



End-Point Assessment Specification: Coaching professional Level 5

Introduction

The broad purpose of the occupation 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 is a way of treating people, a way of thinking and a way of being which is seen as vital to supporting individuals and organisations in increasingly volatile and ever-changing environments. The underlying and ever present purpose of coaching is building the self-belief of others, regardless of the context, to be curious and self-aware, better equipping them to collaborate, innovate, deal with the increasing pace of change and get the best from increasingly diverse environments. Effective coaching is future focussed, releases potential, and enables transition, transformation and change for business improvement. Understanding self, commitment to self-development, managing the contract, building the relationship, enabling insight and learning, outcome and action orientation, use of models and techniques and evaluation are key overarching areas which feature within this occupational area

In order to be awarded the above apprenticeship, an apprentice must be successful in achieving their EPA.

The End-Point Assessment

The end-point assessment is intended as an assessment of the apprentice's knowledge, skills, and behaviours (KSB's) that are set out in the Coaching Professional apprenticeship standard as detailed in the Assessment Plan.

The end-point assessment (EPA) for the Coaching Professional consists of the following 3 components.

1. Observation with questions and answers – 2hrs & 20 Minutes
2. Interview supported by a portfolio of evidence – 60 Minutes
3. Knowledge test – 90 Minutes consisting of 40 Multiple Choice Questions



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Our focus is to ensure that each EPA delivers a reliable and comparable assessment of an apprentice's ability to successfully undertake their job role.

Assessment methods can be completed either on the same day or on different days to best fit the needs of the employer, the apprentice and the independent assessor. The assessment methods can be undertaken in any order within an EPA period lasting typically for three months after the apprentice has met the EPA gateway requirements.

The grades for all components are combined to give the overall assessment grade according to the grade combinations set out in the Assessment Plan.

Requirements for the apprentice to be ready to undertake their EPA

The duration of the programme would typically be 14 months, but the apprentice must have been on their programme for the minimum apprenticeship duration before they will be eligible to be put forward to undertake their EPA.

In addition, an apprentice is only considered to be ready to undertake their EPA once their employer is satisfied that they have met the requirements set out in the Assessment Plan (Gateway requirements). These are:

- Confirmation from the employer that the apprentice is consistently working at or above the levels set out in the apprenticeship standard and Assessment Plan and that this can be evidenced.
- English and maths at Level 2
- A portfolio of evidence which is submitted to the Steadfast EPA at the Gateway

End-Point Assessment – Methods of Assessment

Assessment method 1: Observation with questions and answers

Apprentices will be observed by an independent assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method.

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

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The following activities MUST be observed during the observation:

- Delivery of coaching sessions with an individual receiving the coaching

The apprentice will be observed carrying out two, one hour-long coaching sessions with different individuals receiving the coaching, followed by a 20 minute question and answer session.

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

Assessment method 2 – Interview supported by a portfolio of evidence

This assessment will take the form of an interview which will be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method

The interview must last for 60 minutes, and the independent assessor will ask a minimum of 6 open questions with follow up questions used to draw out further evidence if needed.

Apprentices are encouraged to refer to their portfolio of evidence during the interview to support their responses, however the portfolio underpins the interview and will not be directly assessed.

The portfolio of evidence requirements are as follows: **(The portfolio is not directly assessed)**

- The apprentice will have prepared a portfolio of evidence during the on-programme phase to support the interview. The format and structure of the portfolio must be agreed between the employer and apprentice and will be presented electronically
- Reflective accounts and self-evaluation cannot be included as evidence, with the exception of reflection/evaluation of the coaching practice that has been delivered by the apprentice in relation to behaviour criteria B1 (***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***)

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- The portfolio should contain written accounts of activities that have been completed and referenced against the knowledge, skills and behaviours, supported by appropriate evidence, such as video/audio extracts with a typical maximum duration of 60 minutes; written statements; project plans; reports; minutes; observation reports; presentations; feedback from managers, supervisors or peers; papers or reports written by the apprentices; performance reviews. This is not a definitive list; other evidence sources are allowable.
- The content must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method 2 (Interview). There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to assessment method 2. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It is expected that there will typically be a minimum of 10 pieces and a maximum of 15 pieces of evidence.
- Any employer contributions should focus only on direct observation of evidence (for example witness statements) rather than opinions.
- The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer confirming this

Assessment method 3 - Knowledge test

The 40 multiple-choice questions will be made up of:

- 30 multiple-choice questions that have 4 options of which 1 will be correct
- 10 multiple-choice questions which will be based on two given scenarios, 5 questions will be asked per scenario which will still require the apprentice to select 1 option from a choice of 4. These questions ensure the apprentice can demonstrate that they can identify which knowledge or learning is appropriate for the given situation. The given scenarios will be based on a true to life management situation.



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End Point Assessment Judgements and grading

The IEPA will review all evidence and responses to questions and grade each assessment method separately as Fail, Pass, or Distinction in line with the requirements of the Assessment Plan for the standard.

The final judgement about whether the apprentice has passed and what grade they are given will be made by the IEPA and quality assured by the IQA.

Once the final grade is decided, if the apprentice passed their End Point Assessment, Steadfast EPA will inform the apprentice and the employer of the outcome and apply to the Education and Skills Funding Agency to issue the Apprenticeship Certificate to the apprentice. Permission to claim the certificate will be obtained as part of the gateway paperwork.

Retakes / Resits

Apprentices who fail one or more assessment method will be offered the opportunity to take a resit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only. If the apprentice fails the knowledge test, they will be given a different set of multiple choice questions for the re-sit or retake

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

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

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



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Reasonable Adjustments

We request notification of any additional needs or reasonable adjustments that an apprentice might have to access their EPA, at the time that the apprentice is registered with us. Under the terms of the Equality Act 2010, a reasonable adjustment can be made to meet an individual's specific needs and we will discuss this with the training provider, employer and apprentice and make the necessary arrangements to ensure that the apprentice is not disadvantaged in terms of their access to their EPA.

Further information

[Coaching professional / Institute for Apprenticeships and Technical Education](#)

[st0809_coaching-professional_l5_ap-for-publication_07042020.pdf \(instituteforapprenticeships.org\)](#)

[www.steadfastepa.co.uk](#)