



# End-Point Assessment

## Coaching Professional Level 5 (V1.0)

### Support Pack

nqual.

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## INTRODUCTION

This document sets out the requirements, advice, and guidance for the End-Point Assessment (EPA) of the Coaching Professional Level 5 apprenticeship standard. This document is designed for apprentices, employers and training providers involved with the End-Point Assessment of an apprentice studying Coaching Professional Level 5.

An apprentice Coaching Professional Level 5 will typically spend 14 months on programme and a minimum of 12 months prior to End-Point Assessment (EPA).

This support pack is divided into sections covering all of the relevant aspects of EPA for this standard.

Should you require any further information other than the guidance in this document, please do not hesitate to contact [admin@nqual.co.uk](mailto:admin@nqual.co.uk)

Within this guide you will find references to End-Point Assessments. This information has been outlined in the Institute for Apprenticeships and Technical Education's, Coaching Professional Assessment Plan. For reference, you can find this document.

[Coaching Professional L5 EPA Plan](#)  
[\(\*instituteforapprenticeships.org\*\)](#)





## EPA TIMESCALE

### Register with nQual

Training Providers should register apprentices for EPA with nQual a minimum of 90 days before assessment. Providers will pay a registration fee of £30.

This is when the employer, apprentice and training provider confirm that the apprentice is ready for End-Point Assessment. All evidence should be uploaded to nQual a minimum of 10 working days prior to EPA.

### Gateway

### EPA Booking

The training provider should complete the booking section on the Gateway Form or training providers can arrange the booking via ACE360. nQual will confirm booking within 48 hours.

nQual will send an invoice for the remaining fee once EPA is approved.

### EPA Approved

### Assessment

The apprentice will complete a Knowledge Test, an Observation with Q&A and an Interview Supported by Portfolio of Evidence.

Results will be communicated within 10 working days of final assessment. If the apprentice passes, nQual will send details to the apprentice and training provider containing an EPA results document. If the apprentice fails, nQual will send details to the learner and training provider outlining feedback and next stages.

### Results

## GATEWAY

This section outlines the requirements an apprentice must have met in order to complete their End-Point Assessment.

Once the employer is fully satisfied that the apprentice has the knowledge, skills and behaviours set out within this standard, the employer can formally confirm that the apprentice is ready for EPA via Gateway.

Gateway requirements for the Coaching Professional Level 5 apprenticeship outline that the apprentice must:

- **Evidence of achieving relevant maths and English qualifications if required by funding regulations or the employer**
- **Submit a Portfolio of Evidence**

The Gateway form must be sent to NQual a minimum of 10 working days before End-Point Assessment is carried out, along with the evidence listed above.

All EPA activity will take place no later than 3 months from Gateway.

You can request the NQual Gateway form by emailing: [admin@nqual.co.uk](mailto:admin@nqual.co.uk)

## PORTFOLIO OF EVIDENCE

As part of the apprenticeship, apprentices are required to prepare a portfolio of evidence which will be developed on programme to demonstrate their practice in achieving the knowledge, skills, and behaviours (KSBs) associated with the professional discussion. The portfolio is not directly assessed but will be reviewed by the assessor to prepare for the interview.

The portfolio that will inform the professional discussion might include;

- Written accounts of activities
- Written statements
- Project plans
- Reports
- Meeting minutes
- Observation reports
- Presentations
- Feedback from managers, supervisors, or peers

(This is not an exhaustive list; other evidence can also be provided).

The portfolio should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions. submission should typically contain 10-15 discreet pieces of evidence, which must be mapped against the KSBs.

## COMPONENTS OF END-POINT ASSESSMENT

The End-Point Assessment for the Coaching Professional Level 5 Apprenticeship Standard consists of three assessment methods. These are an Observation with Q&A, an Interview Supported by Portfolio of Evidence and a Knowledge Test. Each is outlined in further detail below.

### Observation with Q&A

Apprentices will be observed facilitating two 1-hour coaching sessions with two different coachees. The observation can be conducted remotely or face-to-face. Following the second observation, there will be a 20-minute question and answer session (Q&A), where the assessor will ask a minimum of 5 questions. The observation can take place remotely or within the workplace. The format of the observation will be agreed upon prior to the End-Point Assessment.

The observations should take 2 hours 20 minutes in total, which allows for the 2 observations, followed by the 20-minute Q&A, and must occur within 1 working day.

### Interview Supported by Portfolio of Evidence

The interview is a 1:1 conversation between the apprentice and the independent End-Point Assessor. This Professional Discussion will take 60 minutes (+10%

if needed). The interview can take place remotely or face-to-face and the format will be agreed upon with the EPAO at Gateway.

The assessor will ask a minimum of 6 questions relating to the criteria highlighted in the methods table in this support pack and the individual evidence provided in the portfolio. The apprentice should have access to their portfolio for the interview and is encouraged to refer to it to support their responses.

### Knowledge Test

The Knowledge Test will consist of 40 multiple-choice questions, 10 of which will be based on 2 scenarios. Criteria to be covered in the knowledge test can be found in the methods table within this support pack.

The apprentice will be given 90 minutes to complete the test. The apprentice may not refer to reference materials during the test.

Tests can be completed paper-based or online and all tests will be invigilated by a member of NQual.

## END-POINT ASSESSMENT METHODS TABLE

This table highlights the criteria that will be covered in each assessment component.

Learning Outcomes	What is Required	Observation	Interview Supported by Portfolio	Knowledge Test
<b>Knowledge – Know and Understand</b>				
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			✓
K4	The importance of coaching contracting and re-contracting, and models enabling its effectiveness		✓	
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			✓
K9	Evaluation: theories of return on investment and delivery of value		✓	
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			✓
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	✓		
<b>Skills – Be Able to</b>				
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		✓	
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	✓		



S4	Contracting with all relevant stakeholders, including logistics, preferences of the coach and those receiving coaching, considerations of the system within which the coaching relationship sits, goal setting, outcome realisation and contract conclusion. This includes holding oneself to high ethical standards, particularly in the areas of confidentiality (including when maintaining coaching records) and management of boundaries (including their own competence and values, relevant codes of ethics, and relevant legislation, policies, and procedures)		✓	
S5	Stakeholder management, including a range of challenging and senior people, and focus on their agenda and outcomes throughout		✓	
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	✓		
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	✓		
S13	Identifies energy shifts within a coaching context, enabling these to be aired, addressed, and managed		✓	
S14	Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice		✓	
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	✓		
<b>Behaviours</b>				
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		✓	
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		✓	
B4	Is spontaneous, open, and flexible, demonstrating respect and engendering trust	✓		

## GRADING & CRITERIA

Assessments will result in the apprentice achieving a Fail, Pass, or Distinction. This decision is dependent on whether they have met the standard and its End-Point Assessment criteria.

In order to pass the overall End-Point Assessment, the apprentice must pass all 3 elements of the End-Point Assessment.

Grading results will be communicated to the apprentice within 10 working days of completion of the final component.

### Assessment Breakdown

Grades allocated for each component will be Fail, Pass and Distinction.

The Knowledge Test will be marked as follows:

Grading	Minimum Score	Maximum Score
Distinction	35	40
Pass	26	34
Fail	0	25

The final grade will be decided on the following combinations:

Assessment Methods 1: Observation with Q&A	Assessment Methods 2: Interview Supported by Portfolio of Evidence	Assessment Methods 1: Knowledge Test	Overall Grading
Fail	Any Grade	Any Grade	Fail
Any Grade	Fail	Any Grade	Fail
Any Grade	Any Grade	Fail	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Distinction	Distinction	Pass	Pass
Pass	Distinction	Distinction	Pass
Distinction	Pass	Distinction	Pass
Distinction	Distinction	Distinction	Distinction

The Pass and Distinction descriptors can be found in the tables below separated into Observation with Q&A and Interview Supported by Portfolio of Evidence.

### Grading Descriptors for the Observation with Q&A

KSBs.	Pass Descriptors	Distinction Descriptors	Guidance Notes
K12 S10, S12	<p>Applies a range of coaching models and techniques during in the coaching sessions delivering to bring about insight and learning (K12, S12).</p> <p>Applies coaching tools and models in their coaching session and justifies how their choices provide clear insight and learning to enable the individual to work towards agreed outcomes (S10, S12).</p>	<p>Provides considered justification for why they used particular techniques for the two coaching sessions, and how other coaching tools and models would have provided different outcomes (S10).</p>	<p><b>Pass</b></p> <p>More than one coaching model and/ or technique is used in the sessions (Examples can be seen in the revision guide and include but are not limited to GROW, CLEAR, OSKAR, SMART, Kline, NLP). These must be applied in such a way that brings about learning and insight for the coachee, and the apprentice must be able to give a justification for this, detailing how the insight and learning enable the coachee to progress against agreed outcomes for the session.</p> <p><b>Distinction</b></p> <p>The justification is well considered in terms of the need of each coachee, and the apprentice can explain how using other models than those applied, would have given a different outcome.</p>
S3	<p>Summarises roles and responsibilities in the coaching process and the benefits to the individual (S3).</p>		<p><b>Pass</b></p> <p>The roles and responsibilities of the coach and the coachee are summarised.</p> <p>The benefits of coaching are made clear to the coachee.</p>

S7	Delivers non-directive and non-judgmental feedback that is meaningful to those receiving the coaching (S7).	Uses intuition to deliver feedback in a non-directive and non-judgmental manner that enables new insight in those receiving coaching (S7).	<p><b>Pass</b></p> <p>The coach must give meaningful feedback to the coachee. Feedback should not offer direction or judgment.</p> <p><b>Distinction</b></p> <p>Feedback given is based on the coach's intuition and is effective in the coachee gaining new insight.</p>
S8, S9	Uses appropriate questioning techniques to identify patterns of thinking and limiting/enabling beliefs and actions. (S8, S9).	<p>Uses advanced questioning techniques (such as open Funnelling, Framing, and probing) when broaching challenging subject areas for example in relation to physiological and emotional state, to raise the self-awareness of those receiving coaching, enabling them to question world views (S9).</p> <p>Justifies their questioning techniques when following up responses with additional prompts and questions to elicit additional insights from the coachee (S8, S9).</p>	<p><b>Pass</b></p> <p>Questioning techniques are used effectively to uncover limiting beliefs or patterns of thinking.</p> <p><b>Distinction</b></p> <p>Advanced questioning techniques are used to challenge, raise self-awareness and/ or question their views. The apprentice can justify why they have used certain techniques, in relation to the coachees responses and how their questioning brought about insight for the coachee.</p>
S6, S11 B4	Builds rapport/trust with the coachees, responding appropriately to the coachees personal preference, particularly where they bring a level of relational challenge including adapting style and methods throughout the coaching sessions while ensuring non dependence (S6, S11, B4).		<p><b>Pass</b></p> <p>There is rapport and evident trust built with the coachees. The coach recognises the coachees values and validates emotions. They show flexibility to adapt and ensure that the coachee does not become dependent on them, keeping relationship boundaries.</p>



<p>S2, S15</p>	<p>Work with a coachee to set clear goals, timescales, and outcomes for the coaching session with plans on how they monitor progress towards goals (S2).</p> <p>Applies their own values, beliefs, and behaviours, showing how these affect their coaching practice and when they use this to manage their effectiveness in meeting the coaching objectives of both the coachee and sponsor (S15).</p>	<p>Contrasts the two coaching sessions and analyses how their personal values may have affected the coachee in their achievement of their goals, and how they will use this knowledge to improve their delivery of coaching sessions in future (S2, S15).</p>	<p><b>Pass</b></p> <p>The coach works with the coachee, using techniques (visualisation, setting timescales and assessing achievability) to set goals and record actions, which progress can be monitored against.</p> <p>The coach can apply their values, beliefs, and behaviours to their coaching practice, in a way that effectively supports the coachee to work towards their own (and their sponsor's) goals.</p> <p><b>Distinction</b></p> <p>A verbal contrast of the sessions is given, with the coach analysing their own impact on the outcome of the sessions. The results of this analysis will inform how the sessions can be improved ongoing.</p>
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## Grading Descriptors for the Interview Supported by Portfolio of Evidence

The apprentice must meet all of the Pass and Distinction criteria to achieve a Distinction.

KSBs	Pass Descriptors	Distinction Descriptors	Guidance Notes
K4, K9	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).	Explains how they have contributed to organisational effectiveness and strategic aims through coaching others (K9).	<p><b>Pass</b></p> <p>Description of the importance of contracting, and re-contracting. More than one model that supports the effectiveness of contracting should be given (examples can be seen in the revision guide and include, SMART, GROW). Knowledge of theories of return on investment are required (Example theories can be seen in the revision guide and include Kirkpatrick and CIPP). A description of how evaluation is important for showing delivery of value and ROI.</p> <p><b>Distinction</b></p> <p>Examples of strategic aims are given, with an explanation of how coaching has contributed to organisational effectiveness, in line with the strategic aims.</p> <p>Portfolio evidence could include but is not limited to; sample contracts, overviews of models to support contracting, evidence of evaluation showing ROI, and overviews of theories to evaluate ROI.</p>
S1	Explain how they schedule coaching sessions to allow time to prepare mentally and maintain records of the session and		<p><b>Pass</b></p> <p>The coach must explain the scheduling of coaching sessions, showing time management skills and self-leadership to resolve conflicting</p>

	to reduce conflicts with other activities of their role (S1).		<p>priorities. There must be evidence of mental preparation and record keeping.</p> <p>Portfolio evidence could include but is not limited to, samples of coaching records, diary excerpts, summary of preparation and record-keeping activities.</p>
<p>S4, S5</p> <p>B3</p>	<p>Explain how they work and contract with stakeholders to achieve agreed outcomes and act as an ambassador for the role, maintaining confidentiality and boundaries (S4, S5, B3).</p>	<p>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 recontract to focus sessions on meeting future desired outcomes (S4, S5).</p> <p>Evaluates approaches to personal development and the way that coaching has supported this (B3).</p>	<p><b>Pass</b></p> <p>Examples of working and contracting with stakeholders, showing consideration of the logistics, preferences of those in the relationship, the system in which the coaching sits and the contract conclusion expectations. The coach must show adherence to ethical standards, confidentiality, and boundaries.</p> <p><b>Distinction</b></p> <p>An evaluation is made of the outcomes of a coaching session, across the wider organisational system, including the value that has been provided to others impacted by the coaching outcomes. Evidence of recommendations (to re-contract) being made to support the desired outcomes of stakeholders.</p> <p>An evaluation is given on approaches to personal development, showing a coaching ambassador mindset and a positive approach to personal development.</p> <p>Portfolio evidence could include but is not limited to a personal development plan, CPD log,</p>

			sample contracts, feedback, and communication excerpts.
S13 B2	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).		<p><b>Pass</b></p> <p>More than one valid example of an energy shift in a coaching session is given. The coach can describe how they have managed the shifts, by positive use of their own behaviours- showing self-awareness and resilience. The coach should also attend to their well-being to maintain mental capacity.</p> <p>Portfolio evidence could include but is not limited to; written statements, and feedback from coachees or peers.</p>
S14	Explains how diversity and inclusion informs their practice by providing a considered justification for valuing the inherent diversity between them and their coachee. (S14).		<p><b>Pass</b></p> <p>A justification is given to show how the coach values diversity in the coaching relationship.</p> <p>An explanation of how diversity and inclusion are used to inform the approach taken with coachees.</p> <p>Portfolio evidence could include but is not limited to; written statements, and feedback from coachees or peers.</p>
B1	Explains with examples how they perform reflection and research to determine the effectiveness of their own practice, producing personal development plans to maintain ongoing development in their role (B1).		<p><b>Pass</b></p> <p>How reflection is undertaken (may include models, but this is not mandated).</p>

			<p>How the outcomes of reflection and research have given development ideas. Evidence of planning ongoing development as a coach.</p> <p>Portfolio evidence could include but is not limited to; self-assessment, reflections, personal development plans, CPD logs.</p>
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## Re-sit / Re-take

If an apprentice Fails their EPA component, they will be offered the opportunity to re-sit / re-take the component. It is then up to the apprentice's employer how many attempts an apprentice is given.

Any assessment method re-sit or re-take must be taken within a 3-month period, otherwise the entire EPA will need to be retaken.

Where any assessment method requires a re-sit or re-take, the apprentice will be awarded a maximum EPA grade of Pass. Re-sits and re-takes are not offered to an apprentice wishing to move from a Pass to a higher grade.



## MOCK KNOWLEDGE TEST

It is the responsibility of the employer and training provider to complete a Mock Knowledge Test with the apprentice to ensure that they are ready for their End-Point Assessment.

Apprentices should be allowed no more than 90 minutes to complete their mock assessment.

Mock assessment materials will be given to training providers on registration of End-Point Assessment.

## MOCK INTERVIEW & OBSERVATION

It is the responsibility of the employer and training provider to complete Mock Interviews and Observations with the apprentice and the responsibility of the apprentice to ensure they have practised answering questions for their End-Point Assessment.

Interview questions will be given to the training providers on registration of End-Point Assessments. Grading descriptors for both Pass and Distinction criteria can be found within this support pack.

## PROFESSIONAL BODY RECOGNITION

Once you have achieved your Coaching Professional Level 5 apprenticeship, you are eligible to apply for membership with a recognised Professional Body. Each has its own requirements for membership, for example, you may need to provide evidence of your coaching hours and experience as well as your apprenticeship certificate. There are benefits to joining each and you should look at which one suits you best as an individual.

Professional recognition can be obtained by becoming a member of one of the following:

- The European Mentoring and Coaching Council (EMCC) <http://www.emccouncil.org>
- The UK International Coach Federation (ICF) <http://www.coachfederation.org>
- The Association for Coaching (AC) <http://www.associationforcoaching.com>

NQual is not affiliated with any one particular Professional Body as an impartial End-Point Assessment Organisation, and we are not able to make recommendations.

## THE COACHING LINK

NQual have introduced a way to 'Link' practising Coaches with new Coachees, we call it The Coaching Link. This service is solely to support learners during Coaching Professional Qualifications, and to support learners gain experience and skills in coaching others.

### User Feedback



I was struggling to find people in my organisation to coach. The Coaching Link has linked me with someone who is at a similar stage of their coaching journey. It also has the advantage of putting me in contact with someone who works in a different sector so gives a different experience of coaching.



**Participate either as a Coachee or a practising Coach**

Registration Fee:

- Practising Coach - £10 one-off fee
- Coachee - no registration fee

To find out more information about The Coaching Link and how to register, go to [The Coaching Link](#) or alternatively scan the QR Code provided.





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