



**[] PART OF
South Devon College**

PROGRAMME QUALITY HANDBOOK 2024-2025

Level 5 Coaching Professional (Apprenticeship)

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1. Welcome and Introduction to the Level 5 Coaching Professional

1.1 Welcome statement

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](http://www.ucsd.ac.uk). It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

1.2 Programme Management

Role	Person	Email address
Personal Tutors	Lynda Breslin	lyndabreslin@southdevon.ac.uk
Programme Coordinator	Kate Philp	katephilp@southdevon.ac.uk
Higher Education Coordinator	Andrew Faulkner	andrewfaulkner@southdevon.ac.uk
Curriculum Head	Chantelle Mashiter	chantellemashiter@southdevon.ac.uk
Assistant Principal	Matt Burrows	mburrows@southdevon.ac.uk

1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development.
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress.
3. Professional services including the Student Support Hub team, library services, employability, academic standards, and quality.

The integrated tutorial model ensures all students have a personal tutor and scheduled group and/or one-to-one Tutorials, and can access professional study skills, wellbeing, disability, and employability guidance from the HE Student Support Hub.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section [Student Support Hub](#) below for more information.

The tutorial and personal development curriculum is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor.

More information about the UCSD tutorial commitment and the Learning Outcomes covered by the tutorial and personal development curriculum at Level 4 and above are available on the UCSD website at <https://www.ucsd.ac.uk/student-life/support/tutorial/>

1.5 Course Contact List

Details of your module leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via this link <https://www.ucsd.ac.uk/research-and-expertise/business-law-and-professional/>

If you have questions about a module, please contact the appropriate module leader. If you have any questions about the programme or your pastoral needs, please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

Module Leader	Contact	If part time days/hours that are worked
Lynda Breslin	lyndabreslin@southdevon.ac.uk	Tues/Wed/Thurs Only

1.6 Preparing for your programme

At UCSD, we understand that level 5 study is a big step up from previous studies. To help prepare you for the programme we recommend engaging with preparatory activities. Each year UCSD organise Stepping up to HE workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability, and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

1.7 Curriculum design principles

Programme Rationale (summary)

South Devon College has a long history of delivery of Management programmes at Higher Education level. The college currently delivers a number of professional qualifications within the Business, Law and Professional Management section and has done so successfully for a number of years. There has been a growing demand for the professionalisation of coaching to include one-to-one coaching, team coaching, leadership coaching and for coaching skills to be embedded within culture and governance infrastructures to support future ways of working. The key drivers for this programme are based on an internal CPD requirements and market research in both education and professional sectors

The Level 5 Coaching Professional apprenticeship programme has been designed to encompass the ILM Level 5 Coaching and Mentoring qualification, which is an optional addition, should the student wish to be certificated. The programme is aimed at developing the knowledge, skills, and behaviours of a professional coach in preparation for successful completion of end point assessment.

1.8 Teaching and Learning Strategy

The course will be delivered in formal teaching sessions containing a variety of tutor and learner centred methods. The subject will be delivered by tutors that have specialist knowledge in the topic. At the start of each unit the assignment will produce evidence of the learning outcomes and assessment criteria through the written assignment. Learners will be supported by the use of the college's virtual learning environment, Moodle as well as individual tutorials.

The programme is delivered as a face to face of study and on-programme learning will be provided for the duration of the apprenticeship until gateway is reached. Teaching and learning activities within the programme are not just restricted to tutorials and lectures but include a wide range of strategies including seminars, professional discussions, interactive group work, independent learning, research activities, and work-based learning which are all relevant in the sector.

There is a core focus on flexible delivery models to ensure that the needs of the employers and apprentices are met. As such, the programme can also be delivered via a blended model, with some face-to-face delivery and some online learning - the proportion and delivery pattern to be agreed with the employer.

1.9 Resources to support outstanding teaching and learning.

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching space in the UCSD building, a campus wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your module guides you will be provided with a reading list that you will be able to undertake additional and further reading to support your learning.

1.10 Knowledge, skills and behaviours developed on the programme.

Knowledge, skills and behaviours are the backbone of any apprenticeship occupational standard <https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-occupational-standards/> They set out the competencies a student needs to demonstrate to be awarded their technical qualification and apprenticeship standard.

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.

- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on- and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

Further details on this can found here: [Coaching professional / Institute for Apprenticeships and Technical Education](#)

The table is not designed to be used to work out exemptions or recognition of prior learning, but as a guide to link subject themes and identify gaps.

Occupational Duties	
Duty	Associated Knowledge, Skills, and Behaviors
Duty 1 Plan, conduct and record coaching needs analyses to inform their coaching practice, coaching strategy and the organisation's coaching culture	K3 K4 K6 K9 K12 S3 S4 S5 S13 B3
Duty 2 Agree and develop coaching contracts with all the relevant parties that also consider ethical issues in coaching and boundaries.	K3 K4 K5 K6 K7 K8 K10 K11 K12 S1 S2 S3 S4 S5 S6 S10 S12 S13 B2
Duty 3 Deliver effective and responsive coaching sessions, ensuring they reflect boundaries and professional requirements and contribute towards wider objectives, such as embedding an organisation's values, improving workplace resilience	K1 K2 K3 K4 K5 K6 K7 K8 K10 K11 K12 S1 S2 S3 S4 S6 S7 S8 S9 S10 S12 S13 S14 B2 B4
Duty 4 Select and use a suitable variety of coaching tools and techniques and/or psychometrics to challenge/support, analyse and enable learning and insights, such as awareness of others' perspectives to increase team functioning and accountability	K1 K2 K3 K4 K5 K6 K10 K11 K12 S3 S4 S5 S6 B2 B4
Duty 5 Review and interpret coaching needs analyses, identifying when coaching is / isn't appropriate, and signpost those receiving coaching to other professional services when needed to complement or replace the coaching process, such as mental health professionals, charities, substance abuse support organisations, occupational health	K1 K2 K3 K4 K5 K6 K10 K11 K12 S3 S4 S5 S6 B2 B4
Duty 6 Provide support to those receiving coaching in the definition and delivery of valid goals, through clearly defined and committed to actions, within the context of the cultures and systems within which those receiving coaching operate, and facilitate challenge to those systems where appropriate	K4 K5 K6 K9 K12 S2 S4 S5 S9

<p>Duty 7 Design coaching interventions that frame, challenge and meet the agreed objectives in the coaching contract and conform to the coaching sponsor's objectives and constraints, including budget considerations</p>	<p>K1 K2 K3 K4 K5 K6 K7 K8 K12 S1 S3 S4 S5 S6 S8 S9 S10 S12 S13 S14 B2 B4</p>
<p>Duty 8 Evaluate the effectiveness of coaching interactions for the purposes of quality assurance, self-development for the coach and to measure return on investment (including being a recipient of regular coach supervision, and recording CPD, coaching hours, feedback and reflection, while ensuring confidentiality)</p>	<p>K1 K6 K9 K11 S7 S8 S11 S15 B2 B3</p>
<p>Duty 9 Maintain records of coaching practice including the logging of coaching hours, supervision, recording CPD and maintaining logs of practice</p>	<p>K1 S11 B2 B3</p>

1.11 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> and the assessment guidance on the UCSD website <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/>

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/> and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course.

The assessment strategies for this programme reflect the requirements of the apprenticeship standard. The on-programme assessment for the Coaching Professional standard will reflect a formative approach leading toward the summative End Point Assessment (EPA) with the independent assessors.

1.12 Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole UCSD student body, chairs the Student Consultative Forum and works with the UCSD leadership team to act on student feedback. Additionally, a Higher Education Student Governor is nominated from the student body to represent your views in South Devon College's governance structures. Students are also asked to give early

and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

1.13 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>

The UCSD Student Support Hub <https://www.ucsd.ac.uk/student-life/support/> is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but we are here to help and can support you to make the right decisions for you and your studies. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

HE Study Team

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge, we are here to support everyone. The team can support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better, and those for whom learning is more challenging. There is a wealth of resources on the UCSD website <https://www.ucsd.ac.uk/student-life/support/study-skills/> and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk sessions can be held face to face or on MS Teams.

HE Disability Team

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty, we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more information please

visit <https://www.ucsd.ac.uk/student-life/support/disability-support>

HE Wellbeing Team

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see <https://www.ucsd.ac.uk/student-life/support/wellbeing-support/> or contact HEwellbeing@southdevon.ac.uk

HE Employability

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see <https://www.ucsd.ac.uk/employability-and-next-steps/> or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the online resources on our website <https://www.ucsd.ac.uk/stepping-up-to-higher-education/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.14 Becoming a South Devon Graduate

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit <https://www.ucsd.ac.uk/south-devon-graduate/>

Higher-level academic skills

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills and behaviours. This starts before your course begins with preparation activities online and in-person to help you develop foundational academic skills, the tutorial curriculum then scaffolds new and developing knowledge and skills with your peers throughout your course, and you can access one-to-one support from the UCSD Student Support Hub.

Positive personal attributes for your future

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment through initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and prevent, online safety activities, and opportunities to report misconduct and bullying.

Work-ready

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready through work-based learning, placement activities and assessments that reflect the real world of work, a tutorial curriculum that inspires you to reflect on your growing employability and record them in your Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate.

2. Programme Specification

2.1 Programme Details

Final award title:

- Level 5 Coaching Professional

Awarding organisation or Institution:

- NEPA – Apprenticeship EPAO

Delivery institution(s): UCSD

Exception to regulations: None

2.2 Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context

1. Understand the purpose of coaching and mentoring within an organisational context
2. Understand the knowledge, skills and behaviours required to be an effective coach or mentor
3. Understand the importance of effective contracting and management of the coaching or mentoring process

Undertaking Effective Coaching or Mentoring within an Organisational Context

1. Be able to plan and prepare effective coaching or mentoring within an organisational context
2. Be able to undertake and record at least 18 hours of effective coaching or mentoring with a minimum of 2 and a maximum of 3 individuals
3. Be able to demonstrate and evidence ongoing reflection and review of own coaching or mentoring practice

Reviewing Own Ability as a Coach or Mentor within an Organisational Context

1. Be able to holistically review their ability to perform effectively as a coach or mentor within an organisational context
2. Be able to develop a plan for their future professional development in coaching or mentoring

2.3 End Point Assessment arrangements

EPA requirements include the following:

Method 1: Observation with questions and answers

Apprentices must be observed by an independent assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method. The EPAO will arrange for the observation to take place, in consultation with the employer. One independent assessor may observe up to a maximum of 1 apprentice at any one time, to allow for quality and rigour.

The rationale for this assessment method is: 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.

Delivery

The observation should take 2 hours and 20 minutes. The observation may be split into discrete sections held over a maximum of 1 working day. The length of a working day is typically considered to be 7.5 hours. The independent assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete a task at the end of this component of the EPA. On the day of the assessment, apprentices must be provided with information on the format of the observation, including timescales. The following activities **MUST** be observed during the observation:

- Delivery of coaching sessions with an individual receiving the coaching

The observation should be conducted in the following way, to take account of the occupational context in which the apprentice operates:

The independent assessor must be unobtrusive whilst conducting the observation. The apprentice will be observed carrying out two, one hour-long coaching sessions with different individuals receiving the coaching, followed by a 20 minutes question and answer session.

Video conferencing can be used to conduct the observation either by observing in-person coaching sessions or as a third participant on a video conference, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in any way e.g. use of a 360 degree camera to allow the independent assessor to look around the room during the coaching session.

Audio recordings of the observation must be taken for moderation purposes and must be destroyed within one month of moderation. Questions will be asked after the observation is complete. The independent assessor must combine questions from the EPAO's question bank and those generated by themselves based on what is ST0809/AP01 8 Crown copyright 2020 You may re-use this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence.

The independent assessor must ask a minimum of 5 questions. They may ask follow up questions where clarification is required. Activities not observed by the independent assessor during the observation can instead be covered by questioning after the observation, but these

questions must be kept to a minimum and be asked within a time period not exceeding 20 minutes. KSBs observed, and answers to questions, must be documented by the independent assessor. The independent assessor will make all grading decisions.

Method 2: Interview supported by portfolio of evidence

Overview

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

The rationale for this assessment method is:

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.

Delivery

The independent assessors will conduct and assess the interview. The interview must last for 60 minutes. The independent assessor has the discretion to increase the time of the interview by up to 10% to allow the apprentice to complete their last answer. During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves. Further time may be granted for apprentices with appropriate needs in line with the EPAOs Reasonable Adjustment Policy.

The interview will be conducted as set out here:

The independent assessor will conduct and assess the interview. This is a 1:1 conversation in an appropriate environment (a quiet room free from distraction). Evidence must be captured using documentation produced by the EPAO. The independent assessor will ask a minimum of 6 open questions taken from the EPAO question bank and up to 3 questions generated by the independent assessor. Follow up questions can be used to draw out further evidence.

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

Video conferencing can be used to conduct the interview, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in any way e.g. use of a 360 degree camera to allow the independent assessor to look around the room during the interview.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the interview.

The independent assessor will make all grading decisions.

Method 3: Knowledge Test

Overview

The rationale for this assessment method is: 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 test can be: · computer based · paper based It will consist of 40 questions closed response questions (multiple-choice questions) - 10 of which will be based on 2 given scenarios.

Test administration

Apprentices must have 90 minutes to complete the test. The test is closed book which means that the apprentice cannot refer to reference books or materials. Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor, or another external person employed by the EPAO or specialised (proctor) software, if the test can be taken on-line. The EPAO is required to have an invigilation policy that will set out how the test/examination is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best consider the setting and security required in administering the test/examination.

The EPAO is responsible for ensuring the security of testing they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools). The EPAO is responsible for verifying the validity of the identity of the person taking the test.

This assessment method will be carried out as follows:

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

- 30 multiple-choice questions that have 4 options of which 1 will be correct.
- 10 multiple-choice questions which will be based on two given scenarios, 5 questions will be asked per scenario which will still require the apprentice to select 1 option from a choice of 4. These questions ensure the apprentice can demonstrate that they can identify which knowledge or learning is appropriate for the given situation. The given 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 coaches 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.
- Knowledge tests should sample across the areas mapped to it to allow the test to assess the apprentice's knowledge across the occupational standard and avoid becoming too predictable.

The EPAO must verify the suitability of the venue for taking the test and the identity of the person taking the test.

Marking

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Computer marking is also permissible, and is likely to be the preferred option, to improve marking reliability, speed of turnaround and cost efficiencies. The EPAO should notify the apprentice of the results within 4 weeks of taking the test, allowing for moderation activities to take place. Each correct answer will be assigned 1 mark. Any incorrect or missing answers must be assigned 0 marks.

Question and resources development

A test specification and questions must be written and standardised by the EPAO and must be relevant to the occupation. EPAOs must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose (to avoid apprentice familiarity with the questions and to ensure they are current e.g. in terms of marketing practice/legislation/regulation).

This competence-based qualification is designed to be assessed in the learner's workplace as they undertake their normal work role. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector. It is advisable that the majority of assessment for this competence-based qualification will take place in the workplace under real work conditions, using observations by a qualified assessor.

Feedback will be provided on formative and summative assessments and will be returned within the 20-working day policy. There will be ongoing feedback to apprentices through observation of practice from line managers and programme delivery team.

2.4 Admissions Criteria

There is no entry requirement for these qualifications, however Centres must ensure that learners are in a position to meet the assessment demands of the qualification.

Age restrictions

We cannot accept any registrations for learners under 18 as these qualifications are not approved for under 18s.

Entry Requirements for Level 5 Coaching Professional	
A-level/AS-level	N/A
BTEC National Diploma/QCF Extended Diploma	N/A
Access to Higher Education at level 3	N/A
Welsh Baccalaureate	N/A

Scottish Qualifications Authority	N/A
Irish Leaving Certificate	N/A
International Baccalaureate	N/A
Work Experience	It is recommended that the applicant is currently working in a coaching role or will be supported by their employer to undertake this role in the organisation.
Recognition of prior learning (RPL)	During the initial diagnostic interview with candidates any credit transfer, exemption and RPL opportunities should be discussed, and the appropriate evidence collected.
Interviews	All applicants will be interviewed by the teaching team (Face-to-face or over the telephone). Applicants are required to demonstrate the necessary motivation, potential, experience and/or knowledge to follow their chosen programme successfully. All Higher Apprentices will be interviewed, assessed, and offered a position by an employer before being admitted to the course.
Admissions Criteria for Higher Level Apprentices if applicable (including skills scan requirements)	Pre course questionnaire followed by phone interview

2.5 Applicable Policy, Procedures and Regulations

Policy/Procedure/Regulation	Provision	Comments
Regulations	UCSD / City and Guilds / EPAO	UCSD and C&G whilst on programme and EPAO for EPA
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	UCSD & City and Guilds/ EPAO	UCSD and C&G whilst on programme and EPAO for EPA
Extenuating Circumstances Policy	UCSD	
Academic Appeals	UCSD & City and Guilds / EPAO	Stage 1 is dealt with UCSD and C&G whilst on programme and EPAO for EPA
Assessment Policy	EPAO	
Other – please stipulate		

2.7 Programme Structure

Title	Level	Credit Value	GLH
Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context	5	6	20
Undertaking Effective Coaching or Mentoring within an Organisational Context	5	5	12
Reviewing Own Ability as a Coach or Mentor within an Organisational Context	5	5	10