Highfield Level 5 End-Point Assessment for ST0809 Coaching Professional

End-Point Assessment Kit

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EPA Kit

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How to use this EPA Kit

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

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 5 Coaching Professional apprenticeship standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally, all end-point assessments are externally quality assured by the relevant EQA organisation.

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 as a starting point.

Key facts

Apprenticeship standard:	Coaching Professional
Level:	5
On-programme duration:	Typically 14 months
End-point assessment window:	Typically 3 months
Grading:	Pass/distinction
End-point assessment methods:	Knowledge test
	Observation with questions and answers
	Interview supported by portfolio of evidence

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- 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

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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.

Throughout the period of learning and development, and at least every 2 months, the apprentice should meet with the on-programme assessor to record their progress against the standard. At these reviews, evidence should be discussed and recorded by the apprentice. The maintenance of an on-programme record is important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development. This will determine when the apprentice has achieved full competence in their job role and is therefore ready for end-point assessment.

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

- o minutes
- o observation reports
- o presentations
- o feedback from managers, supervisors or peers
- o papers or reports written by the apprentices
- o 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

Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

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 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 **3-month** 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.

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.

Documents used in developing this end-point assessment

Standard (2020)

https://www.instituteforapprenticeships.org/apprenticeship-standards/coaching-professional-v1-0

End-point assessment plan (2020 ST 0809/AP01)

https://www.instituteforapprenticeships.org/media/4166/st0809_coaching-professional_l5_ap-for-publication_07042020.pdf

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.

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:

- 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 last around an hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. 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 to initiate the end-point assessment process. If you require any support completing the Gateway Readiness Report, please contact your employer engagement manager at Highfield Assessment.

Please note: a copy of the standard should be available to all attendees during the gateway meeting.

Reasonable adjustments and special considerations

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 need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are, therefore, required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment 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

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

Knowledge test criteria

K1.1 Explain how to apply **theories of learning and reflective practice** (such as Kolb, Gibbs and Schon)

K1.2 Explain basic schools of psychology and neuroscience, including linguistic interpretation and application

K2.1 Explain the **theories of emotional and social intelligence**, such as Goleman and Salovey & Mayer

K2.2 Explain how application of the theories leads to **understanding self**

K3.1 Explain **diversity and inclusion and bias theory**

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

K3.3 Explain the theory of self-actualisation, such as Maslow's Hierarchy of Needs, motivational theory, Herzberg

K5.1 Explain the theory of **organisational culture** and values

K5.2 Describe leadership styles

K5.3 Evaluate the impact **organisational culture** and leadership styles can have on individuals and their behaviour

K6.1 Explain how to maintain good practice coaching protocols

K6.2 Explain the purpose and importance of a code of conduct within the coaching process

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

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

K10.1 Compare and contrast the differences and similarities between **coaching**, **mentoring**, **training**, **counselling** and **consulting**

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

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Amplification and guidance

Theories of learning and reflective practice
- Theories of learning - an understanding of the key theories of learning and how this applies in the coaching setting, including behaviourism, cognitive learning theory, constructivism, humanism and connectivism.
- Reflective practice - understand models of reflection and the use and application of these in the coaching setting. Models of reflection could include (this list is not exhaustive) Kolb (Experiential Learning Cycle, Gibbs (Reflective Cycle), Schön (Reflective Model).

Theories of emotional and social intelligence
- Emotional intelligence is the ability to understand, manage and use your own emotions in a positive way
- Social intelligence is the ability to understand your own and others' actions
- Includes the impact on self-awareness of a coach through the application of such theories, including:
  o Goleman's 5 Domains of Emotional Intelligence
  o Salovey and Mayer's Emotional Intelligence Theory

Understanding self
- Emotional intelligence
- Goleman's theory
- Salovey and Mayer's theory

Diversity and inclusion and bias theory
- Includes equality and diversity in the workplace backed by the Equality Act
- Understands a range of bias theories and how these impact coaching practice, such as:
  o confirmation bias
  o self-serving bias
  o hindsight bias
  o gender bias

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   o unconscious bias

   o cognitive bias

   o substitution bias

Organisational culture
- Edgar Schein's Model of Organisational Culture
- Strategic/operational planning
- Vision, mission and values

Building rapport
- Scale
- Tone
- Pace
- Intonation

Levels of listening
- Julie Starr's 4 levels
- 3 levels - Co-active Coaching Model
- Covey's 5 Levels of Listening
- International Coaching Federation (ICF) Art of Listening

Theories of relationship management
- Berne's Transactional Analysis
- Kaufman's Triangle

Increasing self-awareness
- Tools:
   o Johari Window

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- 16 personalities
- Wheel of Life
- Covey's Circle of Control and Influence

Coaching
- A coach supports and guides a coachee or a group to achieve specific goals
- A coach asks powerful questions, facilitates self-reflection and understanding, and provides non-judgemental feedback to help the coachee develop new skills and awareness
- Coaching is future-focused

Mentoring
- A more experienced individual, known as a mentor, will give guidance, support and advice to a less experienced individual (the mentee). This can centre around personal or professional development and is typically done through the mentor sharing their own experiences
- Mentors offer guidance, provide valuable feedback and act as a sounding board to help the mentee develop, build skills and navigate their personal or professional challenges

Training
- Individuals or groups improve their performance in specific areas using trainers who impart knowledge, competencies and skills in a structured and systematic way
- Training programmes often combine instruction, practice and assessment to ensure the trainees acquire knowledge and skills on specific theories, procedures and techniques

Counselling
- Individuals facing psychological or personal challenges are given emotional assistance, guidance and support from a coaching professional

- During sessions, thoughts, emotions and concerns can be explored in a confidential environment using therapeutic techniques and approaches. This helps the individual to cope with changes and difficulties, gain insights and develop strategies to support their wellbeing and personal growth

Consulting
- Providing expert solutions, recommendations and advice to individuals or organisations to achieve specific objectives or overcome specific challenges
- Consultants work closely with the individuals or organisation to understand their needs or wants and utilise specialised knowledge, skills and experience

Legislation
- Data Protection Act
- Equality Act
- Safeguarding Vulnerable Groups Act

Coaching competencies
- Empathising
- Listening
- Questioning
- Being non-judgemental
- Being non-directive
- Unconditional positive regard
- Summarising and paraphrasing

Codes of ethics
- Global Code of Ethics - the key elements of the Global Code of Ethics as well as its purpose
- Knowledge of other professional bodies, such as the International Coaching Federation (ICF) and European Mentoring and Coaching Council (EMCC)

Observation with questions and answers		
Knowledge	**Skills**	**Behaviours**
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	**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

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

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 | **B4** Is spontaneous, open and flexible, demonstrating respect and engendering trust |

	S7 Deliver **feedback** in a style that is useful, acceptable, non-judgmental and meaningful to those receiving coaching	
	S8 Identification of patterns of thinking and limiting/enabling beliefs and actions	
	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	
	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	
	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	

| | S12 Applies coaching theories, models and tools, techniques and ideas beyond the **core communication skills** in order to bring about insight and learning

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 | |

Pass criteria	Distinction criteria
OB1 Applies a range of **coaching models** and techniques during the coaching sessions delivering to bring about insight and learning (K12, S12) **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) **OB3** Summarises roles and responsibilities in the coaching process and the benefits to the individual (S3) **OB4** Delivers non-directive and non-judgmental **feedback** that is meaningful to those receiving the coaching (S7) **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	*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)* *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)* *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)*

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:

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- o 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:
  - o 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

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- 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**
K4 The importance of **coaching contracting and recontracting**, and models enabling its effectiveness **K9 Evaluation**: theories of **return on investment and delivery of value**	**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 **S4** Contracting with all relevant stakeholders, including logistics, preferences	**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

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) **S5 Stakeholder management**, including a range of challenging and senior people, and focus on their agenda and outcomes throughout **S13** Identifies **energy shifts** within a coaching context, enabling these to be aired and addressed and managed **S14** Manages and celebrates diversity in their coaching practice, including **demonstrating how diversity and inclusion informs their professional practice**	**B2 Self-awareness**, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing, resilience and maintaining mental capacity **B3** Act as an ambassador for a coaching mindset and positive approach to personal development
Pass criteria	**Distinction criteria**

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)

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)

IN8 Evaluates approaches to personal development and the way that coaching has supported this (B3)

*IN9 Explains how they have contributed to organisational effectiveness and **strategic aims** through coaching others (K9)*

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

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- 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 off 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

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- 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
  - 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

- o   relevant legislation
- o   relevant 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

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.

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
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	**K1.1** Explain how to apply theories of learning and reflective practice such as Kolb, Gibbs and Schon **K1.2** Explain 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	**K2.1** Explain the theories of emotional and social intelligence, such as Goleman and Salovey & Mayer **K2.2** Explain how application of the theories leads 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	**K3.1** Explain diversity and inclusion and bias theory **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 **K3.3** Explain 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.	**K5.1** Explain the theory of organisational culture (and values) **K5.2** Describe leadership styles **K5.3** Evaluate the impact organisational culture and leadership styles 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)	**K6.1** Explain how to maintain good practice coaching protocols **K6.2** Explain the purpose and importance of a code of conduct within the coaching process

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	**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
K8 Theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence, and types of feedback.	**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
K10 The differences and similarities between coaching, mentoring, training, counselling and consulting.	**K10.1** Compare and contrast 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.	**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

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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:

  o which coaching tools and models did you use in the 2 coaching sessions? What made you choose them in each individuals' case?

  o what made each coaching session a success/not a success?

  o 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.
OB1 Applies a range of coaching models and techniques during the coaching sessions delivering to bring about insight and learning (K12, S12) **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) **OB3** Summarises roles and responsibilities in the coaching process and the benefits to the individual (S3) **OB4** Delivers non-directive and non-judgmental **feedback** that is meaningful to those receiving the coaching (S7) **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) **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)
To gain a distinction, the following must be evidenced
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) *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)*

Observation with questions and answers
To pass, the following must be evidenced.

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)*

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

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- 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 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)
IN8 Evaluates approaches to personal development and the way that coaching has supported this (B3)

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IN9 *Explains how they have contributed to organisational effectiveness and strategic aims through coaching others (K9)*

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