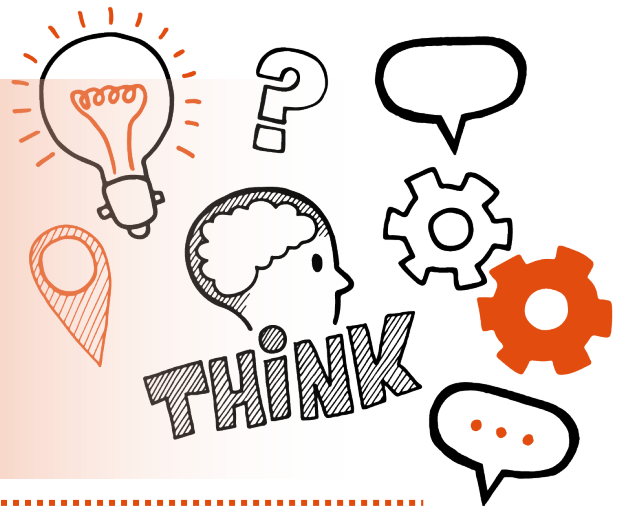


Think about
Observation with Q&A
Level 5 ST0809 Coaching
Professional v1.0



On the day of this assessment you will carry out:



Two 1-hour observations plus 20 minutes Q&A



Remote or face-to-face



In a suitable, controlled environment free from distraction



With an end-point assessor



Key point

You will be observed delivering two 1-hour coaching sessions with 2 different coachees, this can be face-to-face or remote.



Do

- Review the criteria associated with the observation and Q&A - this can be found in the EPA Kit and in the table at the end of this document
- Ensure that you seek permission from each coachee before the assessment takes place and make them aware that they will be recorded
- Ensure that the coaching sessions can be carried out in an
- appropriate location to ensure privacy
- Be prepared to answer at least 5 questions and any follow-up questions that your assessor may ask



Don't

- Forget to bring your ID
- Forget to plan
- Forget to adhere to the timings you have been given and check that you can use the venue's conferencing software



Next steps

- Results can take up to 7 working days to be confirmed
- Your manager or training provider will inform you of the results



Resits

- If you do not achieve a pass result on the observation with Q&A you can resit the assessment





Use the table below to plan and prepare for the observation with Q&A

(P) indicates pass criteria

(D) indicates distinction criteria

Assessment criteria	Key points to remember
(P) Apply a range of coaching models and techniques during the coaching sessions delivering to bring about insight and learning (K12, S12)	
(P) Work with a coachee to set clear goals, timescales, and outcomes for the coaching session with plans on how you monitor progress towards goals (S2)	



<p>(P) Summarise roles and responsibilities in the coaching process and the benefits to the individual (S3)</p>	
<p>(P) Deliver non-directive and non-judgmental feedback that is meaningful to those receiving the coaching (S7)</p>	
<p>(P) Build 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>(P) Use appropriate questioning techniques to identify patterns of thinking and limiting/enabling beliefs and actions (S8, S9)</p>	
<p>(P) Apply coaching tools and models in your coaching session and justify how your choices provide clear insight and learning to enable the individual to work towards agreed outcomes (S10, S12)</p>	
<p>(P) Apply your own values, beliefs, and behaviours, showing how these affect your coaching practice and when you use this to manage your effectiveness in meeting the coaching objectives of both the coachee and sponsor (S15)</p>	



<p>(D) Provide considered justification for why you used particular techniques for the two coaching sessions, and how other coaching tools and models would have provided different outcomes (S10)</p>	
<p>(D) Contrast the two coaching sessions and analyse how your personal values may have affected the coachee in their achievement of their goals, and how you will use this knowledge to improve your delivery of coaching sessions in future (S2, S15)</p>	
<p>(D) Use advanced questioning techniques (such as open funnelling, framing and probing) when broaching challenging subject areas for example in relation to physiological and emotional state, to raise the self-awareness of those receiving coaching, enabling them to question world views (S9)</p>	



<p>(D) Use intuition to deliver feedback in a non-directive and non-judgmental manner that enables new insight in those receiving coaching (S7)</p>	
<p>(D) Justify your questioning techniques when following up responses with additional prompts and questions to elicit additional insights from the coachee (S8, S9)</p>	

V2.0

