



End-Point Assessment Handbook and Specification for Coaching Professional ST0809 version 1.0 Level 5



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Summary of Revisions to End-Point Assessment Guidance and Specification

Summary of Revisions	Assessment Plan Revised Version Number	Date of Revision
Additional guidance added for the observation with questions and answers assessment – see Section 5 page 19.	n/a	15/08/24

Section 1

Overview

The end-point assessment in this specification relates to the Coaching Professional Apprenticeship ST0809 version 1.0. The apprenticeship is at Level 5 and is for apprentices who work with individuals and teams to enhance their professional performance.

This occupation is found in private, public and third sector national and multinational organisations and employers, and sectors including the health, finance, engineering and manufacturing, business and professional services, education, retail, leisure, technology, and construction.

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 and the apprenticeship standard.

Coaches:

- Use enhanced listening and questioning skills to increase individuals' and teams' self-awareness to enable them to evaluate their own and others' strengths and development areas, allowing the individual(s) receiving coaching ("the coachee") to create and deliver bespoke actions leading to positive change.
- Use their emotional and social intelligence in an applied way to support the development of self-awareness, adaptability, resilience, wellbeing, motivation, and confidence in the coachee.
- Are non-judgmental (neither denying nor affirming a coachee's perspectives and opinions) and encourage individuals to find their own solutions and appropriate ways forward.
- Work with coachees in one-to-one relationships, in person and via video or audio conferencing, to aid in their self-reflection, and may observe coachees, for example by attending a relevant meeting, to provide non-judgmental feedback.
- Work with groups and teams, to increase collective awareness and increase accountability associated with making positive change.

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/organisation with the development of its people.

There will be a wide range of stakeholders including line managers, senior leaders and/or heads of the organisation. The stakeholders they engage with may be at any level, including those senior to the coach. They will engage with Human Resources teams, Learning and Development teams, and Organisational Development teams, 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 etc. to provide specialised support as needed to suit the circumstances. Coaching activity may be face to face or by virtual means.

An employee in this occupation will be responsible for:

- The coaching relationship with the coachees, the coaching contract, signposting to other services as needed across a caseload of individuals and teams.
- Quality assurance of their own practice (and their team in some instances), including maintaining continuing professional development, participating as a supervisee in coaching supervision, and using and/or establishing peer-to-peer support networks.
- Furthering the coaching culture.
- Working with a centralised learning and development or strategy team focussed on embedding coaching skills in future or current leadership to better enable strategy future strategy, workforce resilience and innovation and succession planning.

- Where appropriate, embedding a coaching programme around a new system, regulatory change and/or change programme.
- Working with leaders to develop its diverse people to remove barriers that hinder success.
- Working with experienced expertise in middle management and connecting it to younger generations, for example through facilitating "reverse mentoring" interventions.

The typical duration for this apprenticeship is 14 months but this will depend on apprentices' previous experience and their access to opportunities to gain the full range of competences. The minimum duration of training for any apprenticeship is 366 days, before entering end-point assessment.

To achieve the apprenticeship certificate, apprentices are required to successfully complete their on-programme period of learning and development and the end-point assessment. The purpose of the end-point assessment is to confirm that apprentices have met the required level of knowledge, skills and behavioural standards set by employers.

The overall apprenticeship is graded as fail, pass, or distinction.

To achieve the apprenticeship certificate, apprentices are required to successfully complete the:

- On-programme period of training and development, including achieving the required English and maths qualifications, in line with the apprenticeship funding rules.
- End-point assessment (EPA) - all components, within the assessment window.

The certificate for the apprenticeship is awarded by the Institute for Apprentices and Technical Education (IfATE), through a process administered by the Education and Skills Funding Agency (ESFA).

As the end-point assessment organisation, Professional Assessment Ltd (PAL) will claim for the certificate on behalf of the apprentice. Certificates are sent to the nominated employer, and it is the employer's responsibility to ensure the apprentice receives the certificate.

The standards and accompanying assessment plan can be accessed via the [Institute for Apprenticeships and Technical Education](#).

Standard Title	Coaching Professional
Level	5
Standard and Version (AP) Number	ST0809 version 1.0
LARS Number	555
External Quality Assurance Provider	Ofqual
Duration of End-Point Assessment	3 months
Date the Assessment Plan is scheduled for review	This standard should be reviewed within 3 years of its approval date.
Mandatory Qualifications within the Standard	English and maths qualifications in line with the apprenticeship funding rules. There are no mandated qualifications within this standard.

End-Point Assessment Methods

The end-point assessment is designed to test the apprentice throughout the entire standard. The assessment methods used to achieve this are as follows:

1. Observation with questions and answers.
2. Interview supported by portfolio of evidence.
3. Knowledge test.

Introduction

This handbook contains the relevant information and guidance required of apprentices to achieve the end-point assessment for the Coaching Professional Apprenticeship ST0809 version 1.0 and should be used in conjunction with the Coaching Professional Apprenticeship ST0809 Padlet¹ – End-Point Assessment Information for Apprentices, Training Providers and Employers.

The overarching aim of the end-point assessment is to ensure that the apprentice meets the standard set out by employers of the relevant sector and that they are fully competent within their job roles. An apprentice must successfully complete all the end-point assessment components to receive the apprenticeship certificate.

References to third-party material made in this specification are made in good faith. PAL does not endorse, approve, or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

PAL has worked in close collaboration with employers, other assessment organisations and experts from professional bodies and training providers in developing the assessment tools for this end-point assessment. We are grateful to all who have generously shared their time and expertise to help us in the development process.

The end-point assessment (EPA) is an assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard, which have been learned throughout the apprenticeship programme. The purpose of the end-point assessment is to make sure that the apprentice meets the standard in its entirety.

All apprentices must undertake the independent end-point assessment at the end of the on-programme phase of training when their employer, and in some cases their training provider, is satisfied that they have met the 'Gateway' criteria to undertake the assessment. Apprentices will not be awarded the apprenticeship certificate until they have successfully completed the end-point assessment.

The end-point assessment can be delivered only by a registered assessment organisation, which must be independent of the employer, or any party involved in the delivery of the on-programme phase of the apprenticeship. In this context, independence, means without influence or bias and the independent assessor assigned is not affiliated to the employer or any training partner involved, and notably the independent assessor has played no part in the training of the apprentice.

All assessment decisions for this standard's end-point assessment must be made by the independent assessment organisation.

¹ A Padlet is an on-line wiki-based resource, made available to all PAL clients. Resources are updated centrally, so the latest information can be accessed via the Padlet

PAL has been collaborating closely with occupational experts, employers, and training providers in the development of end-point assessment tools to ensure that they are:

- Valid and appropriate to assess occupational competence in the relevant industry and will deliver reliable outcomes.
- Fair to all apprentices and help them to make progress in their lives.
- Manageable for apprentices and the industry and can be delivered effectively and efficiently in the vocational setting.

Apprenticeship standard objective

The overall goal of the end-point assessment is to ensure that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and approved by the IfATE and that they are confident and competent in their role to take on responsibilities to deliver clearly defined business outcomes.

Progression

On completion of the apprenticeship, the apprentice could progress into a Chartered Manager role.

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as a Coaching Professional with one of the following professional bodies:

- The European Mentoring and Coaching Council.
- The Association for Coaching.
- The International Coach Federation.

Who is Professional Assessment Ltd (PAL)?

PAL provides services for training providers to include colleges and employers involved in the delivery of apprenticeships and adult learning. Our offer includes:

- End-point assessment for a wide range of apprenticeship standards. Our dedicated team offers national coverage and has built up extensive experience in administering the latest end-point assessments.
- Compliance and audit services. Our funding compliance team tailor their support to meet your specific needs; from ad-hoc advice and support to full ESFA-style audits.

The link to our website can be located by clicking [here](#).

What is needed prior to end-point assessment?

The employer and training provider must confirm that the apprentice has met the on-programme requirements, and the apprentice is ready to undertake the end-point assessment.

The employer and training provider must hold a 'Gateway' review to agree that the apprentice has gained the required level of knowledge, skills, and behaviours, along with an English and maths qualification in line with the apprenticeship funding rules prior to end-point assessment as set by the apprenticeship standard.

For those with an education, health and care plan or a legacy statement the apprenticeship's English and maths minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for those whom this is their primary language.

Please check with the EPA team via info@professionalassessment.co.uk if you do not know which English or maths qualifications are accepted. Evidence of qualifications must be in the form of a certificate.

The apprentice must have a completed portfolio of evidence that will underpin the interview to be submitted to PAL as part of the Gateway evidence.

To confirm the Gateway review has taken place, the employer, training provider and apprentice are required to complete a Gateway Declaration Record, an example of which is included in the Appendix of this specification. Alternatively, training providers and employers can use their documentation, with the caveat that the document must record the information as stipulated on the PAL Gateway Declaration Record.

PAL will not confirm an end-point assessment booking until the required evidence is submitted. For auditing purposes, the Gateway Declaration Record should either be signed or dated by all parties, or email/DVR confirmation provided that all parties have agreed on readiness.

The recommended approach during the on-programme assessment phase (month 1-14) to ensure that the apprentice is on track is based on the employer's performance management process with the following key elements:

- Line manager uses the formal performance management process and regular 1:1s to discuss progress in the apprenticeship, provide feedback and guide development.
- The training provider can support this (if required) by ensuring that the requirements of the apprenticeship are reflected in the performance management process and filling any gaps through their work with the apprentice.
- The training provider can also support the apprentice on understanding the learning journey, providing advice and guidance on learning strategies and tools that will support the apprentice's preferred learning style and improve their learning agility.
- Regular check points between the line manager and training provider (aligned with the performance management process) to ensure that the apprentice is on track and agree how any issues will be addressed.
- Apprentices should be strongly encouraged to create a learning record that contains examples of their learning and areas for development/action points as they go through the apprenticeship.
- The training provider can conduct mock end-point assessments with the apprentice.

The Gateway decision regarding readiness will be taken by the line manager (or appropriate employer) representative and apprentice with input from the training provider.

Language of assessment

All components of the end-point assessment will be conducted in English.

Apprentices may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on special considerations and reasonable adjustments can be found in our Special Considerations and Reasonable Adjustments policy.

Section 2

How is end-point assessment delivered?

The apprentice will be assessed to the apprenticeship standard using three discrete assessment methods. Each assessment method should directly assess the required knowledge, skills, and behaviours of the standard.

The independent assessor will complete the assessment activities as follows:

- Observation with questions and answers.
- Interview supported by portfolio of evidence.
- Knowledge test.





There is no mandated assessment sequence. The result of one assessment does not need to be known before starting the next.

PAL provides the content and structure of the assessment methods to ensure consistency across all apprentices. The employer, with the support of the training provider where appropriate, will work with the apprentice to agree how the apprentice goes about completing the components of the end-point assessment and will provide guidance along the way as required. The training provider will ensure that the evidence presented for end-point assessment meets the assessment plan requirements but does not have a role in the formal end-point assessment or grade decision.

The following chart sets out the sequences of the Gateway review and end-point assessment.

Note – the assessments can be taken in any order.

Apprentice/Employer/Training Provider		PAL
Apprentice registered with PAL prior to the Gateway review.	➔	<ul style="list-style-type: none"> ▪ ESFA advised of EPAO. ▪ EPAPro log-in credentials provided. ▪ Access to a range of assessment guidance materials available.
Gateway review held between the training provider, employer, and apprentice to confirm assessment readiness. <ul style="list-style-type: none"> ▪ Evidence of English and maths requirements having been achieved. ▪ Completed portfolio of evidence submitted with mapping document and employer validation. 	➔	<ul style="list-style-type: none"> ▪ Declaration received that the apprentice is ready for assessment. ▪ Gateway evidence received. ▪ PAL approves or rejects the Gateway evidence. If rejected, the training provider to resubmit as required.
PAL contacts employer and apprentice. PAL undertakes assessment planning meeting with apprentice and employer and assessment schedule agreed.	➔	<ul style="list-style-type: none"> ▪ Assessment plan completed. Dates will be agreed for all methods of assessment to meet with the Coaching Professional Assessment Plan and to allow for reasonable resit or retake activities within the required window, wherever possible.
Apprentice undertakes the observation with questions and answers.	➔	<ul style="list-style-type: none"> ▪ Observation and questioning assessment duration of 2 hours and 20 minutes (+10% at the independent assessor's discretion). ▪ Observation and questioning completed, observation and response to questions assessed. ▪ Assessment graded.

Apprentice/Employer/Training Provider		PAL
Apprentice undertakes the interview assessment. <ul style="list-style-type: none"> ▪ Apprentice should have a copy of their portfolio of evidence to refer to during the assessment. Please note the agenda is not shared in advance. 		<ul style="list-style-type: none"> ▪ Interview discussion assessment must last for 60 minutes (+ 10% at the independent assessor's discretion). ▪ The IA will have a copy of the apprentice's portfolio of evidence to refer to during the assessment. ▪ Interview completed, response to questions assessed. ▪ Assessment graded.
Apprentice undertakes the knowledge test.		<ul style="list-style-type: none"> ▪ Test duration of 90 minutes. ▪ 40 multiple-choice questions.
		<ul style="list-style-type: none"> ▪ Overall grading undertaken – IA confirms to PAL grades for all assessment elements and overall grade using grade descriptors as detailed in the assessment plan. ▪ Internal quality assurance undertaken. ▪ Assessment outcome provided within the assessment window period.
Employer informed of the outcome of end-point assessment via email from epasupportservices@professionalassessment.co.uk Apprentice and training provider are copied into the communication.		<ul style="list-style-type: none"> ▪ Assessment reports will record decisions and grades. If a resit or retake is required, it is important that the relevant parties refer to the EPA summary record. ▪ Assessment decision data collated and used to inform standardisations processes and quality assurance. ▪ Assessment outcome provided to the training provider and apprenticeship service. ▪ Certificate requested where a pass or higher grade for all aspects of end-point assessment are achieved. ▪ Data provided to the regulator, as necessary.

Who can carry out end-point assessment?

Independent assessors/the end-point assessment organisation for this standard are required to:

- Understand the Level 5 Coaching Professional Apprenticeship Standard and the coaching industry as a whole.
- Have a qualification in the subject area of Coaching that must be equal to Level 5 or at a higher level.
- Show evidence of participation in Continuing Professional Development (CPD) in relation to Coaching and coach supervision over the past three years.
- Have membership of one of the following coaching professional bodies:
 - Association for Coaching
 - European Mentoring & Coaching Council
 - International Coach Federation
- Appoint independent assessors who have recent relevant experience of the occupation/sector at least the same level as the apprentice gained in the last three years or significant experience of the occupation/sector
- Attend induction training.
- Attend a minimum of one standardisation event annually.
- Have sufficient resources to carry out the role of independent assessor i.e., time and budget.

All independent assessors that meet the above criteria are trained and approved by PAL to ensure that they are capable carrying out end-point assessments in a fair and consistent manner to make reliable judgments.

PAL requires all end-point assessment staff to hold a recognised assessment qualification.

PAL will be responsible for all aspects of the end-point assessment for this standard and will review the evidence against the standard to ensure that the grading criteria have been met for each method of assessment.

Internal quality assurance requirements

PAL requires all quality assurance staff to hold a recognised internal quality assurance qualification. Quality assurers are monitored to undertake continuous professional development, to ensure the currency of their industry specific knowledge and practice.

PAL implements validation and quality assurance policies and processes to ensure that all assessments are robust, fully align with the independent end-point assessment requirements, and are assessed consistently, reliably, and fairly by all independent assessors. Policies can be shared upon request, please contact info@professionalassessment.co.uk. Essential policies are also available via our website.

In accordance with these policies PAL will:

- Develop and maintain a set of assessment tools, to be used by all independent assessors when carrying out assessments.
- Ensure independent assessors for the standard meet with the assessment plan competency requirements.
- Train and develop all independent assessors to ensure reliable and consistent assessment of the standard.
- Apply robust quality assurance and verification processes to assessments, e.g., the use of standard formats, moderation, and standardisation of marking and assessment decisions.
- Apply and follow the appeals and disputes policy and procedure in response to any legitimate appeal or dispute.
- Hold standardisation and moderation activities of assessment process.
- Communicate with third parties any concerns or issues that may impact on assessment activities or outcomes.

External quality assurance requirements

External quality assurance for the Coaching Professional Apprenticeship is undertaken by Ofqual.

Standardisation and moderation

All independent assessors are required to attend standardisation and moderation activities, to ensure the consistency of the assessment approach and to ensure assessment grading is aligned to the relevant assessment plan requirements. Standardisation activities are carried out on an on-going basis such meetings can be in the format of traditional meetings or via hangouts.

IQAs may accompany or 'remote in' with independent assessors carrying out end-point assessment to ensure that it is being administered safely, securely and in line with PAL guidance.

For further information on quality assurance, standardisation and moderation please see our policies, or contact our quality team via info@professionalassessment.co.uk.

Section 3

Grading

All end-point assessment methods must be passed for the end-point assessment to be passed overall. Apprentices who fail one or more assessment methods will be awarded an overall end-point assessment fail grade.

Apprentices must achieve at least a pass in all the end-point assessment methods to get an overall pass.

To achieve a distinction, the apprentice must achieve a distinction in all assessment methods by achieving all pass criteria and all distinction criteria.

Grades from individual assessment methods should be combined in the following way to determine the grade of the end-point assessment as a whole:

Observation with Questions and Answers	Interview	Knowledge Test	Overall Grading
Fail	Fail	Fail	Fail
Pass	Fail	Fail	Fail
Fail	Pass	Fail	Fail
Fail	Fail	Pass	Fail
Pass	Pass	Fail	Fail
Fail	Pass	Pass	Fail
Pass	Fail	Pass	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

Preparing apprentices for end-point assessment

To ensure that apprentices develop the knowledge, skills and behaviours that underpin occupational competence, it is recommended that they follow a structured programme of training and development. The period of training and development must include the minimum ESFA requirements for off-the-job training, away from the day-to-day job. Please refer to ESFA guidance and funding rules regarding the definition of what training interventions are permissible under the ruling and responsibilities for recording and evidencing off-job training activities.

To prepare apprentices effectively, it is recommended that employers and/or training providers should:

- Have a good understanding of the apprenticeship standard and the structure and format of the end-point assessment.
- Plan and implement a learning and development programme based on the apprenticeship standard, with regular reviews of progress and readiness, to ensure apprentices develop the required knowledge, skills, and behaviours.
- Use formative assessments and mock assessments to help prepare apprentices for the end-point assessment.

It is recommended, that the on-programme assessment includes:

- Regular performance reviews between the apprentice and a senior manager.
- Opportunities given and evidence generated to cover all assessment criteria.
- Feedback from line manager/employer.

End-point assessment planning and scheduling

Employers and/or training providers must have an agreement in place to conduct end-point assessments with PAL, we regularly check the ESFA portal to review pipeline business and ensure that training providers who wish to work with us, are attached to us, as EPAO for the relevant standard(s).

Apprentices must be registered and booked on to their end-point assessment in sufficient time to allow adequate planning and scheduling of the assessments. PAL encourages communication with all parties, in respect of apprenticeship progress and status and our accounts team will periodically communicate directly with other stakeholders, to seek clarification and updates regarding apprentices' assessment readiness. Once the employer or training provider has confirmed a Gateway date, PAL will arrange a planning meeting on receipt and validation of the Gateway evidence.

The employer, apprentice, and PAL attend the planning meeting. The purpose of the planning meeting is to share information with PAL, to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The independent assessor/PAL representative will agree a plan and schedule for each assessment activity to ensure that all assessment components can be completed within the end-point assessment time. The meeting can be conducted remotely using appropriate technology.

The end-point assessment will be conducted over a period of **3 months** at the end of the apprenticeship. Assessments cannot take place if the apprentice has not served the minimum time in training and we require employers and training providers to check this requirement has been met, before submitting Gateway evidence.

Reassessment

PAL's Resit and Retake policy will apply in the event of reassessments, and we will discuss arrangements for such activities with all concerned parties.

Reassessments do incur a charge. All fees are detailed in PAL's pricing policy and outlined in the contracting process.

Reassessments wherever possible will be carried out by the original independent assessor, but if this is not possible PAL reserves the right to assign a different independent assessor.

Resits and retakes

Apprentices who fail one or more assessment methods will be offered the opportunity to take a resit or a retake. A resit does not require further learning, whereas a retake does. Apprentices should have a supportive action plan to prepare for a resit or a retake.

An apprentice who fails an assessment method, and therefore the end-point assessment in the first instance, will be required to resit any failed assessment methods only.

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 the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Resits and retakes are not offered to apprentices wishing to move from pass to a higher grade.

Reassessment requirements for each component

Observation with question and answers: if the apprentice's evidence does not meet the requirements to achieve the pass descriptors for the observation with questions and answers on their first assessment attempt, a further, different observation and questioning assessment will be carried out.

Interview supported by portfolio of evidence: if the apprentice's evidence does not meet the requirements to achieve the pass descriptors for the interview on their first assessment attempt, a further, different full interview assessment of the apprentice will be carried out. The apprentice will not be permitted to add evidence to their portfolio.

Knowledge test: if the apprentice does not achieve the pass mark for the test, a further, different test will be carried out.

Capping

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum end-point assessment grade of a pass unless PAL determines there are exceptional circumstances requiring a resit or retake.

Booking reassessments

The timescale for any reassessment will be agreed on a case-by-case basis, with PAL. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others.

Section 4

Portfolio of evidence

A completed portfolio of evidence is required to be submitted to PAL as part of the Gateway review.

The portfolio **is not directly assessed** as part of end-point assessment, it provides a structure for the interview.

The independent assessor will review the portfolio evidence and use it to identify areas for the interview, and it is the interview that will assess the apprentice's understanding and learning.

The portfolio should be produced during the on-programme period of the apprenticeship, showcasing competence by the apprentice having first learned and applied the knowledge, skills and behaviours set out in the standard.

It is of paramount importance that all the work submitted in the portfolio has been generated by the apprentice or relates directly to the named apprentice. The independent assessor will undertake authenticity checks regarding portfolio evidence as part of the interview assessment.

The apprentice should refer to their portfolio evidence during the interview assessment. To ensure that all evidence is accessible during the assessment PAL would recommend that audio and/or video recordings are supported by a written summary/list of bullet points which the apprentice can easily refer.

What is the format of the underpinning portfolio?

The portfolio of evidence will typically contain between 10 and 15 pieces of evidence in total, a qualitative as opposed to quantitative approach is suggested.

The portfolio of evidence must evidence all the knowledge, skills and behaviours mapped to the interview method of assessment (see Table 1). **At least one piece of evidence must relate to each of the criteria**; each piece of evidence can be referenced against more than one knowledge, skills, or behavioural requirement for a more holistic approach.

PAL has provided a mapping and employer validation statement record which can be accessed from the Coaching Professional Padlet. Alternatively, training providers can use their own version, however **it is a mandatory requirement that a mapping document and employer validation statement is submitted with the completed portfolio.**

How can a Coaching Professional prepare for and complete the portfolio?

The employer and training provider will assist the apprentice in producing their portfolio to ensure that it covers all standards outlined in the assessment plan for interview method of assessment.

Please refer to Table 1 for the knowledge, skills and behaviours required to be assessed by the interview and evidenced in the portfolio.

The portfolio **must contain**:

- A mapping document which clearly shows how the evidence is mapped against the relevant knowledge, skills and behaviours that will be assessed by the interview.
- A statement to confirm that the evidence provided is valid and attributable to the apprentice from the employer.

Please note - PAL will **not** accept a portfolio submitted without a completed mapping document and an employer statement of validity.

The portfolio **cannot contain**:

- Reflective accounts and self-evaluation, with the exception of reflection/evaluation of the coaching practice that has been delivered by the apprentice in relation to B1.

It is not required that the apprentice has evidence in all the described formats below, but the portfolio **may** contain the following items as evidence:

- Video/audio extracts (with a typical maximum total 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 interview discussion points will be constructed to include all pass criteria, while allowing the opportunity for the apprentice to evidence the distinction criteria, either naturally in their responses or using further questions. The apprentice and independent assessor must be able to refer to the portfolio during the interview assessment and therefore evidence should be user-friendly and quick to reference.

What is best practice in producing the portfolio of evidence?

Ensure that the evidence within the portfolio provides coverage against all the standards as outlined in the assessment plan for the interview assessment method (see Table 1). Employers, training providers and apprentices can utilise this guidance to support in documenting and referencing the evidence against all standards required.

A range of evidence, methods and consistency over time is encouraged to show competence. All evidence provided within the portfolio should comply with usual assessment practices, such as:

- Valid Authentic Current Sufficient Reliable (VACSR) confirmed including signatures and dates as appropriate.
- Have detailed annotation to describe the evidence, audio files should be referred to clearly within evidence to show where supporting recordings are located and within recordings the evidence number being discussed should be clearly confirmed.
- Be referenced to the specific criteria being claimed.
- All evidence recordings and files to be clearly named as appropriate to evidence type/number.

Evidence should comply with data protection and GDPR. Ideally, the portfolio evidence should be presented electronically.

Table 1: Mapping of Knowledge, Skills and Behaviours for the Interview underpinned by a portfolio of evidence

KSB	Knowledge (K), Skills (S) and Behaviours (B)
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 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.
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.

Section 5

Assessment methods

All end-point assessments should take place within the apprentice's usual working hours and will be planned by the PAL representative with the apprentice and line manager at the planning meeting to comply with the assessment plan and business requirements.

The independent assessor will not communicate assessment decisions straight away, they will document and record their assessment decisions. These decisions are then shared for internal quality assurance checks prior to being communicated to the apprentice, employer, and training provider. Employers can access a record of assessment by accessing EPAPro. User guides are available for training providers and employers that detail how reports can be viewed.

Sample Assessment Materials

For this standard, PAL provides:

- A mock observation assessment record with sample questions.
- A mock interview record with sample questions.
- A sample knowledge test.

All sample materials can be accessed from the Coaching Professional ST0809 v1.0 Padlet.

Assessment method 1 – Observation with questions and answers

Key facts about the observation with questions, and answers

In the observation with questions, an independent assessor observes the apprentice in their workplace, in which they will demonstrate the KSBs assigned to this assessment method.

This assessment method is being used because the occupation involves practical activity which is best assessed through observation; it would be difficult to replicate the working environment in a valid way and employers would doubt the occupational competence of an individual not assessed in this way.

The observation must take **2 hours and 20 minutes**. The independent assessor can increase the time of the observation with questions by up to 10%. This time is to allow the apprentice to complete a task.

The observation may be split into discrete sections held over a maximum of one working day. The length of a working day is typically considered to be 7.5 hours.

The apprentice **must** be observed delivering coaching sessions with an individual receiving the coaching.

What is the format of the observation with questioning?

The independent assessor will arrange an appropriate time for the observation to take place at the planning meeting in consultation with the employer. The independent assessor will remain unobtrusive whilst conducting the observation and must only observe one apprentice at a time.

The apprentice will be observed carrying out **2 x 1 hour** long coaching sessions with **different** individuals.

This will be followed by a **20 minute** question and answer session.

The independent assessor **must** ask at least 5 questions **following the observation**. The purpose of the questions is to clarify further, any elements of a KSB, so as to allow the apprentice to demonstrate their full comprehension of the theme being performed.

The independent assessor **can ask questions about activities that were not observed** to gather assessment evidence. These questions are **in addition to the set number of questions for the observation with questions, should be kept to a minimum and not exceed the 20 minute time period.**

How can the observation with questions and answers be undertaken?

The observation with questions and answers can be carried out either via online video conferencing, or face to face at a suitable location, typically the apprentice's workplace. The independent assessor will record the observation and question and answer session. The observation with questions and answers must be undertaken in a controlled environment (a quiet area, free from distractions and influence).

It is the responsibility of the apprentice, employer, training provider and PAL to ensure accessibility where required and to have advised of any reasonable adjustments.

Where the assessment is conducted using technology, fair assessment conditions must be maintained. Acceptable means of remote assessment include video conferencing/video calling and must include a two way visual and audio link.

Recordings of the observation must be taken for moderation purposes and must be destroyed by PAL within one month of moderation.

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.

How can a Coaching Professional prepare for the observation with questioning?

- Read the guidance documents and ask questions if the information provided is not clear.
- Be prepared for the observation by practicing within the required time limits – line managers can support by giving feedback against the observation standards.
- Undertake a mock observation with the training provider and listen and act upon to the feedback provided.
- Ensure that the observation can start on time by being organised and prepared.
- Ensure the person being coached is aware that they will be recorded and ensure their permission has been sought before the assessment takes place

How will the observation with questions and answers be graded?

To achieve a pass, the apprentice must achieve ALL of the pass criteria for this method of assessment through their observation and answers.

To achieve a distinction, the apprentice must achieve ALL of the distinction criteria for this method of assessment through their observation and answers, in addition to the pass criteria.

Please see Table 2 below for the pass and distinction criteria for this method of assessment.

Table 2: Observation with Questions and Answers Pass and Distinction Grading Criteria

KSBs	Pass	Distinction
K12, S12	Applies a range of coaching models and techniques during in the coaching sessions delivering to bring about insight and learning (K12, S12).	n/a
S2	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).	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).
S3	Summarises roles and responsibilities in the coaching process and the benefits to the individual (S3).	n/a
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).
S6, S11, B4	Builds rapport/trust with the coachees, responding appropriately to the coachee's 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).	n/a
S8, S9	Uses appropriate questioning techniques to identify patterns of thinking and limiting/enabling beliefs and actions. (S8, S9).	Uses advanced questioning techniques (such as 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). Justifies their questioning techniques when following up responses with additional prompts and questions to elicit additional insights from the coachee (S8, S9).
S10, S12	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).	n/a

KSBs	Pass	Distinction
S15	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).	See S2

Assessment Method 2 – Interview underpinned by Portfolio of Evidence

Key facts about the interview

The interview 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.

This assessment method was selected as a valid way to draw out KSBs, in particular behaviours, which would be less likely to be demonstrated in the observation. It is commonplace for people in this occupation to engage in detailed technical discussions, so this assessment method mirrors their day to day work.

The interview is underpinned by a portfolio of evidence. Please refer to section 4 of this specification for detailed guidance about the portfolio. The portfolio evidence is NOT directly assessed but is used by the independent assessor as a basis for the agenda questions. The independent assessor should have a minimum of 10 days prior to the interview to review the contents of the portfolio in order to generate appropriate questions.

The interview assessment duration is **60 minutes** (+10% at the independent assessor’s discretion to allow the apprentice to complete their last answer).

What is the format of the interview?

The independent assessor will select a **minimum of 6 open questions** from the PAL interview question bank and **up to 3 questions** generated by themselves, which draw out the best of the apprentice’s competence and excellence. Further questions may be asked for clarification purposes and to allow the apprentice the opportunity to cover the grading descriptors mapped to this method of assessment.

The apprentice and independent assessor should both have access to their own copies of the apprentice’s portfolio of evidence throughout the interview and both can refer to it as needed.

The agenda is not shared with the apprentice, employer, or training provider in advance of the assessment.

How can the interview be undertaken?

The interview can be conducted using a range of media, as appropriate for the apprentice, either via online video conferencing or face to face. Remote assessment is the preferred option.

It is the responsibility of the apprentice, employer, training provider and PAL to ensure accessibility where required.

The interview must be undertaken in a controlled environment (a quiet area, free from distractions and influence) and the apprentice will be assessed on a one-to-one basis to the independent assessor.

Where the assessment is conducted using technology, fair assessment conditions must be maintained. Acceptable means of remote assessment include video conferencing/video calling and must include a two-way visual and audio link. The video call will be recorded and submitted by the independent assessor for internal quality assurance.

Where the assessment is completed face to face, the independent assessor should complete a digital recording of the presentation.

How can a Coaching Professional prepare for the interview?

- Practice undertaking interviews with their training provider, employer, and line manager.
- Practice interviews which cover a range of topics and areas of the standard, ensuring that they can provide full answers and specific examples of tasks/situations they have been involved in.
- Practice reflecting and analysing performance to determine successes and areas for development.
- Review terminology in the assessment plan and consider how this links to their role.
- Practice interview mock agendas with their training provider building up to 60 minutes to support completing them within the given timescale.

How will the interview be graded?

To achieve a pass, the apprentice must achieve ALL of the pass criteria for this method of assessment through their interview responses.

To achieve a distinction, the apprentice must achieve ALL of the distinction criteria for this method of assessment through their interview responses, in addition to the pass criteria.

Table 3: Interview Pass and Distinction Grading Criteria

KSBs	Pass	Distinction
K4, K9	Describes why coaching contracting and recontracting 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).
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).	n/a
S1	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).	n/a
S4, S5, B3	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).	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). Evaluates approaches to personal development and the way that coaching has supported this (B3).

KSBs	Pass	Distinction
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).	n/a
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).	n/a

Assessment Method 3 - Knowledge test

Key facts about the knowledge test

This is a robust but also cost effective and efficient way to test some of the knowledge in the occupational standard. It also complements the other methods as it tests aspects that can't be tested elsewhere.

The assessment will be comprised of **40** multiple-choice questions (MCQ) and **10 of these questions** will be based on 2 given scenarios.

The 10 scenario-based questions ensure the apprentice can demonstrate that they can identify which knowledge or learning is appropriate for the given situation. The given scenario will be 100-150 words long based on a true to life management scenario.

For example, the scenario testing K10 might summarise a coaching needs analysis performed for a group in which the coach faces potential challenges associated with potential coachees needing therapy and/or potential conflicts of interest, with the 5 multiple-choice questions asking respondents to identify which individuals/professionals would be affected or need to be involved and select the types of activities best suited to engage or work with those individuals.

For K3 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 apprentice must choose 1 correct answer from 4 responses per question. Each question is worth 1 mark.

The apprentice has **90 minutes** to complete the test.

PAL is responsible for overseeing the marking of the test. Typically, apprentices will be formally notified of fail grades only.

The test is typically taken online. Paper-based tests are available on request.

Knowledge test grade boundaries

Total Mark	Grade
35 - 40 marks	Distinction
26 - 34 marks	Pass
0 - 25 marks	Fail

Knowledge test specifics

The test will contain questions in the areas of the apprenticeship standard as shown in Table 4 below.

Table 4: Knowledge Test Criteria

KSB	Knowledge, Skills, and Behaviours	PAL Amplification
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.	<p>K1.1 Understand theories of learning including behaviourism, constructivism, cognitive theory, humanism, and socio-cultural theory.</p> <p>K1.2 Understand theories of reflective practice including Kolb, Gibbs, and Schon.</p> <p>K1.3 Understand schools of psychology including behaviourism, cognitive psychology, humanistic psychology, and socio-cultural psychology.</p> <p>K1.4 Understand schools of neuroscience including behavioural neuroscience and cognitive neuroscience.</p>
K2	The theories of emotional and social intelligence, such as Goleman and Salovey & Mayer, and application of the theories to understanding self.	<p>K2.1 Understand theories of emotional intelligence and the application to self, including Salovey and Mayer, Goleman.</p> <p>K2.2 Understand theories of social intelligence and the application to self, including Theory of Mind and Social Cognitive Theory.</p>
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.	<p>K3.1 Understand diversity and inclusion theory including: the legal framework as outlined in the Equality Act 2010 and protected characteristics.</p> <p>K3.2 Understand bias theory including cognitive bias, affinity bias, halo & horn effect, confirmation bias.</p> <p>K3.3 Understand personality type theory including MBTI, five factor model, Carl Jung introversion/extroversion theory.</p> <p>K3.4 Understand ontology and human values including cognitive dissonance.</p> <p>K3.5 Understand self actualisation and motivational theory including Maslow, Hertzberg, Vroom.</p>
K5	The theory of organisational culture (and values) and leadership styles, and the impact these can have on individuals and their behaviour.	<p>K5.1 Understand organisational culture including Schein (model), Handy (types), Hofstede (6 dimensions).</p> <p>K5.2 Understand leadership styles and their impact on individuals and behaviour including Lewin (autocratic, democratic, Laissez-faire), Hersey & Blanchard (situational leadership), Downton & Bass (transformational leadership).</p>
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).	<p>K6.1 Understand coaching theory including cognitive - behavioural coaching, solutions focused coaching, gestalt, transactional.</p> <p>K6.2 Understand coaching protocols including unconditional positive regard.</p> <p>K6.3 Understand coaching codes of conduct including unconditional positive regard, non-judgmentalism, non-directiveness.</p>
K7	Methods of communication including verbal / non-verbal / building rapport / matching and mirroring. Listening skills, including levels of listening. Theories of relationship management, including	<p>K7.1 Understand methods of communication including verbal, non-verbal, building rapport, matching, and mirroring, clean language, use of silence.</p> <p>K7.2 Understand listening skills including: 3 levels of listening, reflective listening, empathetic listening.</p>

KSB	Knowledge, Skills, and Behaviours	PAL Amplification
	transactional analysis, power dynamics, and stakeholder management theories.	K7.3 Understand theories of relationship management including transactional analysis. K7.4 Understand stakeholder management theory including Freeman, Mendalow.
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 Understand theories of self-awareness including Johari Window, Conscious Competence Model. K8.2 Understand types of feedback including positive feedback, intrinsic feedback, extrinsic feedback, appreciative feedback.
K10	The differences and similarities between coaching, mentoring, training, counselling, and consulting.	K10.1 Understand the differences and similarities between coaching, mentoring, training, counselling, and consulting including directive/non-directive, purpose, boundaries, past/present/future focus.
K11	Relevant legislation (e.g. Data Protection Act, safeguarding) and coaching competencies and codes of ethics described by the main professional bodies.	K11.1 Understand relevant legislation including Data Protection Act 2018, GDPR, Equality Act 2010, confidentiality, safeguarding. K11.2 Have an awareness of codes of ethics from different coaching professional bodies including: ICF, AC, EMCC. K11.2 Have an awareness of coaching competencies from different coaching professional bodies including: ICF, AC, EMCC.

Examination conditions

The assessment is a closed book test, and this means the apprentice is not permitted to access any external references or use any resources, materials or take in notes into the test environment. The test must be independently invigilated. The invigilator must be an independent person employed by PAL.

The assessment can be conducted either on or off the employer's premises but must be undertaken under the correct examination conditions to comply with PAL's Invigilation policy. PAL must verify the suitability of the test venue and the identity of the person taking the test. PAL must ensure appropriate methods to prevent misrepresentation, for example, screen share and 360 degree camera function with an administrator/invigilator where the test is taken remotely.

Some of the key conditions for the assessment are:

- A controlled environment (away from day-to-day work pressures, distractions, and influence).
- The environment must have suitable lighting, ventilation, and privacy.
- The apprentice must be undisturbed.
- An exam in progress sign is displayed.
- The apprentice has access to a clock.
- Where group testing is completed, apprentices must have sufficient space and will face in the same direction, the examination must begin at the same time for all apprentices, apprentices who complete their assessment sooner and others must not distract others from their assessments.

The independent assessor will ensure that an appropriate and reliable invigilator is organised to support a controlled and fair assessment. Where there is a conflict of interest, for example a relative working within the establishment, the Conflict of Interest policy will be implemented. The independent assessor will document the conflict and confirm that the invigilator used does not contradict the Invigilation policy.

Where special considerations or reasonable adjustments have been deployed, an audit trail of request and response to that request and justification for any amendments must be cited in the assessment decisions, showing compliance with the Reasonable Adjustments policy.

If there is a breach in the assessment conditions, the invigilator will stop the testing process and the assessment will be voided. Breaches of assessment protocols include:

- The assessment environment becoming unfit for testing, for example: interruptions, if the apprentice is asked to complete a work task or asked questions by a colleague, fire alarm disruption.
- If the apprentice fails to comply with the testing requirements for example: disregards rules for no mobile phones or unauthorised materials, disrupts other apprentices within a group testing environment.
- Equipment malfunction for example: loss of internet to run testing, offline testing malfunction, computer malfunction.

How can a Coaching Professional prepare for the knowledge test?

The training provider should be able to provide opportunities for the apprentice to undertake practice questions and a mock test. PAL strongly recommends that practice questions, and the results of a mock test are used to determine readiness at the gateway review. The apprentice should:

- Revise/prepare for the test, referring to the knowledge requirements of the standard and undertaking research.
- Complete practice questions.
- Complete and pass a mock test within the allocated test time and under controlled conditions.

Section 6

Fails/resits and retakes

PAL's Resit and Retake policy and pricing policy are available on request. The request can be made by contacting the account management team via email on info@professionalassessment.co.uk.

The apprentice, employer and training provider will be advised of the outcomes, and our policy works on the specific standard assessment plan's requirements regarding resits and retakes.

Plagiarism

Plagiarism is a specific form of cheating which applies to assignments or other types of written or recorded work completed by apprentices, where the work is meant to have been produced independently and be of their design. Plagiarism is the substantial, unacknowledged incorporation into an apprentice's work of materials derived from published or unpublished work by another person.

PAL takes all incidents of plagiarism seriously, especially those incidents which are a determined and deliberate attempt by the apprentice to gain marks for an assignment/project/report without having done a substantial portion of the work themselves. Copying of work can include work from external published sources, as well as that of other apprentices and work colleagues.

PAL's plagiarism and cheating policy can be accessed on the PAL website or by request to info@professionalassessment.co.uk

Appeals, complaints, maladministration, and malpractice policies - centre/candidate

Where apprentices are unhappy with the results of their end-point assessment, the customer (either the employer or training provider) can enquire about the results. An enquiry means that PAL will invoke its Appeals and Disputes policy and procedure. Please refer to our latest emails.

To make an appeal, please contact: epaappeals@professionalassessment.co.uk

To declare a conflict of interest, please contact: declaration@professionalassessment.co.uk

To report a case of malpractice or maladministration please use one of the following addresses:

- If it relates to the EPAO, please contact: epamalpractice@professionalassessment.co.uk
- If it relates to the apprentice, please contact: apprenticemalpractice@professionalassessment.co.uk
- If it relates to the employer or training provider, please contact: eitpmalpractice@professionalassessment.co.uk

Note - access to these emails received under these addresses is restricted to personnel involved in compliance checks.

In the event of an appeal against the grade awarded PAL will carry out a further review of the evidence to confirm or modify the grade in line with their standard procedures.

Maladministration generally refers to a system or administrative mistake or failure, which has the potential or does not affect the assessment process and as such is reportable.

Malpractice is a grave offence and where proven will result in immediate sanctions, disciplinary action and possible dismissal and notification to the regulator, notifying them of the malpractice and action taken. Malpractice is the

term applied to any intentional and planned act to alter an assessment or quality assurance decision by changing/removing/not recording accurately or augmenting information.

PAL's Maladministration and Malpractice policy can be accessed on the PAL website or by request to info@professionalassessment.co.uk

Reasonable adjustments/considerations/adaptations

Where reasonable adjustments have been requested, the assessor at the assessment planning meeting will finalise any such arrangements. Discussions regarding a reasonable adjustment request should be made at registration and discussed with the EPA team.

It is the responsibility of the training provider or employer, acting on behalf of the apprentice, to make such requests.

Special considerations in respect of the assessment process will be applied, where it does not provide any fair or unfair advantage to the individual apprentice and subsequent assessment outcome and in line with PAL's policy.

PAL's Special Considerations and Reasonable Adjustment policy is in place to ensure fair access to assessment and can be accessed on the PAL website or by request to info@professionalassessment.co.uk

Certification

PAL will request the apprenticeship certificate for successful end-point assessments using the Apprenticeship service portal. PAL does not certificate the apprenticeship standard; its role is to request the certificate.

PAL will provide information and reports to the relevant regulator and funding body, in line with their conditions, and as and when requested. Notification to these bodies includes successful achievements and completion. Incomplete assessments are recorded.

Certification requests are made by the EPAO, and the current process is the certificate is sent to the named employer. Employers must advise the EPAO of any specific location or person the certificate should be sent to, if this information differs from the apprentice's workplace location and employer contact details provided on the EPAO's booking system.

Cancelling or rescinding results - PAL reserves the right to cancel results if malpractice is identified.

Validity, Authenticity, Relevancy, Currency, and Sufficiency

The evidence presented must meet VARCS requirements.

- **Valid** - is the evidence appropriate to demonstrate the particular knowledge, skills and/or behaviours that it is intended to cover?
- **Authentic** - is the evidence proven to be the apprentice's own work; have any work products or witness testimonies been appropriately authenticated?
- **Relevant** - Is the evidence relevant to the particular knowledge, skills and/or behaviours that it is intended to cover and has a clear judgement?
- **Current** - does the evidence relate to the on programme element of the apprenticeship and does it demonstrate current competency?
- **Sufficient** - does the evidence match the level of the apprenticeship standard and is the relevant standard covered in full?

PAL will require all apprentices to sign statements of authenticity etc.

Glossary of Terms

EPA - end-point assessment.

IA - independent assessor.

Employer – A representative from the employer, this is usually a direct line manager, head chef or appropriate nominate representative who has supported the apprentice during their apprenticeship.

Gateway review – A meeting involving the apprentice, employer and on programme trainer where the readiness for end-point assessment is determined.

Planning meeting – A meeting involving the apprentice, employer and end-point assessor where the end-point assessments are clarified and planned.

PAL – Professional Assessment Limited.

IQA - Internal quality assurance/assurer, the department and/or personnel who are responsible for the quality of end-point assessment internally to Professional Assessment.

EQA – External quality assurance/assurer, the independent external body who are responsible to regulate the quality of end-point assessment plans, standards and administration of assessment.

Standardisation/moderation – Activity completed by end-point assessors to support validity and fairness in end-point assessment decisions.

Special considerations – Any permanent or temporary disability, specific learning needs or medical condition which may require support during end-point assessment.

Reasonable adjustments – Adjustments made to the assessment process in relation to special considerations, which do not provide an unfair advantage to the apprentice but are designed to reduce any disadvantages within assessment.

Assessment plan – The document produced by the employer group, approved by the EQA which documents the requirements of the standard and assessment methods.

Appendix One – Gateway Declaration Record for Coaching Professional ST0809 v1.0

All information received will be processed as per GDPR requirements and as detailed in Professional Assessment Ltd.'s (PAL) Data Protection Policy and Data Privacy Notice.

Please ensure the apprentice's name is spelled accurately as this is how it will appear on the results statement/certificate.

Apprentice Name	Click or tap here to enter text.	Apprentice Contact Number	Click or tap here to enter text.
Apprentice ULN	Click or tap here to enter text.	Apprentice Email Address	Click or tap here to enter text.
Direct Line Manager Name	Click or tap here to enter text.	Direct Line Manager Contact Number	Click or tap here to enter text.
Direct Line Manager Email Address	Click or tap here to enter text.	Employer Organisation	Click or tap here to enter text.
Start Date of Apprenticeship	Click or tap to enter a date.	Gateway Review Date	Click or tap to enter a date.
Has the Apprentice had any Breaks in Learning (BIL)?	Yes <input type="checkbox"/> No <input type="checkbox"/>	BIL Start Date	Click or tap to enter a date.
		BIL End Date	Click or tap to enter a date.

Section 1: Confirmation of Evidence and Reasonable Adjustments

All requirements listed below must be uploaded to EPAPro at point of submitting the apprentice to gateway. Apprentices will not be permitted to proceed to their end-point assessment until all evidence is uploaded and approved by PAL.

Requirement	Evidence available
Maths in line with ESFA requirements	Yes <input type="checkbox"/> No <input type="checkbox"/>
English in line with ESFA requirements	Yes <input type="checkbox"/> No <input type="checkbox"/>
Portfolio of Evidence Completed	Yes <input type="checkbox"/> No <input type="checkbox"/>
Fully completed Portfolio mapping record, including employer signed statement validating the portfolio evidence	Yes <input type="checkbox"/> No <input type="checkbox"/>
Reasonable adjustments have been discussed with the apprentice and they have confirmed the adjustments requested are still required during EPA	No longer required <input type="checkbox"/> Yes <input type="checkbox"/> N/A <input type="checkbox"/>
Reasonable adjustment request submitted, and evidence provided to PAL	Yes <input type="checkbox"/> N/A <input type="checkbox"/>

Section 2: Declaration

Employer and Training Provider Declaration

- I confirm the evidence has been reviewed and a Gateway meeting has taken place with the apprentice, employer, and training provider to confirm the apprentice's competence and readiness for end-point assessment.

- I confirm that the apprentice has developed, demonstrated, and achieved the required level of occupational knowledge, skills, and behaviours to satisfy the Gateway requirements in their workplace.
- I confirm that the apprentice is eligible for end-point assessment by undertaking the required training in line with the specific Apprenticeship Standard’s requirements, including on and off the job training and experience to meet the full breadth and depth of the Apprenticeship Standard.
- I confirm that the assessment environments, including areas where exam conditions can be observed, have been identified and agreed.
- I confirm that reasonable adjustment requests have been submitted where appropriate to the apprentice.

Employer		Training Provider	
Name	Click or tap here to enter text.	Name	Click or tap here to enter text.
*Signature	Click or tap here to enter text.	*Signature	Click or tap here to enter text.
Date	Click or tap to enter a date.	Date	Click or tap to enter a date.

Apprentice Declaration

- I confirm my readiness for the end-point assessment has been discussed with my employer and training provider.
- I confirm I am aware of the requirements of the end-point assessment.
- I give PAL, as the end-point assessment organisation, my consent to claim the Apprenticeship certificate on my behalf on successful completion of the end-point assessment.

Name	Click or tap here to enter text.
Signature	Click or tap here to enter text.
Date	Click or tap to enter a date.

*Supporting evidence to be submitted for electronic signatures, e.g., email confirmation, voice recording.