

Level 5 Coaching Professional V1.0

End-Point Assessment Specification



Who is this specification for?

This specification has been created for anyone involved in training and supporting apprentices on this standard and should be read in conjunction with AIM's policies and procedures found on www.aimgroup.org.uk/eparesources

Disclaimer

The information contained in this specification was correct at the time of publication. Whilst we endeavour to keep the content up to date, we would recommend that you also refer to [Coaching professional / Skills England](#) for up to date information on the EPA standard and the assessment plan.

To report any errors, please contact: assessment@aimgroup.org.uk

Version number	Version code	Date	Description
4	CP/SP/08/V4/050526/HL	May 26	Amendment to the duration of apprenticeships from Skills England Links to assessment plan updated

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1. An Introduction to AIM Assessment

Who is AIM Assessment?

AIM Assessment is part of the AIM Qualifications and Assessment Group, a leading Awarding Organisation (AO) and Access Validating Agency (AVA) offering award-winning qualifications and Access to HE Diplomas for over thirty years.

AIM Qualifications and Assessment Group is an independent, Ofqual recognised, end-point assessment organisation (EPAO) responsible for an apprentice's final assessment to ensure they can do the job for which they've trained.

AIM is regulated by Ofqual, CCEA, Qualifications Wales and the Quality Assurance Agency for Higher Education (QAA) to ensure we maintain quality standards in our delivery and provision.

Role

As an end-point assessment organisation (EPAO) we assess apprentices' knowledge, skills and behaviours learnt throughout their apprenticeship.

The assessment is taken after the training has been completed, and when the apprentice's employer and training provider are satisfied that the apprentice is ready. If the end-point assessment (EPA) is successful, an apprenticeship certificate is issued by the Department of Education (DfE). We work closely with employers and providers from the start of the apprenticeship to support apprentices and their employer/training provider on their journey towards a successful EPA.

2. Why choose AIM for your EPA?

AIM's exceptional end-point assessments are characterised by ten guiding principles.

By embodying these principles, we not only validate an apprentice's readiness for the industry but also enhance the overall quality and credibility of apprenticeships.

1. Assessments are undertaken by assessors with the **relevant skills, experience** and specific **industry knowledge**.
2. Assessments should produce **consistent results**, no matter who conducts or takes it, ensuring reliability in the evaluation process.
3. Assessments should **accurately measure** what it's intended to assess in order to guarantee that the assessment truly reflects the apprentice's capabilities.
4. The assessment process should be **fair and impartial**, avoiding bias or discrimination against any apprentice.
5. Assessments should be **accessible to all** apprentices, accommodating diverse backgrounds, abilities, and learning styles.
6. Assessments should have **clearly defined criteria and expectations** to ensure apprentices understand what they're being assessed on.
7. All parties (apprentice, employer and training provider) should know how the apprentice will be assessed; the process should be **transparent** to instil confidence in its fairness.
8. Assessment tasks and questions should mirror **real work scenarios** to help apprentices showcase their practical skills, knowledge and behaviours.
9. The assessor should provide **constructive feedback** to help apprentices understand their strengths and areas for improvement.
10. There should be a **close partnership** between the EPAO, and the training provider/employer to ensure the assessment meets everyone's needs.

3. Standard summary

Standard name	AIM Qualifications Level 5 Coaching Professional End-Point Assessment
ST code	ST0809 Version: 1.0
Role profile of the apprenticeship* (* this outlines the purpose of the qualification)	This occupation is found in private, public and third sector national and multinational organisations and employers. It is found in every sector across the country including, for example; the health sector, finance sector, engineering and manufacturing sectors, business and professional services, education sector, retail sector, leisure sector, technology sector and construction. The broad purpose of the occupation is to work with a wide range of individuals and teams across organisations, to empower and engage with them to enhance their professional performance. Coaching is a way of leading in a non-directive manner, helping people to learn through deep listening and reflective, open questions rather than instructing, giving advice or making suggestions. Typical job titles include Business coach, Career coach, Coaching practitioner, Team coach and Performance coach. The purpose of the apprenticeship (qualification) including end-point assessment, is to ensure that the apprentice has learnt the knowledge, skills and behaviours needed to undertake the role of a Coaching professional.
Duration	Typically 14 months training and three months EPA
Apprenticeship process	The apprentice will typically spend 14 months on their apprenticeship. Apprentices working 30+ hours per week will spend a minimum of 20% (ie at least six hours per week) of their time off-the-job, learning with a training provider, college, or with their employer. After their training period the apprentice will begin their end-point assessment (EPA) to check they have the knowledge, skills and behaviours (KSBs) required for this role. This assessment should be completed within three months and will be conducted by AIM's specialist end-point assessors.
Gateway*/ other requirements	Apprentices must have satisfied the following before Gateway*: - Spent at least 12 months on their apprenticeship programme (for apprentices registered prior to 01.08.25) - Spent at least 8 months on their apprenticeship programme (for apprentices registered on or after 01.08.25) - Employer confirmation that the apprentice is ready to take EPA - Achieved maths and English qualifications at Level 2 - this only applies to apprentices aged 16-18 at the start of their apprenticeship training. For apprentices aged 19+ at the start of their apprenticeship training, achieving L2 English and maths is not mandatory. - Submitted a portfolio of evidence and mapping grid *Gateway is the point at which apprentices enter the end-point assessment period
Assessment methods	Assessment method one: Observation with questions and answers Assessment method two: Interview supported by a portfolio of evidence

	Assessment method three: Knowledge Test																																																
Overall grading	Grading that is achievable for this standard:																																																
	<table><tr><th>Assessment method one: Observation with questions and answers</th><th>Assessment method two: Interview supported by a portfolio of evidence</th><th>Assessment method three: Knowledge Test</th><th>Overall grading</th></tr><tr><td>Fail</td><td>Any grade</td><td>Any grade</td><td>Fail</td></tr><tr><td>Any grade</td><td>Fail</td><td>Any grade</td><td>Fail</td></tr><tr><td>Any grade</td><td>Any grade</td><td>Fail</td><td>Fail</td></tr><tr><td>Pass</td><td>Pass</td><td>Pass</td><td>Pass</td></tr><tr><td>Pass</td><td>Pass</td><td>Distinction</td><td>Pass</td></tr><tr><td>Pass</td><td>Distinction</td><td>Pass</td><td>Pass</td></tr><tr><td>Distinction</td><td>Pass</td><td>Pass</td><td>Pass</td></tr><tr><td>Pass</td><td>Distinction</td><td>Distinction</td><td>Pass</td></tr><tr><td>Distinction</td><td>Pass</td><td>Distinction</td><td>Pass</td></tr><tr><td>Distinction</td><td>Distinction</td><td>Pass</td><td>Pass</td></tr><tr><td>Distinction</td><td>Distinction</td><td>Distinction</td><td>Distinction</td></tr></table>	Assessment method one: Observation with questions and answers	Assessment method two: Interview supported by a portfolio of evidence	Assessment method three: 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	Pass	Pass	Distinction	Pass	Pass	Distinction	Pass	Pass	Distinction	Pass	Pass	Pass	Pass	Distinction	Distinction	Pass	Distinction	Pass	Distinction	Pass	Distinction	Distinction	Pass	Pass	Distinction	Distinction	Distinction	Distinction
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Appeals	The AIM Results and Appeals Policy can be viewed on the AIM website here: AIM Policies and Procedures																																																
Reasonable adjustments	AIM can make reasonable adjustments to the way that an apprentice is assessed during their EPA, according to individual circumstances. For example, they may require practical arrangements be put in place to support them in an in-person assessment due to a diagnosed condition. For further information on applying for reasonable adjustments please visit: AIM Policies and Procedures																																																
Results	AIM anticipates the release of results within 15 working days after the apprentice’s final assessment.																																																
Preparation and support	For the assessments, AIM will provide guidance and preparation documents including access to a sample knowledge test. AIM also runs online clinics to support the employer and apprentice.																																																

4. Assessment methods

Assessment method one: Observation with questions and answers	
Summary of the assessment: The involves the apprentice conducting two one-hour coaching sessions, each with different clients, within a normal coaching environment. An EPA assessor will then observe these sessions, before a questions and answer session.	
Components	Component one: Observation with questions and answers
Timings/duration	Component one: Two, one hour coaching sessions Component two: 20 minutes.
Submission requirements	A coachee permission form, to confirm that consent for the coachees being observed has been agreed in advance. Presented to the EPA assessor on the day.
Grading for this assessment method	Fail Pass Distinction
Assessment preparation and support from AIM	For the assessment, AIM will provide detailed guidance and preparation documents, including sample questions, which are available upon contracting with AIM. AIM also runs apprentice clinics to support the employer and apprentice.

Assessment method two: Interview, supported by a portfolio of evidence	
Summary of the assessment: A structured interview with an assessor, supported by a portfolio of evidence.	
Components	Component one: Interview
Timings/duration	Portfolio of evidence completed on-programme and submitted at Gateway Interview: 60 minutes (+10% at assessor's discretion)
Submission requirements	A portfolio of at least 10, but no more than 15 pieces of evidence, submitted at Gateway, alongside a mapping grid.
Grading for this assessment method	Fail Pass Distinction
Assessment preparation and support from AIM	For the assessment, AIM will provide detailed guidance and preparation documents, including sample questions, which are available upon contracting with AIM. AIM also runs apprentice clinics to support the employer and apprentice.

Assessment method three: Knowledge test	
Summary of the assessment: A multiple-choice test consisting of 30 knowledge-based questions and 10 questions based on two scenarios, all with one out of four options correct.	
Components	Component one: Knowledge test
Timings/duration	90 minutes - assessed using AIM's online proctored assessment platform in controlled conditions.
Grading for this assessment method	Fail Pass Distinction
Assessment preparation and support from AIM	For the assessment, AIM will provide detailed guidance and preparation documents, including a sample knowledge test, which are available upon contracting with AIM. AIM also runs apprentice clinics to support the employer and apprentice.

5. Grading criteria/KSBs

During their end-point assessment (EPA), apprentices are assessed against the grading criteria which is underpinned by the knowledge, skills and behaviours (KSBs) which have been attained during the on-programme period. These have been listed below and are sourced from the [Coaching professional / Skills England](#) EPA assessment plan for this standard [accessed: 05/05/26].

Grading criteria

Assessment method one: Observation with questions and answers	
PASS – apprentices must demonstrate all the pass grading criteria	DISTINCTION – apprentices must demonstrate all the distinction grading criteria
Applies a range of coaching models and techniques during the coaching sessions delivering to bring about insight and learning (K12, S12).	N/A
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).
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).	
Summarises roles and responsibilities in the coaching process and the benefits to the individual (S3).	N/A
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).
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
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).
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).	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)

Assessment method two: Interview supported by portfolio of evidence

PASS – apprentices must demonstrate all the pass grading criteria	DISTINCTION – apprentices must demonstrate all the distinction grading criteria
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).
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
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
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).
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
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 three: Knowledge test

Number of questions: 40 Marks available: 40	PASS – apprentices must achieve between 26 and 34 correct answers/marks out of 40	DISTINCTION – apprentices must achieve at least 35 correct answers/marks out of 40
Knowledge areas tested		
K1 Theories of learning and reflective practice such as Kolb, Gibbs, Schon, etc., and basic schools of psychology and neuroscience, including linguistic interpretation and application.		
K2 The theories of emotional and social intelligence, such as Goleman and Salovey & Mayer, and application of the theories to understanding self.		
K3 Diversity and inclusion and bias theory, including personality type theories, such as preferences for introversion vs extroversion, integrity, ontology and human values and how they impact on behaviour and organisations. The theory of self actualisation, such as Maslow's Hierarchy of needs, motivational theory, Herzberg.		
K5 The theory of organisational culture (and values) and leadership styles, and the impact these can have on individuals and their behaviour.		
K6 Coaching theory, including maintaining good practice coaching protocols and a code of conduct within the coaching process (including "unconditional positive regard", non-judgmentalism and non-directiveness).		

K7 Methods of communication including verbal / non-verbal / building rapport / matching and mirroring. Listening skills, including levels of listening. Theories of relationship management, including transactional analysis, power dynamics, and stakeholder management theories.
K8 Theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence, and types of feedback.
K10 The differences and similarities between coaching, mentoring, training, counselling and consulting.
K11 Relevant legislation (e.g. Data Protection Act, safeguarding) and coaching competencies and codes of ethics described by the main professional bodies.

Knowledge, skills and behaviours (KSBs) for Assessment method one and two

Knowledge

K4 The importance of coaching contracting and re-contracting, and models enabling its effectiveness.
K9 Evaluation: theories of return on investment and delivery of value
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 behavioral coaching, positive psychology, metaphor, solutions-focused coaching and skills and performance coaching. Methods of goal setting, such as SMART goals, alignment of personal and organisational goals, and aspirational/dream goals.

Skills

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.

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| 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. |
| 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. |

Behaviours

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|---|
| 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. |

6. Regulatory references (internal use)

Ofqual General Conditions of recognition

Design and development of qualifications

Condition E3 Publication of a qualification specification

Contact information

If you need help/assistance from the Apprenticeship team, please contact us using the details below.

Tel: +44 (0)1332 224654

Enquiries: assessment@aimgroup.org.uk

More information can be found on: www.aimgroup.org.uk/epa