

# End-point assessment plan for Coaching Professional apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0809	5	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Coaching Professional apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Coaching Professional apprentices, their employers and training providers.

Full time apprentices will typically spend 14 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 3 month(s), after the EPA gateway.

The EPA consists of 3 discrete assessment methods.

The individual assessment methods will have the following grades:

### **Assessment method 1:** Observation with questions and answers

- Fail
- Pass
- Distinction

### **Assessment method 2:** Interview supported by portfolio of evidence

- Fail
- Pass
- Distinction

### **Assessment method 3:** Knowledge Test

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- Fail
- Pass
- Distinction

## EPA summary table

<b>On-programme</b> (typically 14 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs). Compiling a portfolio
<b>End-point assessment gateway</b>	<ul style="list-style-type: none"> <li>• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</li> <li>• English and mathematics Level 2</li> </ul> <p>Apprentices must complete:</p> <ul style="list-style-type: none"> <li>• A portfolio of evidence</li> </ul>
<b>End-point assessment</b> (which will typically take 3 months)	<p>Assessment method 1: Observation with questions and answers          With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul> <p>Assessment method 2: Interview supported by portfolio of evidence          With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul> <p>Assessment method 3: Knowledge Test          With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul>
<b>Professional recognition</b>	<p>Aligns with recognition by:</p> <ul style="list-style-type: none"> <li>• The European Mentoring and Coaching Council</li> <li>• The Association for Coaching</li> <li>• The International Coach Federation</li> </ul>

## Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically of 3 month(s), after the EPA gateway.

## Order of assessment methods

The assessment methods can be delivered in any order.

## Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

English and mathematics at level 2.

For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

For Observation with questions and answers:

- no specific requirements

For Interview supported by portfolio of evidence, the apprentice will be required to submit:

- A portfolio of evidence which is submitted to the EPAO at the Gateway.

The portfolio of evidence requirements are as follows:

- 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 typical 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.
- The content must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method 2 (Interview). There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to assessment method 2. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It is expected that there will be 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 portfolio is not directly assessed. It underpins the interview assessment method and therefore should not be assessed by the EPAO. EPAOs should review the portfolio in preparation for the interview but are not required to provide feedback after this review of the portfolio.

For Knowledge Test:

- no specific requirements

# Assessment methods

## Assessment method 1: Observation with questions and answers

(This assessment method has 1 component.)

### Assessment method 1 component 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. The EPAO will arrange for the observation to take place, in consultation with the employer.

One independent assessor may observe up to a maximum of 1 apprentice at any one time, to allow for quality and rigour.

The rationale for this assessment method is:

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.

#### Delivery

The observation should take 2 hours and 20 minutes. The observation may be split into discrete sections held over a maximum of 1 working day. The length of a working day is typically considered to be 7.5 hours. The independent assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete a task at the end of this component of the EPA.

On the day of the assessment, apprentices must be provided with information on the format of the observation, including timescales.

The following activities **MUST** be observed during the observation:

- Delivery of coaching sessions with an individual receiving the coaching

The observation should be conducted in the following way, to take account of the occupational context in which the apprentice operates:

The independent assessor must 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.

Video conferencing can be used to conduct the observation either by observing in-person coaching sessions or as a third participant on a video conference, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in any way e.g. use of a 360 degree camera to allow the independent assessor to look around the room during the coaching session.

Audio recordings of the observation must be taken for moderation purposes and must be destroyed within one month of moderation.

Questions will be asked after the observation is complete. The independent assessor must combine questions from the EPAO's question bank and those generated by themselves based on what is

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

KSBs observed, and answers to questions, must be documented by the independent assessor.

The independent assessor will make all grading decisions.

### Other relevant information

There may be breaks during the observation to allow the apprentice to move from one location to another as required.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes. Independent assessors must be developed and trained by the EPAO in question development and reaching consistent judgement.

### Support material

EPAOs will produce the following material to support this assessment method:

- Marking materials
- Question bank

### Venue

The observation can take place in:

- employer's premises
- workplace other than the employer's own premises (e.g. premises of a client)
- any appropriate venue agreed by the EPAO
- video conferencing

### Question development

EPAOs will create open questions to assess related underpinning KSBs. They must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose.

## Assessment method 2: Interview supported by portfolio of evidence (This assessment method has 1 component.)

### Assessment method 2 component 1: 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 and cover the KSBs assigned to this assessment method.

The rationale for this assessment method is:

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.

### **Delivery**

The independent assessors will conduct and assess the interview.

The interview must last for 60 minutes. The independent assessor has the discretion to increase the time of the interview by up to 10% to allow the apprentice to complete their last answer.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves. Further time may be granted for apprentices with appropriate needs in line with the EPAOs Reasonable Adjustment Policy.

The interview will be conducted as set out here:

The independent assessor will conduct and assess the interview.

This is a 1:1 conversation in an appropriate environment (a quiet room free from distraction). Evidence must be captured using documentation produced by the EPAO. The independent assessor will ask a minimum of 6 open questions taken from the EPAO question bank and up to 3 questions generated by the independent assessor. Follow up questions can be used to draw out further evidence.

The apprentice should be encouraged to refer to their portfolio of evidence during the interview to support their responses, however the portfolio underpins the interview and will not be directly assessed. The independent assessor should have a minimum of 10 days prior to the interview to review the contents of the portfolio in order to generate appropriate questions.

Video conferencing can be used to conduct the interview, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in any way e.g. use of a 360 degree camera to allow the independent assessor to look around the room during the interview.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the interview.

The independent assessor will make all grading decisions.

### **Venue**

The interview should take place in a quiet room, free from distractions and influence.

The interview can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)
- video conferencing

### **Other relevant information**

A structured test specification and question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a

year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of interview, question development and reaching consistent judgement.

EPAOs will produce the following material to support this assessment method:

- Marking materials
- Question bank
- Interview specification

**Assessment method 3: Knowledge Test** (This assessment method has 1 component.)

### Assessment method 3 component 1: Knowledge Test

#### Overview

The rationale for this assessment method is:

This is a robust but also cost effective and efficient way to test some of the knowledge in the occupational standard. It also complements the other methods as it tests aspects that can't be tested elsewhere.

#### Test Format

The test can be:

- computer based
- paper based

It will consist of 40 questions closed response questions (multiple-choice questions) - 10 of which will be based on 2 given scenarios.

#### Test administration

Apprentices must have 90 minutes to complete the test.

The test is closed book which means that the apprentice cannot refer to reference books or materials.

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor or another external person employed by the EPAO or specialised (proctor) software, if the test can be taken on-line. The EPAO is required to have an invigilation policy that will set out how the test/examination is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test/examination.

The EPAO is responsible for ensuring the security of testing they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools). The EPAO is responsible for verifying the validity of the identity of the person taking the test.

This assessment method will be carried out as follows:

The 40 multiple-choice questions will be 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. These 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, the scenario testing 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. For K3 the scenario 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.
- Knowledge tests should sample across the areas mapped to it to allow the test to assess the apprentice's knowledge across the occupational standard and avoid becoming too predictable.

The EPAO must verify the suitability of the venue for taking the test and the identity of the person taking the test.

## Marking

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO.

Computer marking is also permissible, and is likely to be the preferred option, to improve marking reliability, speed of turnaround and cost efficiencies. The EPAO should notify the apprentice of the results within 4 weeks of taking the test, allowing for moderation activities to take place.

Each correct answer will be assigned 1 mark. Any incorrect or missing answers must be assigned 0 marks.

## Question and resources development

A test specification and questions must be written and standardised by the EPAO and must be relevant to the occupation. EPAOs must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose (to avoid apprentice familiarity with the questions and to ensure they are current e.g. in terms of marketing practice/legislation/regulation).

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

### Required supporting material

As a minimum EPAOs will produce the following material to support this method:

- A test specification
- sample test and mark scheme
- live test and mark scheme
- invigilation policy
- Question bank

### Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this end-point assessment plan.

## Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

## Grading

### Assessment method 1: Observation with questions and answers

KSBs	Fail	Pass	Distinction
<b>K12</b>  <b>S2 S3 S6</b> <b>S7 S8 S9</b> <b>S10 S11</b> <b>S12 S15</b>  <b>B4</b>	Does not meet the pass criteria	<p>Applies a range of coaching models and techniques during in the coaching sessions delivering to bring about insight and learning (K12, S12).</p> <p>Work with a coachee to set clear goals, timescales and outcomes for the coaching session with plans on how they monitor progress towards goals (S2).</p> <p>Summarises roles and responsibilities in the coaching process and the benefits to the individual (S3).</p> <p>Delivers non-directive and non-judgmental feedback that is meaningful to those receiving the coaching (S7).</p> <p>Builds rapport/trust with the coachees, responding appropriately to the coachee's personal preference, particularly where they bring a level of relational challenge including adapting style and methods throughout the coaching sessions while ensuring non-dependence (S6, S11, B4).</p> <p>Uses appropriate questioning techniques to identify patterns of thinking and</p>	<p>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 (S10).</p> <p>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 (S2, S15).</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 (S9).</p> <p>Uses intuition to deliver feedback in a non-directive and non-judgmental manner that enables new insight in those receiving coaching (S7).</p> <p>Justifies their questioning techniques when following up responses with additional prompts and questions to elicit</p>

		<p>limiting/enabling beliefs and actions. (S8, S9).</p> <p>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 (S10, S12).</p> <p>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 (S15).</p>	<p>additional insights from the coachee (S8, S9).</p>
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## Assessment method 2: Interview supported by portfolio of evidence

KSBs	Fail	Pass	Distinction
<p><b>K4 K9</b></p> <p><b>S1 S4 S5</b></p> <p><b>S13 S14</b></p> <p><b>B1 B2 B3</b></p>	<p>Does not meet the pass criteria</p>	<p>Describes 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 (K4, K9).</p> <p>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 (B1).</p> <p>Explain how they schedule coaching sessions to allow time to prepare mentally and maintain records of the</p>	<p>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 (S4, S5).</p> <p>Evaluates approaches to personal development and the way that coaching has supported this (B3).</p> <p>Explains how they have contributed to organisational effectiveness and strategic aims through coaching others (K9).</p>

		<p>session and to reduce conflicts with other activities of their role (S1).</p> <p>Explain how they work and contract with stakeholders to achieve agreed outcomes and act as an ambassador for the role, maintaining confidentiality and boundaries (S4, S5, B3).</p> <p>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 (S13, B2).</p> <p>Explains how diversity and inclusion informs their practice by providing a considered justification for valuing the inherent diversity between them and their coachee. (S14).</p>	
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### Assessment method 3: Knowledge Test

KSBs	Fail	Pass	Distinction
K1 K2 K3 K5 K6 K7 K8 K10 K11	Does not meet the pass criteria (apprentice has answered 25 or fewer questions correctly)	Apprentice has answered 26-34 questions correctly	Apprentice has answered 35 or more of the questions correctly

The following grade boundaries apply to the test:

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

## Overall EPA grading

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

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

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

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

Assessment method 1 (Observation)	Assessment method 2 (Interview)	Assessment method 3 (Knowledge Test)	Overall grading
Fail	Fail	Fail	Fail
Pass	Fail	Fail	Fail
Fail	Pass	Fail	Fail
Fail	Fail	Pass	Fail
Pass	Pass	Fail	Fail
Fail	Pass	Pass	Fail
Pass	Fail	Pass	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Distinction	Distinction	Pass	Pass
Pass	Distinction	Distinction	Pass
Distinction	Pass	Distinction	Pass
Distinction	Distinction	Distinction	Distinction

## Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. 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 a re-take. The

apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

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 methods only. If the apprentice fails the knowledge test, they will be given a different set of multiple choice questions for the re-sit or re-take.

Any assessment method re-sit or re-take must be taken within 3 months of the fail notification, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

## Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> <li>• participate in development opportunities to improve their knowledge skills and behaviours as outlined in the occupational standard</li> <li>• meet all gateway requirements when advised by the employer</li> <li>• understand the purpose and importance of EPA and undertake EPA</li> </ul>
Employer	<ul style="list-style-type: none"> <li>• support the apprentice to achieve the KSBs outlined in the occupational standard to their best ability</li> <li>• determines when the apprentice is working at or above the level outlined in the occupational standard and is ready for EPA</li> <li>• selects the EPAO</li> <li>• confirm all EPA gateway requirements have been met</li> <li>• confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner</li> <li>• ensure apprentice is well prepared for the EPA</li> <li>• should not be involved in the delivery of the EPA</li> <li>• should not be involved in the delivery of the EPA</li> </ul>
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> <li>• understand the occupational role</li> <li>• appoint administrators/invigilators and markers to administer/invigilate and mark the EPA</li> <li>• provide training and CPD to the independent assessors they employ to undertake the EPA</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA</li> <li>• deliver the end-point assessment outlined in this EPA plan in a timely manner</li> <li>• prepare and provide all required material and resources required for delivery of the EPA in-line with best practices</li> <li>• use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice</li> <li>• have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest</li> </ul>

	<ul style="list-style-type: none"> <li>• maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis</li> <li>• conform to the requirements of the nominated external quality assurance body</li> <li>• organise standardisation events and activities in accordance with this plan's IQA section</li> <li>• organise and conduct moderation of independent assessors' marking in accordance with this EPA plan</li> <li>• have, and operate, an appeals process</li> <li>• • arrange for certification with the relevant training provider</li> </ul>
Independent assessor	<p>As a minimum an independent assessor should:</p> <ul style="list-style-type: none"> <li>• understand the occupational standard and end-point assessment plan</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply to the IQA requirements of the EPAO</li> <li>• be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest</li> <li>• satisfy the criteria outlined in this EPA plan</li> <li>• hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading</li> <li>• have the capability to assess the apprentice at this level</li> <li>• • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)</li> </ul>
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> <li>• work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the occupational standard and monitor their progress during the on-programme period</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway</li> <li>• Plays no part in the EPA itself</li> </ul>

## Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of the following occupational areas:
  - Understanding of the Level 5 Coaching Professional Apprenticeship Standard and the coaching industry as a whole
  - Have a qualification in the subject area of Coaching that must be equal to Level 5 or at a higher level
  - Show evidence of participation in Continuing Professional Development (CPD) in relation to Coaching and coach supervision over the past three years.
  - have membership of one of the following coaching professional bodies:
    - Association for Coaching
    - European Mentoring & Coaching Council
    - International Coach Federation
- appoint independent assessors who have recent relevant experience of the occupation/sector at least the same level as the apprentice gained in the last three years or significant experience of the occupation/sector.
- appoint independent assessors who are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this apprenticeship standard and before they deliver an updated assessment method for the first time
- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year

## Affordability

Affordability of the EPA will be aided by using at least some of the following practice:

- online assessment
- using an employer's premises
- assessing multiple apprentices simultaneously (knowledge test)
- video conferencing

## Professional body recognition

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as a Coaching Professional with one of the following professional bodies:

- The European Mentoring and Coaching Council
- The Association for Coaching
- The International Coach Federation

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Observation with questions and answers

Knowledge
<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>
Skills
<p><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.</p>
<p><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.</p>
<p><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.</p>
<p><b>S7</b> Deliver feedback in a style that is useful, acceptable, non-judgmental and meaningful to those receiving coaching.</p>
<p><b>S8</b> Identification of patterns of thinking and limiting/enabling beliefs and actions.</p>
<p><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.</p>
<p><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.</p>
<p><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.</p>
<p><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.</p>
<p><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.</p>

Behaviours
<b>B4</b> Is spontaneous, open and flexible, demonstrating respect and engendering trust.

## Assessment method 2: Interview supported by portfolio of evidence

Knowledge
<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

Skills
<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>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>S13</b> Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed.
<b>S14</b> Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice.

Behaviours
<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.
<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>B3</b> Act as an ambassador for a coaching mindset and positive approach to personal development.

## Assessment method 3: Knowledge Test

Knowledge
<b>K1</b> Theories of learning and reflective practice such as Kolb, Gibbs, Schon, etc., and basic schools of psychology and neuroscience, including linguistic interpretation and application.
<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>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>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>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>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>K10</b> The differences and similarities between coaching, mentoring, training, counselling and consulting.
<b>K11</b> Relevant legislation (e.g. Data Protection Act, safeguarding) and coaching competencies and codes of ethics described by the main professional bodies.