

Highfield Level 5 End-Point Assessment for ST0809 Coaching Professional

End-Point Assessment Kit



Highfield Level 5 End-Point Assessment for ST0809 Coaching Professional

EPA Kit

Contents

Please click on the headings below to navigate to the associated section of the EPA Kit.

Introduction	4
The Highfield approach	9
Gateway	10
The Coaching Professional apprenticeship standard	12
Assessment summary	51
Assessing the knowledge test	53
Assessing the observation with questions and answers	56
Assessing the interview supported by portfolio of evidence	60

Versions:

ST0809 / v1.0 / AP01

CP v2.4

How to use this EPA Kit

Welcome to the Highfield End-point Assessment kit for the Coaching Professional apprenticeship standard.

Highfield is an end-point assessment organisation that has been approved to offer and carry out end-point assessments for the Level 5 Coaching Professional apprenticeship standard.

The EPA Kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful.

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on amplification
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Standard overview

The broad purpose of a coaching professional 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.

Coaching professionals are found in private, public and third sector national and multinational organisations and employers. They are present in every sector across the country including, for example, the health sector, the finance sector, engineering and manufacturing sectors, business and professional services, the education sector, the retail sector, the leisure sector, the technology sector and construction.

In their daily work, an employee in this occupation interacts with coachees as their primary contact, bringing a fresh, independent perspective to support the individual, team or organisation with the development of its people.

They will engage with teams such as human resources, learning and development, and organisational development, as well as 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.

Key responsibilities are likely to include the coaching relationship with the coachees, signposting to other services, quality assurance of their own practice, furthering a coaching culture and working with leaders to remove barriers that hinder success.

Roles/occupations may include a business coach, career coach, coaching practitioner, leadership coach, performance coach and wellbeing coach.

This standard aligns with the following professional recognition:

- European Mentoring and Coaching Council for Accredited Coaching Practitioner
- The Association for Coaching for Accredited Coach
- The International Coach Federation for Associate Certified Coach

On-programme requirements

Although learning, development and on-programme assessment are flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Coaching Professional apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the interview and collation of the portfolio of evidence (such as a provision of recordings of professional discussions or workplace evidence).

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Training, development and ongoing review activities should include:

- achievement of level 2 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.

Portfolio of evidence

The apprentice is required to gather a portfolio of evidence while on-programme to support the interview during end-point assessment.

The portfolio of evidence requirements are as follows.

- 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 criteria that explicitly require 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 within the assessment criteria for the interview. There must be at least 1 piece of evidence relating to each knowledge, skill and behaviour mapped to the interview. One piece of evidence can be referenced against more than 1 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 portfolio must be accompanied by a portfolio matrix. This can be downloaded from our website. The portfolio matrix must be fully completed, including a declaration by the employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

The portfolio of evidence must be submitted to Highfield at gateway. It is not directly assessed but supports the interview.

Use of Artificial Intelligence (AI) in the EPA

Assessments must be carried out in accordance with the published assessment plan and all work submitted must be the apprentice's own. AI tools must not be used to generate evidence in its entirety or to replace the apprentice's own judgement, performance or competence. Any use of AI must be transparent, limited and properly referenced.

Where AI has been used by the apprentice as part of normal work activity (for example, drafting a document, worksheet or PowerPoint) this may form part of the portfolio provided that:

The apprentice has materially authored, verified and taken responsibility for the content:

- AI use is clearly declared and referenced within the work (include tool name, purpose and how outputs were verified)
- Source prompts, system settings and the portions influenced by AI are retained and available for review
- AI outputs must not substitute for authentic demonstration of competence against the standard

If an AI tool is used at any stage of an assessment method (for example, to prepare a presentation outline or to organise notes), its use must be fully referenced in the submission or assessor records, and must not compromise authenticity, validity or security. Assessors must be satisfied that decisions remain rooted in the apprentice's knowledge, skills and behaviours, and in direct evidence gathered through observation, questioning and professional discussion.

AI tools must not be used to produce assessment evidence end-to-end, to fabricate logs/records or to simulate performance.

Additional, relevant on-programme qualification

There are no mandatory qualifications for this standard. However, employers may wish to include relevant qualifications to help structure the on-programme delivery.

Readiness for end-point assessment

In order for an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 2 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the apprentice must have gathered a portfolio of evidence against the required standards.
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the Gateway Readiness Report.
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a **mandated** end-assessment window. Further information about the gateway process is covered later in this kit.

Order of end-point assessments

There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

[Click here to return to contents](#)

The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Specific considerations

Criteria for the knowledge test has been written by Highfield based on the knowledge statements mapped to the knowledge test in the assessment plan. All of the evidence criteria for the observation with questions and answers and the interview supported by portfolio of evidence have been taken from the grading criteria outlined within the assessment plan. There is no carry-over of assessment criteria between assessment methods.

The assessment plan states that the content of the portfolio: *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.*

To align with this, and as the portfolio itself is not assessed, the portfolio of evidence matrix provided by Highfield includes the knowledge, skills and behaviours from the standard rather than the pass and distinction criteria.

[Click here to return to contents](#)

Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through gateway to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved Level 2 English
- Achieved Level 2 maths
- Collated a portfolio of evidence

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

The gateway meeting

The gateway meeting should be attended by the apprentice and a representative from the employer and training provider.

The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield. If you require any support completing the Gateway Readiness Report, please contact your employer engagement manager at Highfield Assessment.

Reasonable adjustments

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments policy for further information/guidance.

ID requirements

Highfield Assessment will complete an identification check before starting any assessment and will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the Police
- another photographic ID card, such as an employee ID card or travel card

[Click here to return to contents](#)

The Coaching Professional apprenticeship standard

The following pages contain the Coaching Professional apprenticeship standard and the assessment criteria in a format that is suitable for delivery.

Knowledge Test
Knowledge
K1 Theories of learning and reflective practice such as Kolb, Gibbs, Schon, etc., and basic schools of psychology and neuroscience , including linguistic interpretation and application
K2 The theories of emotional and social intelligence , such as Goleman and Salovey & Mayer, and application of the theories to understanding self
K3 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
K5 The theory of organisational culture (and values) and leadership styles , and the impact these can have on individuals and their behaviour
K6 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)
K7 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
K8 Theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence , and types of feedback
K10 The differences and similarities between coaching, mentoring, training, counselling and consulting

K11 Relevant legislation (e.g. Data Protection Act, safeguarding) and **coaching competencies** and codes of ethics described by the **main professional bodies**

Amplification and guidance

Theories of learning and reflective practice

- Kolb's Experiential Learning Cycle:
 - a cyclical process where learning is derived from reflecting on experience
 - has four stages:
 - Concrete Experience - doing or having an experience
 - Reflective Observation - reviewing what happened
 - Abstract Conceptualisation - drawing conclusions and forming theories
 - Active Experimentation - applying learning to new situations
 - in coaching practice:
 - coaches support coachees to move through all stages, not just reflection
 - it encourages action-oriented development, not just discussion
 - learning through action and reflection
- Gibbs' Reflective Cycle:
 - a structured reflection model used to analyse experiences in depth
 - has six stages:
 - description
 - feelings
 - evaluation
 - analysis
 - conclusion
 - action plan
 - in coaching practice:
 - it helps coachees to explore emotions and meaning, not just events
 - it supports deeper self-awareness and behavioural change

- Schön's Reflective Model:
 - focuses on how professionals learn and improve through reflection
 - key concepts include:
 - reflection-in-action - thinking during the activity (real-time adjustment)
 - reflection-on-action - reviewing after the event
 - in coaching practice:
 - coaches model and encourage adaptive thinking and responsiveness
 - it is important for handling complex or unpredictable situations
- Reflective practice:
 - the ongoing process of critically evaluating experiences to inform future behaviour
 - its key purposes include:
 - improving self-awareness
 - enhancing decision-making
 - supporting continuous professional development (CPD)
 - in coaching, it is central to enabling coaches to learn from experience rather than repeating behaviour
 - reflection is not just 'thinking back', it requires analysis and change

Basic schools of psychology and neuroscience

- Behaviourism:
 - focuses on observable behaviour and external stimuli
 - its key idea is that behaviour is learned through conditioning (reward and punishment)
 - application in coaching:
 - goal setting
 - habit formation
 - reinforcement strategies
 - key theorists include:
 - Pavlov's Classical Conditioning:

- learning occurs through association between stimuli
- key components include:
 - unconditioned stimulus (UCS) - naturally triggers a response
 - unconditioned response (UCR) - automatic reaction
 - conditioned stimulus (CS) - previously neutral stimulus that becomes associated
 - conditioned response (CR) - learned response to the conditioned stimulus
- its core idea is the repeated pairing of a neutral stimulus with a natural stimulus leads to an automatic response
- in coaching:
 - it helps to explain emotional triggers and learned associations
 - coaches may support coachees to identify and reframe conditioned responses, such as anxiety linked to specific situations
- Skinner's Operant Conditioning:
 - learning occurs through consequences of behaviour
 - its key principles include:
 - reinforcement increases the likelihood of behaviour being repeated:
 - positive reinforcement - adding a reward
 - negative reinforcement - removing an unpleasant stimulus
 - punishment decreases the likelihood of behaviour being repeated
 - in coaching:
 - it is used in habit formation and behaviour change
 - it is used in goal setting with reinforcement, such as recognising progress
 - it encourages consistent behaviours through reward systems
- Cognitive psychology:
 - focuses on mental processes, such as thinking, memory and perception
 - its key idea is that behaviour is influenced by how individuals interpret situations
 - in coaching, it challenges limiting beliefs and reframes thinking patterns

- Humanistic psychology:
 - focuses on personal growth, self-actualisation and individual potential
 - its key principles include:
 - people are inherently motivated to grow
 - it has an emphasis on empathy, autonomy and self-direction
 - in coaching:
 - it uses a non-directive coaching style
 - it builds trust and psychological safety
 - Carl Rogers' Humanistic Approach:
 - Carl Rogers' theory is grounded in the belief that individuals have an innate drive towards growth and self-actualisation
 - its key concepts:
 - self-concept - how an individual perceives themselves
 - ideal self - who the individual wants to be
 - congruence - alignment between self-concept and experience
 - incongruence - mismatch leading to discomfort or anxiety
 - core conditions for growth include:
 - unconditional positive regard - acceptance without judgement
 - empathy - understanding another's perspective
 - congruence (genuineness) - being authentic
 - in coaching:
 - it forms the basis of non-directive coaching approaches
 - it supports the development of self-awareness and self-acceptance
 - it helps individuals explore gaps between their current and ideal selves
 - it helps individuals explore personal values and identity
- Psychodynamic (basic awareness):
 - focuses on unconscious processes and past experiences

- in coaching, it understands underlying drivers of behaviour
- Neuroplasticity:
 - the brain's ability to change and adapt through experience
 - in coaching, it supports the idea that behaviour and thinking can change over time
- Amygdala (emotional responses):
 - processes threat and emotional reactions
 - in coaching:
 - emotional responses can override rational thinking
 - it is important for managing stress and psychological safety
- Prefrontal cortex (thinking and decision-making):
 - responsible for reasoning, planning and problem-solving
 - in coaching:
 - coaching questions stimulate higher-order thinking
- Cognitive load:
 - the brain has limited capacity for processing information
- Language and meaning-making:
 - individuals interpret the world through language patterns
 - words influence:
 - perception
 - emotions
 - behaviour
- Questioning techniques:
 - open questions encourage:
 - reflection
 - ownership

- closed questions limit exploration
- Reframing:
 - changing how a situation is perceived through language, for example, failure should be perceived as a learning opportunity
 - supports cognitive change
- Basic neuro-linguistic programming (NLP)
 - focuses on links between:
 - language
 - thought patterns
 - behaviour
 - techniques include:
 - anchoring (associating emotional states)
 - rapport building (mirroring language and behaviour)

Theories of emotional and social intelligence

- Emotional intelligence (EI):
 - refers to the ability to:
 - recognise, understand and manage one's own emotions
 - recognise and influence the emotions of others
 - it is central to:
 - self-awareness
 - interpersonal effectiveness
 - decision-making
 - in coaching, EI underpins self-reflection, behaviour change and relationship building
- Salovey and Mayer's Ability Model of Emotional Intelligence:
 - conceptualises EI as a set of cognitive abilities related to processing emotional information

- four-branch model:
 - perceiving emotions - identifying emotions in self and others, such as facial expressions or tone
 - using emotions - harnessing emotions to support thinking and problem-solving
 - understanding emotions - recognising emotional changes and complex feelings
 - managing emotions - regulating emotions in self and others
- in coaching, it supports development of emotional awareness and regulation skills and encourages coachees to use emotions as data, not ignore them
- Goleman's Mixed Model of Emotional Intelligence:
 - combines emotional skills, competencies and behaviours linked to performance
 - it has five key domains:
 - self-awareness - recognising one's emotions and their impact
 - self-regulation - managing emotional responses appropriately
 - motivation - internal drive to achieve goals
 - empathy - understanding others' emotions
 - social skills - managing relationships and influencing others
 - in coaching, it is widely used to develop:
 - leadership capability
 - communication and relationship management
 - links EI to workplace performance and effectiveness
- Social intelligence:
 - refers to the ability to navigate social situations effectively
 - closely linked to EI but focuses more on interpersonal awareness and relationship management
 - in coaching it supports rapport building and managing group dynamics

Theories to understanding self

- Bem's Self-Perception Theory:

- suggests individuals develop attitudes and understanding of themselves by observing their own behaviour
- its core idea is based on the feeling that 'I must believe this because I am acting this way'
- its key features include:
 - behaviour can shape attitudes and self-concept, not just the other way around
 - it is particularly relevant when internal feelings are unclear or ambiguous
- in coaching, it encourages:
 - reflecting on actions to understand beliefs
 - using behaviour change to influence identity
- it helps individuals to recognise patterns in their actions, and infer motivations and attitudes
- Self-Determination Theory:
 - a theory of human motivation, focusing on intrinsic drivers
 - it identifies three core psychological needs:
 - autonomy - feeling in control of one's actions
 - competence - feeling capable and effective
 - relatedness - feeling connected to others
 - its core idea states that when these needs are met, individuals experience intrinsic motivation and wellbeing
 - in coaching, coaches support coachees to:
 - set self-directed goals (autonomy)
 - build confidence and capability (competence)
 - strengthen relationships (relatedness)
 - it helps individuals to identify what motivates them and why motivation may be lacking
- Self-regulation
 - the ability to manage emotional responses
 - it includes controlling impulses and responding rather than reacting
 - in coaching, it enables coaches and coachees to handle pressure and adapt behaviour

Diversity and inclusion and bias theory

- Diversity:
 - refers to the range of differences between individuals, including:
 - visible (for example, age, gender and ethnicity)
 - non-visible (for example, beliefs, values, experiences and thinking styles)
 - in organisations, it brings varied perspectives, improving decision-making and innovation
- Inclusion:
 - the practice of creating an environment where all individuals feel valued, respected and able to contribute
 - it focuses on participation, belonging and psychological safety
 - it ensures coaching is accessible, fair and non-discriminatory
- Unconscious (implicit) bias:
 - automatic, unintentional judgements based on stereotypes or past experiences
 - it can influence decision-making, interactions and perceptions of others
- Conscious (explicit) bias:
 - deliberate attitudes or beliefs about a group
 - more visible and intentional than unconscious bias
- Confirmation bias:
 - the tendency to seek, interpret or remember information that confirms existing beliefs
 - individuals may ignore contradictory evidence and favour information that supports their views
- Self-serving bias:
 - the tendency to attribute successes to internal factors, such as ability, and failures to external factors, such as circumstances
 - it helps to protect self-esteem, but can prevent individuals from taking accountability for development areas
- Hindsight bias:

- the tendency to believe, after an event, that the outcome was predictable or obvious
- it can lead to overconfidence in judgement
- Gender bias:
 - the tendency to favour or disadvantage individuals based on gender-related assumptions or stereotypes
 - it can influence hiring decisions and performance evaluations
- Cognitive bias:
 - systematic patterns of deviation from rational judgement
 - it occurs due to mental shortcuts (heuristics) and limited cognitive capacity
- Substitution bias:
 - it occurs when individuals replace a difficult question with a simpler one without realising, for example, instead of 'is this the best candidate?', an individual may ask 'do I like this candidate?'

Personality type theories

- Introversion vs extroversion:
 - represents a preference for how individuals gain and direct energy:
 - introversion - energy from internal reflection, prefers quieter environments
 - extroversion - energy from social interaction, prefers external stimulation
 - in coaching, it influences communication style and reflection preferences

Integrity

- Refers to consistency between values, principles and actions
- Key aspects include:
 - honesty
 - ethical behaviour
 - accountability
- In coaching, it builds trust and credibility

- In organisations, it supports ethical culture and decision-making

Ontology

- Refers to the study of being, focusing on:
 - how individuals perceive and interpret the world
 - their sense of identity and reality
- In coaching, it explores beliefs, language and behaviour
- Key idea:
 - 'how a person is' shapes how they act and respond

Human values

- Values are core beliefs that guide behaviour and decision-making
- Examples include:
 - honesty
 - achievement
 - security
 - equality
- In coaching, values influence motivation, goals and behaviour
- Misalignment of values can lead to conflict and reduced motivation

Theory of self-actualisation

- Maslow's Hierarchy of Needs:
 - describes stages of human motivation:
 - physiological needs (food, rest)
 - safety needs (security, stability)
 - love and belonging (relationships)

- esteem (achievement, recognition)
 - self-actualisation (reaching full potential)
- its key idea recognises that lower-level needs must be sufficiently met before higher-level needs motivate behaviour
- in coaching, it helps to identify what is currently motivating an individual
- Motivational Theory:
 - motivation explains why individuals act in certain ways
 - it has two main types:
 - intrinsic motivation - driven by internal satisfaction
 - extrinsic motivation - driven by external rewards or pressures
 - in coaching, it often focuses on intrinsic motivation for sustainable change
- Herzberg's Two-Factor Theory:
 - identifies two sets of factors affecting motivation:
 - hygiene factors (prevent dissatisfaction), examples include:
 - salary
 - working conditions
 - job security
 - company policies
 - they do not motivate, but their absence causes dissatisfaction
 - motivators (create satisfaction), examples include:
 - achievement
 - recognition
 - responsibility
 - personal growth
 - they drive higher performance and engagement
 - in coaching and organisations, it is important to address hygiene factors first then focus on motivators for engagement

Theory of organisational culture

- Schein's Model of Organisational Culture:
 - Edgar Schein identified three levels of culture:
 - Artefacts (visible):
 - observable elements:
 - dress code
 - office layout
 - language and rituals
 - easy to see, but difficult to interpret without context
 - Espoused Values:
 - stated values and strategies:
 - mission statements
 - company values
 - may not always align with actual behaviour
 - Underlying Assumptions:
 - deeply embedded, unconscious beliefs:
 - 'the way things really are'
 - drive behaviour at a fundamental level
- Organisational values:
 - values are the principles that guide behaviour and decision-making within an organisation, examples include:
 - integrity
 - innovation
 - customer focus
- Types of organisational culture:

- power culture:
 - centralised control, decisions made by a few
 - fast decision-making but limited input
- role culture:
 - structured, rule-based, defined roles
 - stability and clarity, but less flexibility
- task culture:
 - team-based, focused on problem-solving
 - flexible and collaborative
- person culture:
 - individual-focused, autonomy prioritised
 - less common in traditional organisations
- clan culture:
 - collaborative, people-focused culture resembling a family environment
 - emphasises teamwork, participation and employee development
- adhocracy culture:
 - dynamic, innovative culture focused on creativity and adaptability
 - emphasises risk-taking, innovation and flexibility
- market culture:
 - results-driven, competitive culture focused on achieving targets and outcomes
 - emphasises performance, productivity and competition
- hierarchy culture:
 - structured, controlled culture with clear processes and procedures
 - emphasises stability, efficiency and consistency

Leadership styles

- Autocratic leadership:
 - leader makes decisions with little input from others
 - effective when quick decisions are needed, but can reduce engagement and autonomy
- Democratic leadership:
 - involves team members in decision-making
 - increases engagement and ownership
- Laissez-faire leadership
 - minimal direction, high autonomy
 - can empower experienced teams, but may lead to lack of direction
- Transformational leadership
 - focuses on vision, inspiration and change
 - high motivation and engagement
- Transactional leadership
 - based on rewards and consequences
 - has a clear structure, but may limit innovation
- Situational leadership
 - leaders adapt style based on individual competence and commitment

Coaching theory

- Coaching is a structured, goal-oriented process that supports individuals to:
 - improve performance
 - develop skills
 - increase self-awareness
- It is typically:
 - non-directive (facilitates thinking rather than giving answers)

- collaborative (coach and coachee work in partnership)
- Uses models, such as goal, reality, options and will (GROW), to structure conversations from goals to actions and commitment

Good practice coaching protocols

- Contracting:
 - establishing clear agreements at the start:
 - roles and responsibilities
 - confidentiality
 - boundaries
 - it ensures trust and clarity of expectations
- Confidentiality:
 - information shared in coaching should remain private, unless there is a safeguarding or legal obligation
 - it builds psychological safety
- Goal setting:
 - goals should be clear, measurable and relevant
 - it supports focus and accountability
- Review and evaluation:
 - involves ongoing monitoring of progress and effectiveness
 - it enables adjustment of approach
- Professional boundaries:
 - involves maintaining appropriate relationship limits and ethical standards
 - it avoids dependency and conflicts of interest

Code of conduct

- A set of ethical principles guiding the behaviour of the coach

- Common elements include:
 - integrity
 - professionalism
 - respect
 - accountability
- Key expectations include:
 - acting in the best interests of the coachee
 - maintaining confidentiality and trust
 - working within competence and scope
 - engaging in continuous professional development (CPD)

Unconditional positive regard

- Treating the coachee with acceptance and respect, without judgement
- Its key idea involves the individual being valued regardless of their behaviour or views
- In coaching, it builds trust and openness

Non-judgmentalism

- Involves avoiding criticism, assumptions and personal bias
- Focus is on understanding rather than evaluating
- In coaching, it encourages honest reflection and psychological safety

Non-directiveness

- A coach does not give advice or provide solutions, instead, they facilitate the coachee's own thinking
- Techniques include open questioning and active listening
- In coaching, it promotes ownership and self-generated solutions

Methods of communication

- Verbal communication:
 - use of spoken or written words to convey meaning
 - key elements include:
 - tone
 - clarity of language
 - questioning style
 - involves the use of open questions (to explore) and probing questions (to deepen understanding)
- Non-verbal communication:
 - communication without words, including:
 - body language
 - facial expressions
 - eye contact
 - posture
 - it often conveys emotions and attitudes
 - in coaching, it helps to interpret unspoken meaning
- Building rapport:
 - rapport is a mutual sense of trust, understanding and connection
 - it is built through:
 - active listening
 - empathy
 - consistency
 - in coaching, it is essential for openness and honest reflection
- Matching and mirroring:

- the techniques of subtly aligning behaviour with another person
- it includes:
 - body language
 - tone of voice
 - language patterns
- its purpose is to build rapport and trust
- in coaching, it is used carefully to avoid appearing artificial
- Levels of Listening (Co-Active Coaching):
 - level 1 – Internal Listening:
 - focuses on own thoughts, opinions and responses
 - involves limited understanding of the speaker
 - level 2 – Focused Listening:
 - full attention on the speaker’s words and tone
 - involves better understanding and engagement
 - level 3 – Global Listening:
 - awareness of the environment, non-verbal cues and emotions
 - involves a deeper understanding and insight

Theories of relationship management

- Transactional Analysis (TA):
 - a theory of communication and relationships
 - based on three ego states:
 - Parent - authoritative, critical or nurturing
 - Adult - rational, objective
 - Child - emotional, reactive

- interactions (transactions) occur between these states
- in coaching, it helps to identify communication patterns and dysfunctional interactions
- Power dynamics:
 - refers to how power is distributed and exercised in relationships
 - types of power (French and Raven):
 - positional (legitimate, reward, coercive)
 - personal (expert, referent, information)
 - in coaching and organisations, power affects communication, influence and decision-making
- Stakeholder management theories
 - stakeholders are individuals or groups with an interest in an outcome
 - stakeholder management involves:
 - identifying stakeholders
 - understanding their needs and influence
 - managing relationships

Johari Window

- A model used to improve self-awareness and mutual understanding
- Consists of four quadrants:
 - Open area (arena):
 - information known to self and others
 - includes behaviours and traits openly shared
 - expand this area to improve communication and trust
 - Blind spot:
 - information known to others, not to self
 - includes behaviours the individual is unaware of

- area is reduced through feedback from others
- Hidden area (facade):
 - information known to self, not to others
 - includes private thoughts or feelings
 - area is reduced through self-disclosure
- Unknown area:
 - information unknown to both self and others
 - includes untapped potential or unconscious behaviours

Journey from unconscious incompetence to unconscious competence

- Describes the progression of skill development:
 - Unconscious incompetence
 - an individual is unaware of a lack of skill
 - 'does not know what they don't know'
 - Conscious incompetence:
 - an individual is aware of a skill gap
 - may lead to frustration or a motivation to learn
 - Conscious competence
 - an individual is able to perform a skill with effort and focus
 - requires deliberate practice
 - Unconscious competence:
 - a skill becomes automatic
 - performed with little conscious effort
 - In coaching, it helps to identify an individual's current stage of competence and tailor development approaches

Types of feedback

- Positive feedback:
 - reinforces effective behaviour
 - focuses on strengths, building confidence and motivation
- Constructive (developmental) feedback:
 - identifies areas for improvement
 - focuses on behaviour, not the individual
 - supports learning and growth
- Formal feedback:
 - structured and planned
 - appraisals or reviews
 - typically documented
- Informal feedback:
 - spontaneous and ongoing
 - occurs in day-to-day interactions
- 360-degree feedback (awareness):
 - involves feedback collected from peers, managers or direct reports
 - provides multiple perspectives
- Feedforward (development-focused):
 - focuses on future improvement rather than past behaviour
 - encourages action-oriented change
- Summarising:
 - involves briefly consolidating key points from what the individual has said
 - focuses on main ideas and key themes
 - in coaching, it helps to confirm understanding and provide clarity
- Paraphrasing:

- involves restating what the individual has said in different words
- focuses on meaning rather than exact wording
- in coaching, it helps to demonstrate active listening and understanding
- Reframing:
 - involves presenting a different perspective on a situation or behaviour
 - focuses on changing interpretation and highlighting alternative viewpoints
 - in coaching, it helps to shift mindsets and encourage more positive or constructive thinking
- Challenging:
 - involves constructively questioning assumptions, beliefs or behaviours
 - focuses on encouraging deeper reflection and highlighting inconsistencies
 - in coaching, it supports insight and behaviour change

Differences and similarities between coaching, mentoring, training, counselling and consulting

- These are all development approaches used to support individuals or organisations
- They differ in level of direction, focus (performance, development, wellbeing, expertise) and role of the practitioner
- They share a common aim of improving capability, understanding or outcomes
- Coaching:
 - a non-directive, facilitative process that supports individuals to find their own solutions and increase self-awareness
 - a coach's role includes asking questions and encouraging reflection
 - a coach does not provide answers or advice
 - focuses on performance and development
- Mentoring:
 - a developmental relationship where a more experienced individual shares knowledge, provides guidance and gives advice
 - a mentor's role includes acting as a role model
 - a mentor is more directive than a coach

- focuses on long-term career or personal development
- Training:
 - a structured, instructional approach to develop specific skills or knowledge
 - a trainer's role includes teaching and providing information
 - training is content-led, not learner-led
 - focuses on skill acquisition, typically through pre-defined content
- Counselling
 - a therapeutic process focused on emotional issues and personal challenges
 - a counsellor's role includes supporting the exploration of feelings and past experiences
 - counselling often deals with past issues, unlike coaching, which is future-focused
 - focuses on wellbeing and mental health
- Consulting
 - a problem-solving approach where an expert diagnoses issues and recommends solutions
 - a consultant's role includes providing expertise and advice
 - consultants provide solutions, unlike coaching
 - focuses on organisational or technical problems
- Similarities across all approaches include:
 - aiming to improve performance or understanding
 - involving interaction and communication
 - requiring trust and professional boundaries

Relevant legislation

- Data Protection Act:
 - governs how personal data is collected, stored and used
 - key principles include:

- lawfulness, fairness and transparency
 - purpose limitation (used only for intended purpose)
 - data minimisation (only necessary data collected)
 - accuracy
 - storage limitation (kept only as long as needed)
 - security (protection against unauthorised access)
- in coaching, coaches may handle personal information and session notes
- coaches must ensure confidential and secure storage, and clear consent from the coachee
- individuals have the right to access the personal data held
- Safeguarding Vulnerable Groups Act:
 - introduced the Disclosure and Barring Service (DBS) system
 - aims to prevent unsuitable individuals from working with vulnerable groups
 - safeguarding refers to protecting individuals from harm, abuse and neglect
 - key responsibilities of a coach include:
 - recognising signs of harm or risk
 - taking appropriate action, such as reporting concerns
 - following organisational procedures
 - in coaching, coaches must break confidentiality if there is a risk of harm and escalate concerns appropriately
- Equality Act
 - protects individuals from discrimination based on protected characteristics:
 - age
 - disability
 - gender reassignment
 - marriage and civil partnership
 - pregnancy and maternity

- race
- religion
- sex
- sexual orientation
- in coaching, coaches must ensure fair and inclusive practice and avoid discrimination or bias

Coaching competencies

- Competencies define the skills, knowledge and behaviours required for effective coaching
- Used by professional bodies to set standards and guide development
- Key competencies include:
 - ethical practice:
 - acting with integrity and professionalism
 - establishing agreements through clear contracting:
 - goals
 - roles
 - boundaries
 - building trust and safety:
 - creating psychological safety and a confidential environment
 - maintaining presence:
 - being fully engaged and focused on the coachee
 - active listening:
 - understanding words, emotions and meaning
 - using summarising and paraphrasing to aid understanding
 - evokes awareness:
 - asking open, thought-provoking questions

- facilitating growth:
 - supporting insight, action and accountability

Main professional bodies

- Examples of bodies:
 - International Coaching Federation (ICF)
 - European Mentoring and Coaching Council (EMCC)
 - Association for Coaching (AC)
- Core ethical principles:
 - confidentiality
 - professional conduct
 - integrity
 - respect for individuals
 - competence (working within limits)
- Key expectations:
 - maintaining boundaries and transparency
 - avoiding conflicts of interest
 - engaging in continuous professional development (CPD)

Observation with questions and answers		
Knowledge	Skills	Behaviours
<p>K12 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>S2 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>S3 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>S6 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>B4 Is spontaneous, open and flexible, demonstrating respect and engendering trust</p>

	<p>S7 Deliver feedback in a style that is useful, acceptable, non-judgmental and meaningful to those receiving coaching</p> <p>S8 Identification of patterns of thinking and limiting/enabling beliefs and actions</p> <p>S9 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>S10 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>S11 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>S12 Applies coaching theories, models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning</p> <p>S15 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>	
Pass criteria	Distinction criteria	
<p>OB1 Applies a range of coaching models and techniques during the coaching sessions delivering to bring about insight and learning (K12, S12)</p> <p>OB2 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>OB3 Summarises roles and responsibilities in the coaching process and the benefits to the individual (S3)</p> <p>OB4 Delivers non-directive and non-judgmental feedback that is meaningful to those receiving the coaching (S7)</p> <p>OB5 Builds rapport/trust with the coachees, responding appropriately to the coachees personal preference, particularly where they bring a level of relational challenge including adapting</p>	<p>OB9 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>OB10 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>OB11 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>	

style and methods throughout the coaching sessions while ensuring non-dependence (S6, S11, B4)

OB6 Uses appropriate questioning techniques to identify patterns of thinking and limiting/enabling beliefs and actions (S8, S9)

OB7 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)

OB8 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)

OB12 Uses intuition to deliver **feedback** in a non-directive and non-judgmental manner that enables new insight in those receiving coaching (S7)

OB13 Justifies their questioning techniques when following up responses with additional prompts and questions to elicit additional insights from the coachee (S8, S9)

Amplification and guidance

Coaching models

- John Whitmore's goal, reality, options and will (GROW) Model
- Outcome, situation/scaling, choices/know-how and resources, actions/affirm and action and review (OSCAR/OSKAR)
- Contracting, listening, exploring, action and review (CLEAR)
- Onside
- Subject, target identification, emotion, perception and choice, plan and pace, adapt or action (STEPPA/STEPPPA)
- Activating event or situation, beliefs, consequences, disputation of the beliefs and an effective new approach to dealing with the problem (ABCDE)

Feedback

- Non-judgemental and meaningful:

- the offering of feedback in a coaching context must be non-judgemental and non-directive so that it provides the coachee with the purpose of raising insight and increased self-awareness
- Non-directive:
 - no advice and guidance given from the coach. The offering of feedback is given at an appropriate time for the coachee to maximise their level of insight.

Self-awareness

- Understanding your own behaviour to allow a coachee to move through a process
- Good understanding of self-awareness and own behaviours and how they can enable energy shifts to be aired, addressed and managed

Tools and techniques

- Alignment of personal and organisational goals
- Cognitive, behavioural coaching
- Gestalt theory
- Johari Window
- Nancy Kline's Thinking Environment
- Neurolinguistic programming (NLP)
- Re-framing
- Visualisation
- Use of silence
- Wheel of Life

Core communication skills

- Summarising/paraphrasing

- Reflecting
- Observations
- Using the coachee's own language
- Questioning techniques
- Use of silence

Applies their own values, beliefs and behaviours

- Awareness of how the coach's values and beliefs impact the coachee and the session
- Understanding the transference to and from the coachee
- The ability to maintain a neutral stance

Personal values

- Understanding how they may impact a coaching session

Interview supported by portfolio of evidence		
Knowledge	Skills	Behaviours
<p>K4 The importance of coaching contracting and recontracting, and models enabling its effectiveness</p> <p>K9 Evaluation: theories of return on investment and delivery of value</p>	<p>S1 Time management, including scheduling coaching sessions, and self-leadership to resolve conflicting priorities and ensure sufficient time for record-keeping and other role activities</p> <p>S4 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)</p> <p>S5 Stakeholder management, including a range of challenging and senior people, and focus on their agenda and outcomes throughout</p>	<p>B1 Committed to self-development, including self-reflection, gathering information on the effectiveness of their own practice, producing personal development plans and receiving coach supervision</p> <p>B2 Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing, resilience and maintaining mental capacity</p> <p>B3 Act as an ambassador for a coaching mindset and positive approach to personal development</p>

	<p>S13 Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed</p> <p>S14 Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice</p>	
Pass criteria		Distinction criteria
<p>IN1 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>IN2 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>IN3 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 (S1)</p> <p>IN4 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><i>IN7 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)</i></p> <p><i>IN8 Evaluates approaches to personal development and the way that coaching has supported this (B3)</i></p> <p><i>IN9 Explains how they have contributed to organisational effectiveness and strategic aims through coaching others (K9)</i></p>	

IN5 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)

IN6 Explains how diversity and inclusion informs their practice by providing a considered justification for valuing the inherent diversity between them and their coachee (S14)

Amplification and guidance

Coaching contracting and recontracting

- An understanding of a range of coaching models to support the specific aims of the coachee and the overall coaching goal
- An understanding of situations and examples of when re-contracting in coaching is appropriate
- An understanding of the key components of a good coaching contract, making reference, where applicable, to coaching professional bodies

Evaluation

- An understanding of the role evaluation plays in the demonstration of return on investment and the delivery of value
- Provide examples of how evaluation is used to demonstrate return on investment and the delivery of value

Return on investment and the delivery of value

- An understanding and application of theories underpinning learning evaluation, such as Kirkpatrick's Levels of Training Evaluation, in a coaching relationship and contract

Considerations of the system within which the coaching relationship sits

- Wider systems and/or influences that may impact a coaching relationship
- The broader context within which the coaching relationship sits within the organisation

Ethical standards

- Understand the Global Code of Ethics and how it applies to the role of an internal/external coach
- Understanding and awareness of common ethical dilemmas faced by professional coaches

Management of boundaries

- Shows how to understand, identify and apply boundaries within a coaching relationship

Stakeholder management

- Identification, understanding of and engagement with the relevant stakeholders in the coaching process

Energy shifts

- The ability to describe a shift that has been experienced in a coaching session
- Positives and negatives of energy shifts
- What did you do about it after the description of the energy shift

Demonstrating how diversity and inclusion informs their professional practice

- How they create an inclusive approach to their coaching practice, which may include (but is not exclusive to):
 - an understanding and/or appreciation learning style
 - personality types
 - diversity and neurodiversity

- logistics
- promotion and recruitment of coachees

Self-development, including self-reflection

- What is the purpose of both self-development and self-reflection during and after the qualification?
- What has been done to expand learning and development and the identification of this?
- What do they do to self-develop and self-reflect, and how is this used for progression?
- How has self-development and self-reflection changed their practice?

Self-awareness

- Understanding your own behaviour to allow a coachee to move through a process
- Good understanding of self-awareness and own behaviours and how they can enable energy shifts to be aired, addressed and managed

Explain how they work and contract with stakeholders

- Agrees the purpose and outcomes of the coaching relationship with relevant stakeholders in the contracting process
- Shows management of boundaries, including:
 - own competence and values
 - relevant codes of ethics, legislation and policies and procedures

Maintaining confidentiality and boundaries

- Includes own competence and values, relevant codes of ethics and relevant legislation, organisational policies and procedures

Strategic aims

- Evaluates how coaching others in the organisation helps the organisation to meet its strategic aims

[Click here to return to contents](#)

Assessment summary

The end-point assessment for the Coaching Professional apprenticeship standard is made up of 3 components:

1. A **90-minute** knowledge test consisting of **40 multiple-choice questions**, **10** of which will be based on 2 given scenarios
2. **2 observations**, each lasting up to **1 hour**, followed by **20 minutes** of questions and answers
3. A **60-minute** interview supported by a portfolio of evidence

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit and a mark allocated. The grade will be determined using the combined mark.

Knowledge test

Total marks available are 40.

- To achieve a **pass**, apprentices will score at least **26 out of 40**
- To achieve a **distinction**, apprentices will score at least **35 out of 40**
- **Unsuccessful** apprentices will have scored **25 or below**

The test may be delivered online or be paper-based and should be in a 'controlled' environment.

Observation with questions and answers

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass and all of the distinction criteria
- **Unsuccessful** apprentices will not have met all of the pass criteria

The observation with questions and answers may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

Interview supported by portfolio of evidence

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass and all of the distinction criteria
- **Unsuccessful** apprentices will not have met all of the pass criteria

The interview supported by portfolio of evidence may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

Grading

To be awarded a pass overall, the apprentice must achieve at least a pass grade in all 3 assessment components.

To be awarded a distinction overall, the apprentice must achieve a distinction grade in all 3 assessment components.

Retake and resit information

Should an apprentice fail an assessment activity on the first attempt, a resit should be scheduled as soon as the apprentice is ready, when practicable for the business and in line with the policies, practices and procedures of Highfield.

The resit is normally expected to take place after all the required assessments have been taken and the individual assessment results and overall apprenticeship result has been given to the apprentice. If a **retake** is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist.

Any assessment method resit or retake must be taken **within 3 months** of the fail notification, otherwise, the entire EPA must be taken again. Unless, in the opinion of Highfield, exceptional circumstances apply outside the control of the apprentice or their employer. The decision on how much time is required is based on a discussion between the apprentice, their employer and the end-point assessor.

Resits and retakes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum EPA grade of pass, unless Highfield determines there are exceptional circumstances requiring a resit or retake.

[Click here to return to contents](#)

Assessing the knowledge test

The knowledge test for the Coaching Professional apprenticeship standard will last 90 minutes and will consist of **40 multiple-choice questions**. The first **30 questions will be standard multiple-choice** and the last **10 questions** will be based on **2 given scenarios**, with **5 questions on each**.

The given scenario will be **100 - 150 words long** and be based on a true to life management scenario. For example, 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.

The topics covered within the test are listed within the criteria section on the following pages. In each paper, questions will cover each of these areas. However, not every aspect of every area will be covered in every test.

- To achieve a **pass**, apprentices will score at least **26 out of 40**
- To achieve a **distinction**, apprentices will score at least **35 out of 40**
- **Unsuccessful** apprentices will have scored **25 or below**

The test may be delivered online or be paper-based. Apprentices will take the test in a controlled environment that is a quiet space, free of distractions and influence in the presence of an invigilator. The invigilator may be the end-point assessor or another external person employed by Highfield or a Highfield remote invigilator. The test will be invigilated in line with the Highfield Invigilation policy.

Before the assessment

The employer/training provider should:

- brief the apprentice on the areas that will be assessed by the knowledge test.
- in readiness for end-point assessment, set the apprentice a mock knowledge test. A test is available to download from the Highfield Assessment website. The mock tests are available as paper-based tests and also on the mock e-assessment system.

Knowledge test criteria

Knowledge test criteria	
Knowledge standard	Indicative assessment criteria
<p>K1 Theories of learning and reflective practice such as Kolb, Gibbs, Schon, etc., and basic schools of psychology and neuroscience, including linguistic interpretation and application</p>	<p>K1.1 Explain how to apply theories of learning and reflective practice such as Kolb, Gibbs and Schon</p> <p>K1.2 Explain basic schools of psychology and neuroscience, including linguistic interpretation and application</p>
<p>K2 The theories of emotional and social intelligence, such as Goleman and Salovey & Mayer, and application of the theories to understanding self</p>	<p>K2.1 Explain the theories of emotional and social intelligence, such as Goleman and Salovey & Mayer</p> <p>K2.2 Explain how application of the theories leads to understanding self</p>
<p>K3 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</p>	<p>K3.1 Explain diversity and inclusion and bias theory</p> <p>K3.2 Explain personality type theories, such as preferences for introversion vs extroversion, integrity, ontology and human values and evaluate how they impact on behaviour and organisations</p> <p>K3.3 Explain the theory of self-actualisation, such as Maslow's Hierarchy of Needs, motivational theory, Herzberg</p>
<p>K5 The theory of organisational culture (and values) and leadership styles, and the impact these can have on individuals and their behaviour.</p>	<p>K5.1 Explain the theory of organisational culture (and values)</p> <p>K5.2 Describe leadership styles</p> <p>K5.3 Evaluate the impact organisational culture and leadership styles can have on individuals and their behaviour</p>
<p>K6 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)</p>	<p>K6.1 Explain how to maintain good practice coaching protocols</p> <p>K6.2 Explain the purpose and importance of a code of conduct within the coaching process</p>

<p>K7 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</p>	<p>K7.1 Describe methods of communication including verbal/non-verbal/building rapport/matching and mirroring K7.2 Describe effective listening skills, including levels of listening. K7.3 Explain theories of relationship management, including transactional analysis, power dynamics, and stakeholder management theories</p>
<p>K8 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>K8.1 Explain theories of increasing self-awareness, such as the Johari Window and the journey from unconscious incompetence to unconscious competence K8.2 Evaluate different types of feedback</p>
<p>K10 The differences and similarities between coaching, mentoring, training, counselling and consulting.</p>	<p>K10.1 Compare and contrast the differences and similarities between coaching, mentoring, training, counselling and consulting</p>
<p>K11 Relevant legislation (e.g. Data Protection Act, safeguarding) and coaching competencies and codes of ethics described by the main professional bodies.</p>	<p>K11.1 Explain the key points within the Data Protection Act K11.2 Explain the key points within safeguarding legislation and policy K11.3 Explain coaching competencies and codes of ethics described by the main professional bodies</p>

[Click here to return to contents](#)

Assessing the observation with questions and answers

Apprentices must be observed completing work in their normal workplace and should consist of the delivery of **2 coaching sessions** with a duration of up to **1 hour** each, each with a different individual receiving coaching. This will be followed by a **20-minute** questions and answers session led by the end-point assessor.

The assessment will last **2 hours and 20 minutes** in total. It may be split into discreet sections but must be completed over a **maximum** of 1 working day (typically 7.5 hours). The end-point assessor has the discretion to increase the time of the observation by **up to 10%** to allow the apprentice to complete a task.

The observations will need to take place in appropriate locations that ensure privacy. 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.

As the observations will be recorded for quality assurance purposes, permission must be sought from the coachee before the assessment takes place and they must be aware that they will be recorded. Recordings will be kept by Highfield for up to **1 month**.

The assessor will switch off the camera and microphone during the two observations to remain non-obtrusive.

During the questions and answers session, the end-point assessor will ask a **minimum** of **5 questions** and may ask additional follow-up questions where clarification is required. Questions may be asked on criteria not observed by the end-point assessor during the observation, which the apprentice did not have the opportunity to demonstrate, but the focus should be on those activities that did take place.

Highfield would encourage the employer/training provider and the apprentice to plan for the observation by familiarising themselves with the criteria that will be assessed.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass and all of the distinction criteria
- **Unsuccessful** apprentices will not have met all of the pass criteria

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which coaching professional criteria will be assessed (outlined on the following pages)

- ensure the person being coached by the apprentice is aware that they will be recorded and ensure they have sought their permission before the assessment takes place
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Observation with questions and answers mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock interview in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock observation with questions and answers should take place in a suitable location.
- a **2-hour and 20-minute** time slot should be available for the assessment if it is intended to be a complete mock observation with questions and answers covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- each of the **2 coaching sessions** should last up to **1 hour** and be undertaken with different coachees, who have each agreed to take part.
- consider a video or audio recording of the mock observation and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock observation with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured 'open' questions that do not lead the apprentice but allows them to give examples for how they have met each area in the standard. For example:
 - which coaching tools and models did you use in the 2 coaching sessions? What made you choose them in each individuals' case?
 - what made each coaching session a success/not a success?
 - in what ways do your own values and beliefs influence your approach to coaching?

Observation with questions and answers criteria

Throughout the observation with questions and answers session, the end-point assessor will review the apprentice's competence in the criteria outlined below.

Observation with questions and answers
To pass, the following must be evidenced
<p>OB1 Applies a range of coaching models and techniques during the coaching sessions delivering to bring about insight and learning (K12, S12)</p> <p>OB2 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>OB3 Summarises roles and responsibilities in the coaching process and the benefits to the individual (S3)</p> <p>OB4 Delivers non-directive and non-judgmental feedback that is meaningful to those receiving the coaching (S7)</p> <p>OB5 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 (S6, S11, B4)</p> <p>OB6 Uses appropriate questioning techniques to identify patterns of thinking and limiting/enabling beliefs and actions (S8, S9)</p> <p>OB7 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>OB8 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>
To gain a distinction, the following must be evidenced
<p>OB9 <i>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)</i></p> <p>OB10 <i>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)</i></p>

OB11 *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)*

OB12 *Uses intuition to deliver feedback in a non-directive and non-judgmental manner that enables new insight in those receiving coaching (S7)*

OB13 *Justifies their questioning techniques when following up responses with additional prompts and questions to elicit additional insights from the coachee (S8, S9)*

[Click here to return to contents](#)

Assessing the interview supported by portfolio of evidence

Apprentices will take part in a **60-minute** interview and will focus on the criteria outlined on the following pages. The end-point assessor has the discretion to increase the time of the interview by **up to 10%** to allow the apprentice to complete their last answer.

Apprentices are required to complete a portfolio of evidence while on-programme. For more information on the portfolio requirements, please see the 'on-programme requirements' section of this kit.

Apprentices should bring on-programme evidence with them to the interview to refer to. However, the end-point assessor will only assess the apprentice's responses to the questions posed. Any supplementary evidence will **not** be assessed against the criteria separately. Any supplementary evidence the apprentice wishes to bring with them should be kept to a minimum and well organised so that it does not act as a distraction and therefore allows the apprentice to make the best use of time. All supplementary evidence **must** be the apprentice's own work, in accordance with the declaration signed at gateway.

The interview will need to take place in a suitable environment - a quiet room, free from distractions.

The end-point assessor will ask the apprentice a **minimum of 9 questions** and will ask follow-up questions to seek further clarification if required.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass and all of the distinction criteria
- **Unsuccessful** apprentices will not have met all of the pass criteria

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- encourage the apprentice to review and familiarise themselves with the content and organisation/referencing of their portfolio of evidence prior to the assessment

- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Interview supported by portfolio of evidence mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock interview in preparation for the real thing. The most appropriate form of mock interview will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock interview should take place in a suitable location.
- a **60-minute** time slot should be available to complete the interview if it is intended to be a complete an interview covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock interview and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
 - tell me about some research you have done that has impacted on your practice. In what ways has it changed how you approach coaching now?
 - how do you overcome difficulties when coaching an individual who isn't responding positively to the methods you are using?
 - tell me about a stakeholder you have to work with.
 - what does 'return on investment' mean with regards to coaching?

Interview supported by portfolio of evidence criteria

Throughout the **60-minute** interview, the end-point assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the interview by reflecting on their learning and experience during the apprenticeship and considering the best examples to meet the criteria.

The coaching process
To pass, the following must be evidenced.
IN1 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)
IN2 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)
IN3 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 (S1)
IN4 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)
IN5 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)
IN6 Explains how diversity and inclusion informs their practice by providing a considered justification for valuing the inherent diversity between them and their coachee (S14)
To gain a distinction, the following must be evidenced
IN7 <i>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)</i>
IN8 <i>Evaluates approaches to personal development and the way that coaching has supported this (B3)</i>
IN9 <i>Explains how they have contributed to organisational effectiveness and strategic aims through coaching others (K9)</i>

[Click here to return to contents](#)