow (hierarchy of needs physiological, safety, belongingness, esteem, self-actualisation), Hertzberg (motivation-hygiene theory), McClelland (achievement motivation theory).</p>			
Knowledge, Skills and Behaviour Criteria		Knowledge Test	Observation	Interview (supported by the portfolio of evidence)
<b>K4</b> The importance of coaching contracting and recontracting, and models enabling its effectiveness.				✓
<b>K9</b> Evaluation: theories of return on investment and delivery of value.				✓
<b>Delivery Guidance Content</b>	<p>Written and verbal contracting: agreeing the terms of engagement, format, timing, administrative and logistical arrangements, measures of progress, co-creating the coaching relationship, chemistry meeting, confidentiality, setting and defining boundaries, multiple contracting with coach/client/organisation/sponsor.</p> <p>Recontracting: goal shift, logistics, expectations, approach.</p> <p>Evaluating coaching and achievement of goals, meeting stakeholders' needs (client, manager, sponsor, coach).</p> <p>Four Levels of Evaluation (Kirkpatrick) reactions, learning, behaviour, results; Return on Investment (ROI) model (Phillips); Model of Learning Evaluation (Kaufman) enabling, acquisition, application, organisational outputs, societal outcomes.</p>			
Pass		Distinction		
Describe why coaching contracting and re-contracting is important and which models enable the effectiveness of this, and how evaluation is important in demonstrating return on investment and delivery of value. <b>(K4 K9)</b>		Explain how they have contributed to organisational effectiveness and strategic aims through coaching others. <b>(K9)</b>		

<b>Knowledge, Skills and Behaviour Criteria</b>		<b>Knowledge Test</b>	<b>Observation</b>	<b>Interview (supported by the portfolio of evidence)</b>
<b>K5</b> The theory of organisational culture (and values) and leadership styles, and the impact these can have on individuals and their behaviour.		✓		
<b>K6</b> Coaching theory, including maintaining good practice coaching protocols and a code of conduct within the coaching process (including “unconditional positive regard”, non-judgmentalism and non-directiveness).		✓		
<b>K8</b> Theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence, and types of feedback.		✓		
<b>Delivery Guidance Content</b>	<p>Theories and models of organisational culture and values: Handy (types: power, role, task person), Deal and Kennedy (risk and feedback), Hofstede (four dimensions: power distance, uncertainty avoidance, individualism, masculinity).</p> <p>Leadership styles: Lewin (autocratic, democratic, laissez faire), Path-goal theory (directive, supportive, participative, achievement-oriented), visionary, strategic, transactional, transformative, adaptive. Impact of leadership style on individuals and their behaviour, advantages and disadvantages, e.g. positive working environment, motivating, supporting, encouraging, inspiring, risk-taking.</p> <p>Coaching theory and principles; transactional, transformational, facilitating, developmental, performance, person-centred. Coaching conduct: unconditional positive regard, non-directive, non-judgemental.</p> <p>Johari Window and the journey from unconscious incompetence to unconscious competence: open area, hidden area, blind area and unknown area.</p> <p>Self-assessment, psychometrics, personality tests, Belbin Team Roles, Hogan Personality Inventory, Process Communication Model, Enneagram), 360 degree feedback. Positive feedback, positive feedforward, intrinsic feedback, extrinsic feedback, “in the moment” feedback, summary feedback, evaluation, appreciation and coaching feedback.</p>			
<b>Knowledge, Skills and Behaviour Criteria</b>		<b>Knowledge Test</b>	<b>Observation</b>	<b>Interview (supported by the portfolio of evidence)</b>
<b>K10</b> The differences and similarities between coaching, mentoring, training, counselling and consulting.		✓		
<b>Delivery Guidance Content</b>	<p>Differences and similarities between coaching and mentoring, training, counselling and consulting: purpose and focus, advice giving, directive/non-directive, partnership, boundaries, specialist and technical expertise, helping, providing solutions and recommendations, focus - past, present or future, achievement and accreditation, curriculum.</p>			



Knowledge, Skills and Behaviour Criteria		Knowledge Test	Observation	Interview (supported by the portfolio of evidence)
<p><b>K12</b> 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.</p>			✓	
<p><b>S12</b> Theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence, and types of feedback.</p>			✓	
<p><b>Delivery Guidance Content</b></p>	<p>Coaching models and techniques: CLEAR, GROW, OSCAR, Kline’s Thinking Environment, Model of Intentional Change (Boyatzis), appreciative enquiry, ABCDE model (Ellis), coaching wheel, visualisation techniques, decision making techniques, empty chair, ‘three good things’, use of metaphor.</p> <p>Psychological approaches in coaching; solutions-focused, positive psychology, Gestalt, cognitive-behavioural, neurolinguistic programming (NLP), transactional analysis.</p> <p>Types of goals: transactional, transformational, business/organisational, performance, personal, evolving, aspirational, dream goals. Goal setting, push/pull, SMART: specific, measurable, achievement, realistic, time-bound.</p> <p>Following a logical structure, selecting and applying different coaching theories, models, tools, techniques and ideas which bring about insight and learning for the coachee.</p>			
<p><b>Pass</b></p>				
<p>Apply a range of coaching models and techniques during in the coaching sessions delivering to bring about insight and learning. <b>(K12 S12)</b></p>				

**LEGISLATION**

Knowledge, Skills and Behaviour Criteria	Knowledge Test	Observation	Interview (supported by the portfolio of evidence)
<b>K11</b> Relevant legislation (e.g. Data Protection Act, safeguarding) and coaching competencies and codes of ethics described by the main professional bodies.	✓		
<b>Delivery Guidance Content</b>	<p>Legislation: Data Protection Act 2018, UK General Data Protection Regulation (UK GDPR), confidentiality and privacy, safeguarding and disclosure, Equality Act 2010.</p> <p>Codes of ethics: responsibility to clients, practice, professionalism and society. Conflicts of interest, truth and accuracy, professional boundaries, power and status, disclosure, personal limitations, respect and inclusivity.</p> <p>Main professional bodies: International Coaching Federation (ICF), Association for Coaching (AC), Association for Professional Executive Coaching and Supervision (APECS), European Mentoring &amp; Coaching Council (EMCC).</p> <p>Example of ICF core competencies demonstrates ethical practice, embodies a coaching mindset, establishes and maintains agreements, cultivates trust and safety, maintains presence, listens actively, evokes awareness, facilitates client growth.</p>		

**COMMUNICATION AND STAKEHOLDERS**

Knowledge, Skills and Behaviour Criteria	Knowledge Test	Observation	Interview (supported by the portfolio of evidence)
<b>K7</b> 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.	✓		
<b>Delivery Guidance Content</b>	<p>Methods of communication: verbal, vocal, non-verbal, body language, building rapport, matching and mirroring body position, voice volume, gesture, space, pace, energy, clean language, amplified reflection, use of silence and pause.</p> <p>Active listening, empathetic listening, reflective listening, different levels of listening: internal, focused, global/360/radio-field, not listening/ ignoring, pretend/cosmetic, selective/ waiting to speak, attentive/listening to understand, empathetic/deep, listening to help the coachee understand.</p> <p>Transactional analysis: ego states (parent, adult, child); power dynamics, stakeholders: managers, sponsor, budget holders, senior leaders.</p> <p>Stakeholder management: power/interest grid, stakeholder engagement matrices, levels of stakeholder support: unaware, resistant, neutral, supportive, leading. Communication plan.</p>		

Knowledge, Skills and Behaviour Criteria		Knowledge Test	Observation	Interview (supported by the portfolio of evidence)
<b>S3</b> 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.			✓	
<b>Delivery Guidance Content</b>	The coaching process, roles and responsibilities (including those related to boundaries and confidentiality), the benefits of coaching for the coachees.			
<b>Pass</b>				
Summarises roles and responsibilities in the coaching process and the benefits to the individual. <b>(S3)</b>				
Knowledge, Skills and Behaviour Criteria		Knowledge Test	Observation	Interview (supported by the portfolio of evidence)
<b>S4</b> 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).				✓
<b>S5</b> Stakeholder management, including a range of challenging and senior people, and focus on their agenda and outcomes throughout.				✓
<b>B3</b> Act as an ambassador for a coaching mindset and positive approach to personal development.				✓
<b>Delivery Guidance Content</b>	Contracting all relevant stakeholders and their needs (including challenging and senior people), incorporating logistics, preferences and systems of the coach and coachee, goal setting, confidentiality, management of boundaries, outcome realisation and contract conclusion.			
<b>Pass</b>		<b>Distinction</b>		
Explain how they work and contract with stakeholders to achieve agreed outcomes and act as an ambassador for the role, maintaining confidentiality and boundaries. <b>(S4, S5, B3)</b>		Evaluates the systemic outcomes of the coaching session to ensure that it meets the desired outcomes of a range of stakeholders, including other members of the value chain they participate in, making recommendations to re-contract to focus sessions on meeting future desired outcomes. <b>(S4, S5)</b>		
		Evaluates approaches to personal development and the way that coaching has supported this. <b>(B3)</b>		

Knowledge, Skills and Behaviour Criteria		Knowledge Test	Observation	Interview (supported by the portfolio of evidence)
<b>S7</b> Deliver feedback in a style that is useful, acceptable, non-judgmental and meaningful to those receiving coaching.			✓	
<b>Delivery Guidance Content</b>	Deliver feedback in a non-directive and non-judgmental manner that enables new insight for the coachee. Awareness of when to give/not give feedback, providing feedback with positive intention, gaining permission, providing factual descriptions, avoiding interpretations and assumptions, appropriate challenge, feedback linked to coachee goals.			
<b>Pass</b>		<b>Distinction</b>		
Delivers non-directive and non-judgmental feedback that is meaningful to those receiving the coaching. <b>(S7)</b>		Uses intuition to deliver feedback in a non-directive and non-judgmental manner that enables new insight in those receiving coaching. <b>(S7)</b>		
<b>PERSONAL DEVELOPMENT</b>				
Knowledge, Skills and Behaviour Criteria		Knowledge Test	Observation	Interview (supported by the portfolio of evidence)
<b>S1</b> Time management, including scheduling coaching sessions, and self-leadership to resolve conflicting priorities and ensure sufficient time for record keeping and other role activities.				✓
<b>Delivery Guidance Content</b>	Time management skills: scheduling of coaching sessions, self-leadership, managing conflicting priorities, providing sufficient time for record keeping and other activities.			
<b>Pass</b>				
Explain how they schedule coaching sessions to allow time to prepare mentally and maintain records of the session and to reduce conflicts with other activities of their role. <b>(S1)</b>				
Knowledge, Skills and Behaviour Criteria		Knowledge Test	Observation	Interview (supported by the portfolio of evidence)
<b>S2</b> Working with those receiving coaching to set clear goals, including visualisation techniques, setting timescales, validating their achievability, recording outcome-focused, prioritised action plans and monitoring progress towards goals.			✓	
<b>S15</b> 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.			✓	

<b>Delivery Guidance Content</b>	Awareness of own values, beliefs and behaviours affecting their practice and resilience and wellbeing and manage their effectiveness in meeting the objectives of those receiving coaching and the sponsor (where applicable).  Ability to work with the coachee to set clear goals, visualisation techniques, setting timescales, validating their achievability, recording outcome-focused, prioritised action plans and monitoring progress towards goals.			
<b>Pass</b>		<b>Distinction</b>		
Work with a coachee to set clear goals, timescales and outcomes for the coaching session with plans on how they monitor progress towards goals. <b>(S2)</b>  Applies their own values, beliefs and behaviours, showing how these affect their coaching practice and when they use this to manage their effectiveness in meeting the coaching objectives of both the coachee and sponsor. <b>(S15)</b>		Contrasts the two coaching sessions and analyses how their personal values may have affected the coachee in their achievement of their goals, and how they will use this knowledge to improve their delivery of coaching sessions in future. <b>(S2, S15)</b>		
<b>Knowledge, Skills and Behaviour Criteria</b>		<b>Knowledge Test</b>	<b>Observation</b>	<b>Interview (supported by the portfolio of evidence)</b>
<b>S6</b> 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.			✓	
<b>S11</b> 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.			✓	
<b>B4</b> Is spontaneous, open and flexible, demonstrating respect and engendering trust.			✓	
<b>Delivery Guidance Content</b>	Ability to build and maintain rapport and trust, recognising the personal values, emotional states, and the responses of those receiving coaching. Ability to demonstrate openness, flexibility and spontaneity, deal with difficult coaching relationships and ensuring non-dependence on the coach.  Ability to demonstrate emotional intelligence, empathy and unconditional positive regard.  Ability to adapt language and behaviour in response to the coachee.			
<b>Pass</b>				
Builds rapport/trust with the coachees, responding appropriately to the coachees personal preference, particularly where they bring a level of relational challenge including adapting style and methods throughout the coaching sessions while ensuring non-dependence. <b>(S6, S11, B4)</b>				

Knowledge, Skills and Behaviour Criteria		Knowledge Test	Observation	Interview (supported by the portfolio of evidence)
<b>S8</b> Identification of patterns of thinking and limiting/enabling beliefs and actions.			✓	
<b>S9</b> 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.			✓	
<b>Delivery Guidance Content</b>	<p>Identify patterns of thinking, including self-limiting and enabling beliefs: irrational beliefs, self-sabotaging, fear, pessimism, perfectionism, discounting, critical inner voice/ 'Gremlin', lack of self-belief, procrastination, fixed mindset. Enabling beliefs: growth mindset, self-efficacy/ability, self-respect, optimism, probability.</p> <p>Use question types and techniques to raise the self-awareness of those receiving coaching, enabling them to question world views.</p> <p>Open/closed, funnelling, framing, challenging (e.g. perceptions/assumptions, values, truth, logic, behaviour), probing, testing, choice, confirming, 'miracle questions', Socratic, scaling, emotional, rational, powerful, stepping in/out.</p>			
<b>Pass</b>		<b>Distinction</b>		
Uses appropriate questioning techniques to identify patterns of thinking and limiting/enabling beliefs and actions. <b>(S8, S9)</b>		<p>Justifies their questioning techniques when following up responses with additional prompts and questions to elicit additional insights from the coachee. <b>(S8, S9)</b></p> <p>Uses advanced questioning techniques (such as open funnelling, framing and probing) when broaching challenging subject areas for example in relation to physiological and emotional state, to raise the self-awareness of those receiving coaching, enabling them to question world views. <b>(S9)</b></p>		
Knowledge, Skills and Behaviour Criteria		Knowledge Test	Observation	Interview (supported by the portfolio of evidence)
<b>S10</b> 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.			✓	
<b>S12</b> Applies coaching theories, models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning.			✓	
<b>Delivery Guidance Content</b>	Provide considered justification for using particular tools and techniques for the two coaching sessions, and how other coaching tools and techniques may provide different outcomes.			

<b>Pass</b>		<b>Distinction</b>		
Applies coaching tools and models in their coaching session and justifies how their choices provide clear insight and learning to enable the individual to work towards agreed outcomes. <b>(S10, S12)</b>		Provides considered justification for why they used particular techniques for the two coaching sessions, and how other coaching tools and models would have provided different outcomes. <b>(S10)</b>		
<b>Knowledge, Skills and Behaviour Criteria</b>		<b>Knowledge Test</b>	<b>Observation</b>	<b>Interview (supported by the portfolio of evidence)</b>
<b>S13</b> Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed.				✓
<b>B2</b> Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing, resilience and maintaining mental capacity.				✓
<b>Delivery Guidance Content</b>	Identification of energy shifts within a coaching context, to allow these to be aired, addressed and managed.			
<b>Pass</b>				
Describe energy shifts in a coaching session and how they use their own behaviours and self-awareness to enable these to be addressed and managed. <b>(S13 B2)</b>				
<b>Knowledge, Skills and Behaviour Criteria</b>		<b>Knowledge Test</b>	<b>Observation</b>	<b>Interview (supported by the portfolio of evidence)</b>
<b>S14</b> Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice.				✓
<b>Delivery Guidance Content</b>	Recognising, accepting and valuing differences, demonstrating respect and tolerance, use of inclusive language and behaviour, respecting boundaries, adapting coaching style and approach, confronting bias, promoting ethical practice.			
<b>Pass</b>				
Explains how diversity and inclusion informs their practice by providing a considered justification for valuing the inherent diversity between them and their coachee. <b>(S14)</b>				
<b>Knowledge, Skills and Behaviour Criteria</b>		<b>Knowledge Test</b>	<b>Observation</b>	<b>Interview (supported by the portfolio of evidence)</b>
<b>B1</b> Committed to self-development, including self-reflection, gathering information on the effectiveness of their own practice, producing personal development plans and receiving coach supervision.				✓
Explains with examples how they perform reflection and research to determine the effectiveness of their own practice, producing personal development plans to maintain ongoing development in their role. <b>(B1)</b>				

## End-point Assessment

The End-point Assessment tests the knowledge, skills, and behaviours that an apprentice has acquired during their training. EPA demonstrates the competence of an apprentice in their role as a coaching professional. This competence is valued by current and future employers.

### What will the End-point Assessment look like?

A planning meeting will take place once gateway has been passed and the apprentice has been deemed ready for End-point Assessment.

The purpose of a planning meeting is to:

- Plan when the assessments will take place
- Identify the requirements of each assessment method
- Answer any questions/concerns the apprentice may have about the assessment process
- Aid in the preparation requirements (e.g. arranging access, facilities, and resources)

This meeting is conducted remotely.

### What is the “Knowledge Test Assessment Method”?

Apprentices will have 90 minutes to complete the test. The test is closed book which means that the apprentice cannot refer to reference books or materials.

There will be 40 multiple-choice questions made up of:

- 30 multiple-choice questions that have 4 options of which 1 will be correct.
- 10 multiple-choice questions which will be based on two given scenarios, 5 questions will be asked per scenario which will still require the apprentice to select 1 option from a choice of 4.

The scenario questions ensure the apprentice can demonstrate that they can identify which knowledge or learning is appropriate for the given situation. The given scenario will be 100 - 150 words long based on a true to life management scenario.

For example:

***K10** might summarise a coaching needs analysis performed for a group in which the coach faces potential challenges associated with potential coachees needing therapy and/or potential conflicts of interest, with the 5 multiple-choice questions asking respondents to identify which individuals/professionals would be affected or need to be involved and select the types of activities best suited to engage or work with those individuals.*

***K3** might describe a particular individual receiving coaching presenting a challenge associated with their preference for introversion while operating in a team in which that is not valued, with respondents asked to select which coaching tools and approaches would be most relevant and identify the features and benefits of these.*

### What is the “Observation Assessment Method”?

Apprentices will be observed by the end point assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method. Innovate Awarding will arrange for the observation to take place, in consultation with the employer.



The occupation involves practical activity which is best assessed through observation; it would be difficult to replicate the working environment in a valid way and employers would doubt the occupational competence of an individual not assessed in this way.

There will be two, 1 hour observations with 20 minutes question and answer (10%). The observation may be split into discrete sections held over a maximum of 1 working day. Delivery of coaching sessions with an individual receiving the coaching **MUST** be observed during the observation

The observation will take into account the occupational context in which the apprentice operates. The end point assessor will be unobtrusive whilst conducting the observation. The apprentice will be observed carrying out two, one hour-long coaching sessions with different individuals receiving the coaching, followed by a 20 minutes question and answer session. The coachee can be someone from the same organisation as the apprentice or from a different organisation, providing there is not a conflict of interest with the apprentice.

The end point assessor will ask a minimum of 5 questions. They may ask follow up questions where clarification is required. Activities not observed by the end point assessor during the observation can instead be covered by questioning after the observation, but these questions will be kept to a minimum and be asked within a time period not exceeding 20 minutes.

### **What is the “Interview Assessment Method”?**

This assessment method was selected as a valid way to draw out KSBs, in particular behaviours, which would be less likely to be demonstrated in the observation. It is commonplace for people in this occupation to engage in detailed technical discussions, so this assessment method mirrors their day to day work.

The end point assessor will conduct and assess the interview which will last for 60 minutes (+10%).

The end point assessor will ask a minimum of 6 open questions taken from the Innovate Awarding question bank and a maximum of 3 questions generated by themselves. Follow up questions can be used to draw out further evidence.

The interview is supported by a portfolio of evidence. The apprentice will be required to submit the portfolio of evidence at Gateway. The portfolio of evidence is **not** assessed.

## Portfolio of Evidence Requirements

The apprentice will have prepared a portfolio of evidence during the on-programme phase to support the interview. The format and structure of the portfolio must be agreed between the employer and apprentice and will be presented electronically.

Reflective accounts and self-evaluation **cannot** be included as evidence, with the exception of reflection/evaluation of the coaching practice that has been delivered by the apprentice in relation to B1.

The portfolio should contain written accounts of activities that have been completed and referenced against the knowledge, skills and behaviours, supported by appropriate evidence, such as:

- video/audio extracts with a total maximum duration of 60 minutes
- written statements
- project plans
- reports
- minutes
- observation reports
- presentations
- feedback from managers, supervisors or peers
- papers or reports written by the apprentices; performance reviews.

This is not a definitive list; other evidence sources are allowable.

**There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to the Interview assessment method.**

One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It is expected that there will typically be a **minimum of 10** pieces and a **maximum of 15** pieces of evidence.

Any employer contributions should focus only on direct observation of evidence (for example witness statements) rather than opinions.

The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer confirming this.

The apprentice should be encouraged to refer to their portfolio of evidence during the interview to support their responses. The end point assessor will have a minimum of 10 days prior to the interview to review the contents of the portfolio in order to generate appropriate questions.

## Assessment Overview

Grade	Minimum Score	Maximum Score
Distinction	35	40
Pass	26	34
Fail	0	25

To achieve a distinction in the knowledge test, the apprentice must achieve a minimum score of 35.

To achieve a pass in the knowledge test, the apprentice must achieve a minimum score of 26.

### Grading

All EPA methods must be passed for the EPA to be passed overall.

To achieve a distinction, the apprentice must achieve a distinction in all assessment methods by achieving all pass criteria and all distinction criteria.

To achieve a pass, the apprentice must achieve a pass in all assessment methods by achieving at least a pass in all pass criteria.

Grades from individual assessment methods will be combined in the following way to determine the grade of the EPA as a whole:

Knowledge Test	Observation	Interview	Overall Grade
Distinction	Distinction	Distinction	Distinction
Distinction	Distinction	Pass	Pass
Distinction	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Distinction	Pass
Pass	Pass	Distinction	Pass
Pass	Pass	Pass	Pass
Pass	Pass	Fail	Fail
Pass	Fail	Pass	Fail
Fail	Pass	Pass	Fail
Fail	Fail	Pass	Fail

## Reassessment

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment method only.

A re-sit does not require further learning, whereas a re-take does. Apprentices should have a supportive action plan to prepare for the re-sit or re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

The timescales for a resit or retake are agreed between the employer and Innovate Awarding. A re-sit/re-take is typically taken within 3 months of the EPA outcome notification. Where an assessment must be a re-sit, the maximum EPA grade is a pass.

For a list of the re-sit costs, please see the Innovate Awarding website. It is the responsibility of the employer and training provider to ensure that apprentices are ready to pass the End-point Assessments and Innovate Awarding will provide support materials to help prepare apprentices for their assessments.

## Results, Certifications, Appeals

For information on grading, certification and appeals, please visit:

<https://innovateawarding.org/end-point-assessment/apprentice-information>

## Internal Quality Assurance

Internal quality assurance is conducted by Innovate Awarding. All assessments completed by an apprentice are subject to Innovate Awarding's Internal Quality Assurance Process.

## External Quality Assurance

The external quality assurance organisation for the **Level 5 Coaching Professional** is **Ofqual**. Open Awards may require access to an apprentice's assessments and may need to speak to the apprentice directly. Innovate Awarding have a responsibility to accommodate any reasonable request made by the external quality assurance organisation.

## Further Information

<https://innovateawarding.org/end-point-assessment/apprenticeship-standards/>

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Version 1 | July 2022