

Paper Code: M-EPA-CPR5010

Level 5

Coaching Professional - Mock EPA Knowledge Test

Information for registered centres

The seal on this examination paper must only be broken by the candidate at the time of the examination.
Under no circumstances should a candidate use an unsealed examination paper.

Information for candidates

Under no circumstances should you, the candidate, use an unsealed examination paper.

This examination consists of **40 multiple-choice** questions.

The exam is worth **40 marks**, with a Pass being **26 marks**, and Distinction **35 marks**.

The duration of this examination is **90 minutes**.

You are **NOT** allowed any assistance to complete the answers.

You must use a pencil to complete the answer sheet - pens must **NOT** be used.

When completed, please leave the **examination answer sheet (EAS)** on the desk.

EXAMINATION ANSWER SHEET (EAS) INSTRUCTIONS:

For each question, fill in **ONE** answer **ONLY**.

If you make a mistake, ensure you erase it thoroughly.

You must mark your choice of answer by shading in **ONE** answer circle only.

Please mark each choice like this:

01 A B C D **ANSWER COMPLETED CORRECTLY**

Examples of how **NOT** to mark your examination answer sheet (EAS). These will not be recorded.

01 A B C D **DO NOT** partially shade the answer circle
ANSWER COMPLETED INCORRECTLY

01 A B C D **DO NOT** use ticks or crosses
ANSWER COMPLETED INCORRECTLY

01 A B C D **DO NOT** use circles
ANSWER COMPLETED INCORRECTLY

01 A B C D **DO NOT** shade over more than one answer circle
ANSWER COMPLETED INCORRECTLY

All candidates **MUST** sign the Examination Answer Sheet (EAS) in the bottom right-hand corner of the page before leaving the examination room.

1

How does the current Data Protection Act apply to the management of coaching session records?

- A. By ensuring information is accurately stored and accessed appropriately
- B. By limiting record keeping to digital formats rather than written documents
- C. By permitting sharing of personal names and details with employers when necessary
- D. By requiring consent to be obtained only at the start of the coaching relationship

2

What is a **key** function of a coaching professional body?

- A. They define the evaluation process for coaching to enable organisations to demonstrate delivery of value
- B. They enforce the statutory requirements related to professional practice across all industry roles and sectors
- C. They provide coaching supervision as an alternative to organisational management
- D. They provide ongoing continuing professional development and accreditation for coaches

3

How does a market culture influence individual performance?

- A. It encourages collaboration and coordination across teams
- B. It focuses on achieving measurable outcomes and emphasises results
- C. It promotes greater autonomy and flexibility in decision-making
- D. It stimulates creativity and innovation in problem-solving

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How can a coach support a coachee during the abstract conceptualisation stage of Kolb's Experiential Learning Cycle?

- A. By encouraging a review of what happened immediately after an activity
- B. By helping them identify patterns or underlying principles from experience
- C. By observing performance when carrying out a new job or task in the workplace
- D. By supporting preparation for trying a different approach in a future situation

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Which aspect of Schein's model influences how individuals interpret organisational expectations?

- A. Artefacts
- B. Espoused values
- C. Observable behaviours
- D. Underlying assumptions

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How does an understanding of ontology support coaching practice?

- A. By examining how individuals construct knowledge and understanding of the world
- B. By exploring how individuals interpret their existence and experiences
- C. By identifying patterns in thinking that influence decision-making processes
- D. By understanding how beliefs are formed through learning from past experience

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What does adherence to a recognised coaching code involve?

- A. Acting in accordance with established professional standards
- B. Applying elements of a standard based on personal judgement
- C. Emphasising desired outcomes over ethical guidelines
- D. Varying use of ethical principles depending on context

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How does the current Worker Protection (Amendment of the Equality Act) Act influence coaching practice in professional interactions?

- A. It applies to concerns raised informally within coaching relationships
- B. It applies to issues raised formally within coaching relationships
- C. It encourages proactive steps to ensure the safeguarding of coachees
- D. It requires action only after problems have been fully investigated by a coach

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Which of the following reflects intrinsic motivation within Self-Determination Theory?

- A. Engagement in activity driven by desire to achieve external outcomes
- B. Engagement in activity driven by interest in the task itself
- C. Engagement in activity influenced by expectations of approval from others
- D. Engagement in activity maintained through sense of obligation or pressure

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Which of the following roles is characterised by sharing personal experience to support development?

- A. Coaching
- B. Consulting
- C. Counselling
- D. Mentoring

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Which type of feedback maintains focus on observable information rather than inferred meaning?

- A. Challenging
- B. Constructive
- C. Non-judgmental
- D. Reframing

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Why is it **key** for a coach to understand safeguarding policies?

- A. To guide the structure of sessions to protect the coachee's mental health
- B. To improve the efficiency of session planning and time management
- C. To maintain clear professional boundaries to safeguard coaching relationships
- D. To recognise safeguarding concerns and take appropriate action in line with legal requirements

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How can unmet physiological needs impact behaviour in the workplace?

- A. By increasing motivation through opportunities for personal development
- B. By influencing focus due to insufficient access to basic personal requirements
- C. By maintaining collaboration through personal interaction
- D. By supporting personal engagement through recognition of achievement

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Which of the following describes the function of the Johari Window in developing self-awareness?

- A. Categorising individuals into fixed personality types
- B. Evaluating known and unknown aspects of self and others
- C. Measuring satisfaction across different life areas
- D. Recognising stages of learning cycles and development

15

How does strategic planning influence behaviour within an organisation?

- A. It determines routine task allocation
- B. It guides long-term organisational focus
- C. It identifies daily organisational issues
- D. It supports immediate problem-solving

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How are relationship management skills from Goleman's model demonstrated in coaching practice?

- A. Adapting communication style to support effective interactions with others
- B. Amending personal responses to ensure positive engagement
- C. Identifying another person's emotions during an interaction
- D. Maintaining collaboration towards shared team goals during challenges

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How does summarising support coaching conversations?

- A. By clarifying understanding of key points discussed
- B. By introducing alternative perspectives for further exploration
- C. By providing evaluation of progress against agreed outcomes
- D. By setting specific actions for future sessions without discussion

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Which of the following reflects a humanistic approach within a professional coaching context?

- A. Building knowledge through repetition of reinforced actions and gestures
- B. Developing capability through independent goal setting and reflection
- C. Improving retention through structured information processing techniques
- D. Increasing performance through guided recall of learned material

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Which of the following behaviours reflects non-directiveness in coaching practice?

- A. Asking open questions that allow the coachee to determine the focus of discussion
- B. Advising on actions that may address the situation being discussed
- C. Offering possible solutions to guide the direction of the conversation
- D. Recommending specific approaches to the coachee to manage the situation

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What is the **main** purpose of maintaining ethical consistency in coaching practice?

- A. To allow interpretation of ethical guidelines based on context
- B. To establish reliability in professional conduct
- C. To promote flexible application of ethical principles
- D. To support adaptation of standards to suit individual contexts

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Which of the following concepts focuses on identifying what can and cannot be changed?

- A. Comparing potential options as the basis of decision-making
- B. Establishing what is and what is not within an individual's control
- C. Ranking tasks by urgency and importance
- D. Setting SMART goals based on future desired outcomes

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What is demonstrated by tailoring tone, pace and posture to align with another individual's communication style?

- A. Adapting observable behaviours to build rapport
- B. Applying structured questioning to guide conversational direction
- C. Managing conversational boundaries to maintain role clarity
- D. Regulating personal responses to minimise subjective bias

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Which professional body is known for its core competencies that include active listening and powerful questioning?

- A. British Psychological Society (BPS)
- B. Chartered Institute of Personnel and Development (CIPD)
- C. European Mentoring and Coaching Council (EMCC)
- D. International Coaching Federation (ICF)

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Which of the following reflects the use of transactional analysis in professional coaching practice?

- A. Describing how memory capacity affects attention during interactions
- B. Interpreting communication through recurring patterns in adopted roles
- C. Reviewing behaviour through internal processing of information
- D. Structuring development through cyclical learning processes

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What is a **key** difference between counselling and coaching?

- A. Counselling explores emotional events to support mental wellbeing, while coaching focuses on developing and achieving future goals
- B. Counselling focuses on diagnosing underlying mental conditions, while coaching focuses on setting structured action plans
- C. Counselling is based on informal conversation, while coaching is based on a range of models, tools and techniques
- D. Counselling provides advice based on professional expertise, while coaching focuses on sharing personal experience

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Which of the following examples reflects the perceiving emotions branch in Salovey and Mayer's model?

- A. Analysing how feelings influence behaviour and social interactions
- B. Identifying emotional signals in facial expressions and tone of voice
- C. Understanding how feelings evolve and interact over time
- D. Using emotional states to guide reasoning and decision-making

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In decision-making, how does substitution bias typically operate?

- A. By drawing conclusions based on recent or memorable examples
- B. By estimating likelihood based on a close match with beliefs or expectations
- C. By focusing on information that confirms an initial judgement
- D. By utilising a simpler judgement methodology to address complex questions

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Which of the following describes training rather than coaching, mentoring or counselling?

- A. An individual completes learning activities that include practice tasks and an evaluation of knowledge
- B. An individual explores personal experiences in a confidential setting to support emotional wellbeing
- C. An individual identifies actions to achieve goals through guided questioning and reflection
- D. An individual receives guidance based on another person's experience to support development

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Which of the following descriptions differentiates deeper levels of listening from basic levels of listening?

- A. Focusing on key information while giving less attention to meaning and context
- B. Interpreting meaning and context beyond spoken words to inform understanding
- C. Maintaining attention on verbal responses with less focus on non-verbal responses
- D. Maintaining silence during coaching conversations to allow for interpretation of context

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Which of the following approaches is **inconsistent** with principles of relationship management?

- A. Adapting behaviour to maintain consistency across interactions
- B. Adjusting responses based on interpretation of situational dynamics
- C. Maintaining a fixed interaction style across different relational contexts
- D. Prioritising engagement based on levels of influence and interest

Scenario 1

A coach is working with a team leader in a large organisation who has raised concerns about uneven team engagement. The team includes individuals with varied communication preferences, with some contributing actively in meetings while others remain quieter but provide detailed follow-up work. The team leader tends to favour those who speak more in group settings when allocating opportunities. Recent feedback suggests some team members feel overlooked and question whether decisions are fair and inclusive. The organisation has recently updated its policies to strengthen workplace protections relating to equality and inclusion. During coaching sessions, the coach notices the team leader reflects on past decisions as being justified based on outcomes, despite limited consideration of alternative perspectives at the time.

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Which type of bias is reflected in the coach's observations of the team leader during coaching sessions?

- A. Confirmation bias
- B. Conscious bias
- C. Hindsight bias
- D. Self-serving bias

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Which level of Maslow's Hierarchy of Needs is **most** closely related to the experiences described by some team members?

- A. Access to the essential training and resources required
- B. Protection from risk and uncertainty within their role
- C. Self-awareness of individual potential and personal growth
- D. Sense of connection and inclusion within a group

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Which type of bias do team members feel they are subjected to in their feedback?

- A. Cognitive bias
- B. Gender bias
- C. Substitution bias
- D. Unconscious bias

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What principle is reflected in the team's concerns about how opportunities are distributed?

- A. Consistency in performance management opportunities
- B. Equity in relation to access to development opportunities
- C. Lack of consideration relating to employee engagement
- D. Lack of inclusivity in communication methods

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Which concept explains how the team leader is determining what constitutes effective contribution?

- A. Assumptions relating to what is considered meaningful or valid
- B. Consistency between stated values and observable actions
- C. Internal drivers influencing levels of effort and engagement
- D. Preferences for interacting within group or individual settings



Scenario 2

A coaching professional is working with a newly promoted team leader who reports difficulty engaging their team during meetings. The team leader tends to speak quickly, uses a directive tone and focuses on delivering instructions rather than encouraging dialogue. Several team members appear disengaged, offering minimal responses and avoiding eye contact. During one session, the team leader describes feeling frustrated that conversations do not progress, despite asking questions. The coach observes that the team leader often interrupts responses and shifts topics rapidly. The organisation has recently undergone restructuring, leading to uncertainty and shifting power dynamics within the team. The team leader also mentions a challenging interaction with a colleague that escalated into blame, with both parties becoming defensive. The coach plans to explore communication approaches, listening behaviours and relationship dynamics to support development.

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Which listening pattern is indicated by the team leader's behaviour during team interactions?

- A. Attention centred on preparing replies rather than receiving contributions
- B. Awareness of emotional cues influencing the speaker's message
- C. Consideration of wider contextual factors affecting the discussion
- D. Use of pauses to support further exploration of responses

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Which aspect of listening does the team leader **most** need to focus on based on the coach's observations?

- A. Being open to encouraging dialogue to explore a broad range of perceptions within their team
- B. Being open to exploring the use of vocabulary in the team member's verbal responses
- C. Being open to increasing the number of questions to gather additional information
- D. Being open to the team member's body language in their non-verbal responses

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Which of the following **best** represents the coach's observations of the team's engagement?

- A. The team leader's directive communication style reinforces authority rather than encouraging dialogue
- B. The team leader's directive tone ensures clarity in their communication
- C. The team leader's rapid speaking style reduces space for others to respond
- D. The team leader's structured approach supports the understanding of task requirements

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Which factor **best** explains the team members' level of contribution during discussions?

- A. Perceived behaviours that discourage contribution during the discussion
- B. Perceived influence of performance expectations that discourage contribution during the discussion
- C. Perceived lack of ability to influence when participating in discussions
- D. Perceived responsibilities underpinning the structure of communication

Which concept explains the repeated cycle of blame and defensiveness?

- A. Individuals move between roles that sustain unproductive exchanges
- B. Individuals respond from parent and child ego states during interaction
- C. Interaction remains focused on shared outcomes through adult responses
- D. Participants communicate according to defined roles within the team







Level
5

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