

End-point assessment plan for Sports Coach apprenticeship standard

| Apprenticeship standard reference number | Apprenticeship standard level | Integrated end-point assessment |
|--|-------------------------------|---------------------------------|
| ST0770v1.1 | 4 | No |

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Sports Coach apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how the EPA for this apprenticeship must operate. It will also be of interest to Sports Coach apprentices, their employers and training providers. Sports Coach is a core and options apprenticeship standard. Apprentices must be trained and assessed against the core and one environmental specific option, either:

- High-performance environment
- Community environment
- School environment

Full time apprentices will typically spend 18 months on-programme (before the gateway) working towards the occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.

The EPA period should only start, and the EPA arranged once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO. For level 3 apprenticeships and above apprentices without English and Mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 6 months, after the EPA gateway. The EPA consists of 3 discrete assessment methods. The individual assessment methods will have the following grades:

Assessment method 1: Work based project and presentation with questioning

- Fail
- Pass

Assessment method 2: Coaching Session Plan and Practical Observation with Questioning

- Fail
- Pass

Assessment method 3: Professional discussion underpinned by a portfolio

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- Fail
- Pass
- Distinction

EPA summary table

| | |
|--|--|
| On-programme (typically, 18 months) | <p>Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).</p> <p>Training towards English and mathematics Level 2, if required.</p> <p>Compiling a portfolio of evidence.</p> |
| End-point assessment gateway | <p>Employer is satisfied the apprentice is consistently working at or above the level of the occupational standard.</p> <p>Apprentices must have achieved English and mathematics at Level 2.</p> <p>Apprentices must submit a project outline.</p> <p>Apprentices must submit a coaching session outline in preparation for the practical observation with questioning.</p> <p>Apprentices must submit a portfolio of evidence. The portfolio will not be directly assessed but will underpin the professional discussion.</p> |
| End-point assessment (typically, 6 months) | <p>Assessment method 1: Work based project and presentation with questioning, graded:</p> <ul style="list-style-type: none"> • Fail • Pass <p>Assessment method 2: Coaching Session Plan and Practical Observation with Questioning, graded:</p> <ul style="list-style-type: none"> • Fail • Pass <p>Assessment method 3: Professional discussion underpinned by a portfolio, graded:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction |

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically for 6 months, after the EPA gateway. Any supporting material which underpins an assessment method must be submitted at the gateway.

Order of assessment methods

The assessment methods can be delivered in any order. The outcome of one method does not need to be known before starting another.

EPA gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider, but the decision must ultimately be made solely by the employer.

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

Gateway requirement 01: English and mathematics

The apprentice must achieve a minimum of Level 2 English and mathematics. For those with an education, health and care plan or a legacy statement the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language qualifications are an alternative to English qualifications for those who have BSL as their primary language.

Gateway requirement 02: Project outline in preparation for the project and presentation

The apprentice will scope out and provide a project outline and submit this to the EPAO at the gateway. This should demonstrate that the project will provide sufficient opportunity for the KSBs to be met. The project outline is not assessed and will typically be no longer than 500 words.

The project outline should contain the following information:

- the project title and scope
- key activities and milestones
- expected outputs and measures of success

The EPAO will sign off the project outline in consultation with the employer within 2 weeks of the gateway.

Gateway requirement 03: Coaching session outline for practical observation with questioning

The apprentice is required to submit a coaching session outline at the gateway which should typically be no more than 750 words. This session will be required to meet the needs of an individual or group of participants. The outline must include:

- the title and scope of the coaching session
- a summary of the profile of participants who will attend the session
- a summary of the session's position in the coaching programme and curriculum plans

This must be submitted to the EPAO at the gateway. It will not be directly assessed but will underpin the practical observation and questioning. EPAOs should review the coaching session outline in preparation for the practical observation and questioning but are not required to provide feedback after the review.

Gateway requirement 04: Portfolio of evidence to underpin the professional discussion

The apprentice is required to compile a portfolio of evidence during the on-programme period of the apprenticeship. The evidence provided must be valid and attributable to the apprentice. The portfolio of evidence must therefore contain a statement from the employer and apprentice confirming this. The portfolio of evidence must be submitted to the EPAO at the gateway.

The portfolio must:

- contain only evidence which is valid and attributable to the apprentice and which is supported by a statement from the employer confirming this
- contain typically no more than 20 discrete pieces of evidence
- contain evidence which is mapped against the KSBs that will be assessed by the professional discussion. The evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is recommended
- contain evidence sources which may include the following, noting that the list is not exhaustive:
 - Participant profiling records, data and analysis
 - Risk assessment records and safe operating procedures
 - Curriculum plans, records of adaptations and reviews
 - Programme plans, records of adaptations and reviews
 - Lesson plans, records of adaptations and reviews
 - Participant development plans and progress reviews
 - Participant feedback and employer observations
 - Participation and performance reports and analysis of results

Employer and any other third-party contributions should focus on direct observation of competence and must not be subjective or opinions based.

Reflective accounts or any methods of self-assessment should not be included as evidence.

The portfolio of evidence must be submitted to the EPAO at the gateway. It will not be directly assessed but will underpin the professional discussion. EPAOs should review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after the review.

Assessment methods

Assessment method 1: Work Based Project and Presentation with Questioning

This assessment method has 2 components.

Component 1: Work based Project and report

Overview

A project involves the apprentice completing a significant and defined piece of work that has a real business benefit. The project must be undertaken after the apprentice has gone through the gateway.

The project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be assessed for the EPA. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA, including suitable coverage of the KSBs assigned to this assessment method as shown in the mapping of assessment methods. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

This assessment will take the form of a work-based project submitted to the EPAO in the form of a 4500-word report. The report will then be summarised in a presentation with questioning.

The combination of both components should allow the apprentice to demonstrate all the KSBs mapped to this assessment method. The combination of the components makes the method more robust and gives the apprentice an opportunity to provide depth. The evidence from the report, the presentation and responses to questions will be assessed holistically.

The rationale for this assessment method is:

That the occupation of a sports coach involves the development of coaching strategies, systems and services within the constraints of legislation, guidelines and policy as part of their day-to-day role. They also have a duty to support the development and deployment of the coaching team and wider support networks. This is supported by regular reviews and reporting of data and feedback using a range of communication and presentation techniques. The use of a project for assessment is therefore considered a valid assessment method as it reflects the occupation and will enable practical KSBs to be evidenced.

Delivery

Apprentices will have a maximum of 12 weeks to complete their project. The project commences after the EPAO has signed off the project outline after the gateway. The project may be based on one of the following:

- development of new coaching strategies, systems, and services
- improvements to current coaching strategies, systems, and services

The project should be submitted to the EPAO in the form of a 4500-word paper based or electronic report (+ or -10% at the discretion of the apprentice). This must be submitted a maximum of 12 weeks after the start date of the EPA period (once the EPAO has signed off the project outline at the gateway). The employer will ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and conduct the project. As a minimum all project reports must include:

- an introduction
- project scope, plan and key performance indicators (KPIs)
- research and methods
- results and outcomes
- future recommendations and conclusions

An appendix containing data, results, diagrams, and references should be included but will not count towards the total word limit for the report.

The project must map, in the appendix, how it evidences the relevant KSBs for this assessment method.

The apprentice should complete their project unaided. When the project is submitted, the employer and the apprentice should verify the submitted work is that of the apprentice.

Assessment Method 1 Component 2: Presentation with Questioning

Delivery

Apprentices will prepare and deliver a presentation that covers a summary of the project report.

The presentation must be submitted with the project report 12 weeks after the start of the EPA period. The apprentice will be given 2 weeks' notice of the presentation date to allow sufficient time to prepare. The apprentice will deliver the presentation to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to verify the identity of the apprentice and prevent misrepresentation.

The presentation will be based on the content of the project and will cover:

- a summary of the project report
- a rationale for selected strategies, systems and services
- areas for improvement and recommendations for the future
- a critical evaluation of the project

The presentation will last for 75 minutes typically including a presentation of 20 minutes and questioning for 55 minutes. The independent assessor has the discretion to increase the time by up to 10%. The discretionary additional 10% time can be allocated in any proportion across the presentation and questioning.

Questioning should be used to assess knowledge, skills and behaviours mapped to this method. A minimum of 10 questions should be asked to ensure full coverage of the KSBs for this method.

The independent assessor will use the questions from a question bank supplied by the EPAO as a guide to tailor their own questions based on the presentation. They may ask follow-up questions where clarification is required. The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence at the highest level available unless the apprentice has already achieved the highest grade available.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the presentation and questioning. The apprentice may deliver the presentation in a format of their choice and the EPAO must ensure that they have access to the following:

- AV presentation equipment
- Internet access
- Computer or laptop
- Stationery [pens and a flip chart dependent upon the nature of the presentation]
- Secure video conferencing access [where appropriate]. Where it is agreed that the apprentice can deliver the presentation remotely via remote video conferencing the EPAO must ensure appropriate measures are in place to verify the identity of the learner and prevent any misrepresentation.

Assessment Venue

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- employer's premises
- another suitable venue selected by the EPAO such as a training provider's premises

The venue should be a quiet room, free from distraction and external influence. If using an online platform, EPAOs must ensure appropriate measures are in place to verify the identity of the apprentice and prevent misrepresentation.

Assessment Marking

The independent assessor will review and mark the project, presentation and questions holistically and in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. Similarly, all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

Assessment Materials

EPAOs will produce the following materials to ensure that this assessment method is marked consistently and accurately:

- assessment specification
- assessment marking materials
- assessment marking guidance
- assessment feedback templates
- assessment guidance for employers

The feedback template must be completed for all apprentices. Those who fail this assessment method must be given enough detail to allow the apprentice to understand the rework required.

Assessment Standardisation

A question bank must be developed by EPAOs. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes. Independent assessors must be developed and trained by the EPAO in the conduct of presentations with questions, how to design their own questions from reviewing presentations, and in reaching consistent judgement by their EPAO.

Assessment Method 2: Coaching Session Plan and Practical Observation with questioning

This assessment method has two components

Overview

This assessment will take the form of the creation of a coaching session plan and the observation of the delivery of the coaching session, followed by questioning. This must take place in the apprentice's work-based environment to draw out the best of their competence and cover the KSBs assigned to this assessment method. The outline of the coaching session must be signed off by the EPAO at the gateway to ensure sufficient coverage of the assigned KSBs. The coaching session planning and practical observation with questioning will assess the planning, preparation, delivery and review of a coaching session for a selected individual or group of participants.

The assessment process is as follows:

- creation of a full session plan for the session to be observed based on the session plan outline submitted to the EPAO at the gateway
- an observation of the preparation for the session through equipment set up and risk assessment in line with the session plan
- an observation of the delivery of the session which must align to the session outline submitted at the gateway. The session should include adaptations in the moment to ensure participant needs are met
- questioning to review the effectiveness of the planning, delivery, adaptations in the moment and overall impact of the session (as per the KSBs mapped to this method)

The combination of both components should allow the apprentice to demonstrate all the KSBs mapped to this assessment method. The combination of the components makes the method more robust and gives the apprentice an opportunity to provide depth. The evidence from the full session plan and risk assessment, observation and responses to questions will be assessed holistically.

The rationale for this assessment method is that:

It allows for practical coaching skills to be observed, that could not be assessed through a professional discussion or project with presentation and questions. It enables the practical role of the sports coach to be best demonstrated through session delivery in a realistic work setting. It is a valid method of assessment for a sports coach as coaching sessions are a critical aspect of the job role.

Assessment Method 2 Component 1: Coaching session plan

Apprentices will be required to submit a session outline to the EPAO at the gateway and following EPAO sign off will produce a full session plan based on the outline submitted. The full session plan should reflect the planning process required to deliver a safe, inclusive and effective coaching session. The full session plan together with the risk assessment must be submitted to the EPAO a minimum of 5 working days before the session takes place to allow the independent assessor time to review it. The full session plan must include:

- the location
- start and finish times
- the aim and objectives for the session
- the participant profiles including learning preferences and development stages
- the coaching activities including warm up, preparation, main session and closing activities for cool down
- the coaching methods and differentiation techniques

- the links to the coaching programme and curriculum plans

The apprentice should be given 10 working days to complete the full session plan. The employer should ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and complete the session plan. The apprentice should complete the session plan unaided. When the session plan is submitted, the apprentice and their employer must verify that the submitted session plan is the apprentice's own work. It must be signed by the apprentice and their employer.

The independent assessor must review the session plan prior to the observation and ask questions about the planning process in the questioning element. The independent assessor will review and assess the session plan and risk assessment holistically together with the other components of this assessment method.

The independent assessor will make all grading decisions.

Assessment Method 2 Component 2: Practical observation with questioning

The independent assessor will observe and assess the delivery of the coaching session. Apprentices must be given at least two weeks' notice ahead of the observation and this must be agreed with the employer to enable them to facilitate the activity. Apprentices must be provided with information on the format of the observation, including the timescales they will be working to before the start of the observation. The time taken to give this information is exclusive of the assessment time. The employer will ensure that participants are aware that a coaching assessment is taking place.

The session will be based upon the plan and adaptations to coaching methods, activities and timings will be made in the moment to ensure that participants' development needs are met.

The observation will be covered in a single 2-hour face to face session. This will include an assessment of 30-minutes preparation to include facility set up, equipment organisation and risk assessment, 60 minutes delivery and 30 minutes debrief through questioning. The independent assessor has the discretion to increase the time by up to 10%. The discretionary additional 10% time can be allocated in any proportion across the preparation, delivery and debrief. Further time may be granted for apprentices with appropriate needs, in-line with the EPAO's Reasonable Adjustments policy.

The observation must:

- Reflect the typical working conditions in the apprentice's selected coaching environment
- Allow the apprentice to demonstrate all aspects of the KSBs being assessed.

The debrief consisting of a question and answer session must be carried out on a one-to-one basis between the apprentice and the independent assessor, at the end of the observation. This will include questions on the planning, preparation and delivery of the session and adaptations to the coaching processes in the moment to enable participants' needs to be met. It will allow the apprentice to review the impact of the session on participants engagement and development in light of their unique needs and profile.

The independent assessor's role is to observe the apprentice and ask questions after the observation to ensure full coverage of the KSBs for this assessment method. The independent assessor must ask contextualised questions and make the final assessment decisions in line with EPAO guidance. A minimum of 6 questions must be asked to ensure full coverage of the KSBs mapped to this assessment method. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor the questions appropriately.

The independent assessor may ask follow-up questions where clarification is required. The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence.

The session plan, risk assessment, performance observed and responses to questions will be assessed holistically. KSBs observed, and answers to questions, must be recorded by the independent assessor. The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the performance observed and response to questions.

The independent assessor will make all grading decisions.

Assessment Venue

The EPAO must ensure that the practical observation with questioning is conducted in the work environment at the employer's premises or at venues hired by the employer to enable the coaching sessions to take place. The venue must be relevant to the sporting activity and supported by equipment relevant to the nature of the activity.

Assessment Materials

EPAOs will produce the following materials to ensure that this assessment method is marked consistently and accurately:

- assessment specification
- assessment marking materials
- assessment marking guidance
- assessment guidance for employers
- independent assessor training materials
- independent assessor bank of questions

Question and resource development

A question bank must be developed by EPAOs. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes. Independent assessors must be developed and trained by the EPAO in the conduct of practical observation with questioning, how to design their own questions from reviewing practical observations, and in reaching consistent judgement by their EPAO.

Assessment method 3: Professional Discussion underpinned by a portfolio

This assessment method has 1 component.

Overview

This assessment will take the form of a professional discussion 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 that it:

Allows for meaningful dialogue in order to evidence mastery across KSBs that may not occur naturally in the project or practical observation. Is underpinned by a portfolio of evidence, enabling the apprentice to provide context to the KSBs supported by real life actions and results in a valid form of assessment which enables the core aspects of the occupational role to be assessed with a focus on participant profiling, curriculum design, programming and participant development and performance reviews.

The rationale for this assessment method being assessed as fail, pass or distinction is associated with the synoptic nature of the assessment. This method covers the most critical elements of the day-to-day activities of a sports coach and enables them to demonstrate the ability to engage and evolve participants over time through effective coaching pedagogies. The apprentice will have the opportunity to evidence the impact they have made as a coach on their participants' progress in light of their unique profiles. They will be able to draw from evidence in their portfolio in order to evidence the breadth of the KSBs at pass or distinction level.

Assessment Delivery

The independent assessors will conduct and assess the professional discussion. The professional discussion must last for 90 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

The professional discussion is underpinned by the portfolio which is submitted as a gateway requirement. The independent assessor will have a minimum of 2 weeks to review the portfolio. Apprentices must be given 2 weeks' notice for the professional discussion.

The independent assessor must combine questions from the EPAO's question bank and those generated by themselves. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to contextualise and tailor the questions considering the role, environment, technical area and review of the apprentice's portfolio of evidence.

Questioning should be used to assess KSBs mapped to this method and to explore the apprentice's ability to evidence KSBs by drawing from their experiences as a coach working with different participants. Apprentices will be expected to refer to examples in their portfolio to support their answers. A minimum of 12 questions should be asked to ensure full coverage of the KSBs for this method.

The professional discussion can be face to face or via video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to verify the identity of the apprentice and prevent misrepresentation.

The purpose of the professional discussion is to:

- assess the KSBs mapped to this method
- explore aspects of the apprentice's work, including how it was carried out. This must include justifications for the selected participant profiling techniques, curriculum plans, coaching programmes, pedagogies, methods, adaptations to plans based on participant needs, progress and results
- require the apprentice to draw on their evidence to demonstrate the KSBs.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion and the independent assessor will make all grading decisions.

Assessment Venue

EPAOs must ensure that the professional discussion is conducted in a suitably controlled environment in any of the following:

- employer's premises
- another suitable venue selected by the EPAO such as a training provider

The venue should be a quiet room, free from distraction and external influence. If using an online platform, EPAOs must ensure appropriate measures are in place verify the identity of the apprentice and prevent misrepresentation.

Assessment Materials

EPAOs will produce the following materials to ensure that this assessment method is marked consistently and accurately:

- assessment specification
- assessment marking materials
- assessment marking guidance
- assessment guidance for employers
- independent assessor training materials
- independent assessor bank of question

Question and resource development

A question bank must be developed by EPAOs. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes. Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion, how to design their own questions from reviewing portfolio content, and in reaching consistent judgement by their EPAO.

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this end-point assessment plan.

Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Grading descriptors

Assessment method 1: Work based project and presentation with questioning

| Role | KSBs | Fail | Pass |
|------|--|---------------------------------|--|
| Core | K03 S03 | Does not meet the pass criteria | <p>Project planning Plans the project in accordance with the agreed title, scope and sets relevant key performance indicators. Evaluates industry best practice in coaching to create transformational coaching strategies and tactics that consider sector, sport, organisation and participants' unique needs. These must be aligned to the organisational vision. [K03, S03]</p> |
| | K04 K05 K06 S04 S05 S06 B01 B02 B04 B07 | | <p>Project delivery Develops and deploys the coaching systems, that align to the organisational vision and transformational strategies. [K04, S04]</p> <p>Ensures policy and processes are in place to facilitate compliance with all current legislation, regulation, sector standards and codes [K06, S06]</p> <p>Benchmarks the organisational workforce structure against other industry leading organisations. Applies this insight to promote the value of scope of the coaching team. Facilitates coaching team development through due diligence, inductions, training and performance monitoring. [K05, S05]</p> <p>Evaluates approaches to service delivery and uses this insight to maximise each participant's experience through industry support networks and a cohesive and competent coaching team. [K07, S07]</p> <p>Acts as an inspiration, leads by example, acts with integrity, builds trust and respects others. Demonstrates an awareness of own and others' working styles and collaborates to achieve positive outcomes. [B02, B04]</p> <p>Acts as an ambassador for the organisation and sector both internally and externally in the design and delivery of coaching strategies, systems and services. Is results orientated and influences change by soliciting and acting on feedback to deliver results. [B01, B07]</p> |
| | K16 S16 B08 | | <p>Project review Analyses methods to measure the impact of the coaching strategies. Selects valid perception and performance data to measure key performance indicators and evaluates the impact of the coaching strategies. Critiques the effectiveness of the project, the outcomes and justifies recommendations for future practice. [K16 S16]</p> |

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| | | | Ensures that any recommendations are innovative by challenging the status quo to foster new ways of thinking and working and to resolve problems. Identifies opportunities to drive improvements. [B08] |
| High performance | K17 K18 S17 S18 | Does not meet the pass criteria | <p>Project plan Evaluates UK sport and sport specific strategies, global data, trends and contemporary issues in high performance sport. Uses these results to select and justify transformational coaching strategies and to establish the process for measuring impact. [K17, S17]</p> <p>Project delivery and review Evaluates UK sport guidelines, high-performance sport stakeholders, organisational context, culture, codes, direction and politics that influence coaching processes and pedagogies in the high-performance sport environment. Uses results to deliver ethical, relevant and efficient coaching systems and services that align to the strategies. Evaluates the effectiveness of the project considering the type of sport, the culture, constraints and scope of the key stakeholders needs. [K18, S18]</p> |

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| Community | K26 K27 S26 S27 | Does not meet the pass criteria | <p>Project plan Evaluates Sport England Professional Workforce Strategies, social change agendas, national trends local data and/or contemporary influences. Uses results to justify the selected coaching strategies and to establish the process for measuring impact. [K26, S26]</p> <p>Project delivery and review Evaluates the community initiative or club context, culture, stakeholders, Sport England Coaching Plan, sport specific codes, geographic infrastructure and networks that influence coaching processes and pedagogies in the community environment. Uses the results to deliver ethical, relevant and efficient coaching systems and services that align to the strategies. Evaluates the effectiveness of the project considering the type of community initiative or club, the culture, constraints, and key stakeholders' needs. [K27, S27]</p> |
| Schools | K35 K36 S35 S36 | Does not meet the pass criteria | <p>Project plan Evaluates National trends in education, Statutory Guidelines, and the education paradigm shift. Uses these results to justify the selected coaching strategies and to establish the process for measuring impact. [K35, S35]</p> <p>Project delivery and review Evaluates school stakeholders, context, category, strategies, culture and codes that influence coaching processes and pedagogies. Uses the results to deliver ethical, relevant and efficient coaching systems and services that align to the strategies. Evaluates the effectiveness of the project considering the type of school category, the culture, constraints, and key stakeholders' needs [K36, S36]</p> |

Assessment method 2: Coaching Session Plan and Practical Observation with questioning

| Role | KSBs | Fail | Pass – must achieve all the following statements in the core and one of the optional pathways |
|------------------|--|---------------------------------|--|
| Core | K11 S11 B03 B05 | Does not meet the pass criteria | Behaves ethically in the design, delivery and review of inclusive coaching sessions. Investigates safety, equality, diversity and human rights laws, conventions and practices. Uses this insight to embrace each participant's uniqueness, rights and advocates equality by encouraging participants to deliver results without prejudice. Motivates participants by considering their unique needs and tailors sessions to maximise their engagement and sustainable development. [K11, S11, B03 B05] . |
| High performance | K21 K22 K23 K24 S21 S22 S23 S24 | Does not meet the pass criteria | <p>Evaluates participants' unique motives, development needs, goals, programmes and seasonal plans. Uses this information to plan high quality sessions. [K21, S21]</p> <p>Prepares for the session by organising the venue and equipment. Conducts a risk assessment and adheres to safe operating procedures. Justifies choice of equipment and operating procedures. [K22, S22]</p> <p>Evaluates best practice in coaching and communication in the high-performance sport context. Uses this information to deliver tailored, safe, inclusive and relevant sessions that align to the plan. Makes adaptations in the moment to accelerate development and maximise performance gains. [K23, S23]</p> <p>Explores monitoring and evaluation techniques. Selects the most relevant approach to measure the success of the session and sustainable development and performance gains. Uses this information to shape future plans as part of the continuous enquiry cycle. [K24, S24]</p> |
| Community | K30 K31 K32 K33 S30 S31 S32 S33 | | <p>Evaluates each participant's unique motives, accessibility, development needs, goals and seasonal plans. Uses this information to plan high quality sessions. [K30, S30]</p> <p>Prepares for the session by organising the venue and equipment. Conducts an event risk assessment and adheres to safe operating procedures. Justifies the choice of equipment and operating procedures. [K31, S31]</p> <p>Evaluates best practice in coaching in the community context. Uses this information to deliver targeted, tailored, safe and inclusive sessions that align to the session plan. Makes adaptations in the moment to maximise the impact on long-term engagement and enrichment of participants. [K32, S32]</p> |

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| | | | Explores monitoring and evaluation techniques. Selects the most relevant approach to measure the success of the lesson and the impact on sustainable engagement, enrichment and whole child/person development. Uses this information to shape future plans as part of the continuous enquiry cycle. [K33, S33] |
| Schools | K39 K40 K41 K42 S39 S40 S41 S42 | | <p>Evaluates participants' unique profile, development needs, educational targets, and curriculum plans. Uses this information to plan high quality lessons[K39,S39]</p> <p>Prepares for the lesson by organising resources and equipment. Conducts an event risk assessment and adheres to safe operating procedures. Justifies choice of equipment and operating procedures which align to the physical activities being delivered, the stage of development and needs of the children. [K40, S40]</p> <p>Evaluates best practice in coaching in the physical education context and analyses each child's unique profile, development needs, educational targets, and curriculum plans. Uses this information to delivers safe, inclusive, tailored and inspirational lessons that increasingly challenge the children in line with the lesson plan. Makes adaptations in the moment to maximise sustainable psychomotor skill mastery and whole child development. [K41,S41]</p> <p>Explores monitoring and evaluation techniques. Selects the most relevant evaluation approach to measure the success of the lesson and the impact on children's mastery of physical education standards, psychomotor skills and whole child development. Uses this information to shape plans as part of the continuous enquiry cycle. [K42, S42]</p> |

Assessment method 3: Professional discussion underpinned by portfolio

| Role | KSBs | Fail | Pass: must achieve all of the following statements | Distinction: must achieve all of the pass statements and four of the following six statements [core + one pathway] |
|------|---|---------------------------------|--|---|
| Core | K01 S01 | Does not meet the pass criteria | Explains own coaching philosophy and factors that informed its development. Evaluates the impact of their philosophy on participants and other key stakeholders, providing work-based examples [K01, S01] | Justifies the basis, relevance and influence of their coaching philosophy, confirming how it informs their practice and provides clear evidence of results. [K01, S01] |
| | K02 S02 | | Evaluates approaches to self-awareness training and continued professional development. Evidences personal development planning to enhance professional coaching competencies and inter-intra-personal skills. [K02, S02] | Justifies their own approach to self-awareness training and the impact on their ability to apply life experiences, professional skills, knowledge and behaviours into coaching practices. [K02, S02] |
| | K08 S08 | | Analyses curriculum design methods and coaching pedagogies relevant to the participant's individual development needs, the demands of the sport or physical activity and the occupational environment. Uses this information to design a high-quality curriculum that considers participants' unique profiles, promotes participant ownership and informs micro, meso and macro plans relevant to the context. [K08, S08] | Justifies how the curriculum design and selected pedagogies support participant's independence and sustainable development. [K08, S08] |
| | K09 K10 K12 S09 S10 S12 B06 | | Analyses programme design and delivery techniques to develop progressive coaching programmes. Uses this insight to design and deliver programmes that align to wider curriculum plans, prioritise accessibility and duty of care through inclusive and safe practice. Selects coaching pedagogies that maximise engagement, whole child/person development and accelerate sustainable skill acquisition. [K09, S09] | Critiques own ability to create programmes that are progressive whilst controlling/containing the stressors experienced by the participants in their own context. Uses work-based examples to justify the response. [K09, K10, K12, S09, S10, S12] |

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| | | <p>Evaluates national guidelines and sport specific approaches to wellbeing. Uses this information to recognise the stressors and promotes holistic wellbeing to control/contain stressors in the delivery of the programmes. [K12, S12]</p> <p>Provides coaching support at events and/or competition and facilitates learning transfer across situations. Is resilient and adaptable when dealing with challenges by maintaining focus and self-control. Responds to the changing environment and participant demands in a flexible and positive manner [K10, S10, B06]</p> | |
| | <p>K13 K14 K15</p> <p>S13 S14 S15</p> | <p>Investigates learning theories and skill acquisition techniques and applies those which are relevant to their participant's unique development needs, the demands of the sport and occupational environment. [K13, S13]</p> <p>Demonstrates the ability to create a positive learning environment. Identifies relevant behaviour management strategies and provides examples of the impact of these on their participants. [K14, S14]</p> <p>Explores the use of learning resources relevant to the coaching context. Provides examples of the use of technological advancements and wider industry support to maximise engagement, development and/or performance gains. [K15, S15]</p> | <p>Justifies selected learning theory and skill acquisition techniques. Evaluates the success of methods used to facilitate learning and skill acquisition through work-based examples that consider learning theory, environment, contemporary resources and support networks. [K13, K14, K15, S13, S14, S15]</p> |

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| <p>High performance</p> | <p>K19 K20 K25</p> <p>S19 S20 S25</p> | <p>Evaluates profiling techniques and explains how this contributes to a continuous enquiry cycle. Evidences valid assessment of bio-psycho-social attributes and explains how this was used to inform whole person optimisation. [K19, S19]</p> <p>Measures sport specific technical and tactical skills. Uses results from the initial profile to agree sustainable development and high-performance goals. Continuously measures progress towards these goals through progressive coaching programmes. [K20, S20]</p> <p>Explains methods used to measure the impact of the coaching practice by comparing athlete/player results against national and international benchmarks. [K25, S25]</p> | <p>Justifies the selection of profiling and measurement techniques considering participants unique needs and the sporting context. Explains how the continuous enquiry cycle evidences sustainable development and high-performance of athletes/players using work-based examples. [K19, K20, K25, S19, S20, S25]</p> |
| <p>Community</p> | <p>K28 K29 K34</p> <p>S28 S29 S34</p> | <p>Evaluates profiling techniques relevant to the community sport and physical activity context and explains how this contributes to a continuous enquiry cycle. Evidences valid assessment of cognitive, social, emotional and physical capabilities and explains how this was used to inform whole person development. [K28, S28]</p> <p>Measures participant motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific physical activity contexts. Uses results from the initial profile to enable process goals to be agreed. Continuously measures progress towards these goals through progressive coaching programmes. [K29, S29]</p> <p>Explains methods used to measure the impact of the coaching practice by comparing participant results against national and international benchmarks. [K34, S34]</p> | <p>Justifies the selection of profiling and measurement techniques considering participants unique needs and the community sport and physical activity context. Explains how the continuous enquiry cycle evidences sustainable engagement and enrichment of participants using work-based examples. [K28, K29, K34, S28, S29, S34]</p> |

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| <p>School</p> | <p>K37 K38 K43</p> <p>S37 S38 S43</p> | <p>Evaluates profiling techniques and explains how this contributes to a continuous enquiry cycle. Evidences valid assessment of cognitive, social, emotional and physiological development stages and uses this to inform whole child development. [K37, S37]</p> <p>Measures psychomotor, technical and tactical skills in physical activity contexts. Uses results from the initial profile to agree physical education targets. Measures progress towards targets through progressive coaching programmes. [K38, S38]</p> <p>Explains methods used to measure and evaluate the impact of the coaching practice by comparing children's results against local and national benchmarks. [K43, S43]</p> | <p>Justifies the selection of profiling and measurement techniques used considering the participants unique needs and the school context. Explain how the continuous enquiry cycle evidences sustainable mastery of physical education standards and psychomotor skills using work-based examples [K37, K38, K43, S37, S38, S43]</p> |
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Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall. Apprentices must gain a pass in all assessment methods to gain a pass overall. Apprentices must gain a distinction in the professional discussion to gain a distinction overall. Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

| Project with presentation and questions | Coaching Session Plan and Practical Observation with Questioning | Professional Discussion underpinned by Portfolio | 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 | Distinction |

Re-sits and re-takes

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

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

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

The timescale for a resit/retake is agreed between the employer and EPAO. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification. All assessment methods must be taken within a 6-month period of each other otherwise the entire EPA will need to be re-sat/re-taken. Should the project be failed, the apprentice is required to re-work and re-submit the original project and presentation materials within 2 months and the presentation should take place within 4 weeks of submission.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction. Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Roles and responsibilities

| Role | Responsibility |
|------------|---|
| Apprentice | <p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules as arranged by the employer and training provider. • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements |
| Employer | <p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • request and the forward the apprenticeship certificate to the apprentice |
| EPAO | <ul style="list-style-type: none"> • As a minimum, EPAOs should: • conform to the requirements of this EPA plan and deliver its requirements in a timely manner |

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| | <ul style="list-style-type: none"> • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and/or markers (where used) • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy |
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| | <ul style="list-style-type: none"> • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA |
| Independent assessor | <p>As a minimum an independent assessor should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard |

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| Training provider | <p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest |

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of the following occupational areas and who must have experience of coaching and assessing in one of the environments:
 - community sport and physical activity
 - school sport and physical education
 - high-performance sport as appropriate to the assessment environment
- appoint independent assessors who have recent relevant experience of the occupation/sector at least one level above the apprentice gained in the last two years or significant experience of the occupation/sector.
- appoint independent assessors who are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time

- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year for this apprenticeship standard.

Value for money

Affordability of the EPA will be aided by using at least some of the following practices:

- video conferencing
- use of an employer premises

Professional body recognition

During the apprenticeship apprentices are eligible to be registered as a student member of The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). On successful completion of the apprenticeship, successful apprentices are eligible to apply to become a CIMSPA member and recognised as an industry practitioner and should be supported by their employer to do this.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Work based project and presentation with questioning

| Pathway | Ref | Knowledge |
|------------------|-----|---|
| Core | K03 | Transformational coaching methods and strategic planning techniques |
| Core | K04 | Organisational vision, strategies, policies and processes required to ensure legal, ethical, effective and efficient coaching systems. Including current health and safety, safeguarding, data protection and equality laws |
| Core | K05 | Approaches to organisational workforce structures that underpin best practice and showcase the value of scope within the coaching team |
| Core | K06 | Coaching team development and deployment techniques aligned to all relevant and current legislation, policy, process, operating standards and scopes of practice |
| Core | K07 | Coaching service delivery approaches including industry support networks and collaborative, cohesive and competent coaching teams |
| Core | K16 | Methods to measure the impact of the coaching strategies through analysis of key indicators from participant, coach, coaching team and organisational perception and performance data |
| High performance | K17 | UK sport and sport specific strategies, global data, trends and contemporary issues in high performance sport, including social, economic, educational and technological influences |
| High performance | K18 | UK sport guidelines, high-performance sport stakeholders, organisational context, culture, codes, direction and politics that influence coaching processes |
| Community | K26 | Sport England Professional Workforce Strategies, social change agendas, national trends on national physical activity participation, local data and contemporary influences |
| Community | K27 | Community initiative or club context, culture, stakeholders, Sport England Coaching Plan, sport specific codes, geographic infrastructure and networks that influence coaching pedagogy and process effectiveness |
| School | K35 | National trends in education, the Department for Education strategies, Statutory Guidelines, DfE National Curriculum, the Ofsted Education Inspection Framework and the educational paradigm shift |
| School | K36 | School stakeholders, context, category, strategies, culture and codes that influence coaching pedagogy and process effectiveness |

| Pathway | Ref | Skills |
|------------------|-----|--|
| Core | S03 | Develop transformational coaching strategies and tactics that consider sector, sport, organisation and participants unique needs |
| Core | S04 | Comply with legal, ethical, effective and efficient coaching systems that align to the organisational vision, strategies, policies and processes |
| Core | S05 | Promote the value of the coaching team considering workforce structures and scopes including support staff, coaches, coaching assistants, and volunteers |
| Core | S06 | Facilitate the development of the coaching team through due diligence, inductions, development and performance monitoring |
| Core | S07 | Deliver effective coaching services through industry support networks and a collaborative, cohesive and competent coaching team |
| Core | S16 | Measure the impact of the coaching strategies through analysis of participant, coach, coaching team and organisational perception and performance data |
| High performance | S17 | Proactively responds to global trends, strategies, and contemporary issues in high performance sport to ensure best practice in coaching |
| High performance | S18 | Embrace the high-performance context, culture, organisational direction, and codes to deliver effective coaching processes |
| Community | S26 | Proactively responds to sector strategies, social change agendas, national and local trends in physical activity participation and contemporary influences |
| Community | S27 | Embrace the community category, context, culture, codes, stakeholders and public sector duty to deliver effective coaching pedagogies and processes |
| School | S35 | Proactively responds to national trends in education standards, paradigm shifts, strategies and contemporary influences in school and physical education |
| School | S36 | Embrace the school category, context, culture, codes, stakeholders, and statutory guidelines to deliver effective coaching pedagogies and processes |

| Ref | Behaviours |
|-----|--|
| B01 | Advocate: acts as an ambassador for the organisation and sector both internally and externally |
| B02 | Inspirational: leads by example, acts with integrity, builds trust and demonstrates respect for others |
| B04 | Collaborative: demonstrates awareness of own and others' working styles and collaborates to achieve positive outcomes |
| B07 | Results orientated: influences change by soliciting and acting on feedback to deliver results |
| B08 | Innovative: challenges the status quo to foster new ways of thinking and working and to resolve problems. Seeks out opportunities for continuous improvement in participants, the coaching system, services, the organisation and the sector |

Assessment method 2: Coaching session plan and practical observation with questioning

| Pathway | Ref | Knowledge |
|------------------|-----|--|
| Core | K11 | Inclusive coaching techniques that embed human rights, equality laws and conventions to ensure ethical coaching practice |
| High performance | K21 | Session planning techniques that consider high performance athlete's/player's unique needs, goals and curriculum plans |
| High performance | K22 | Session preparation techniques including resource organisation, event risk assessment and safe operating procedures in line with high performance sport policy |
| High performance | K23 | Session delivery and adaptation techniques that motivate high performance players/athletes through tailored coaching and communication methods for maximum impact |
| High performance | K24 | Session evaluation methods that measure sustainable development and performance gains to shape future plans as part of the continuous enquiry cycle |
| Community | K30 | Session planning techniques that consider each participant's unique motives, access and development needs, goals and seasonal plans |
| Community | K31 | Session preparation techniques including resource organisation, event risk assessment and safe operating procedures in line with community organisation health and safety policy |
| Community | K32 | Session delivery and adaptation techniques including tailored coaching and targeted communication methods for maximum impact on long-term engagement and enrichment |
| Community | K33 | Session evaluation methods that measure engagement, enrichment and whole child/person development dimensions to shape future plans as part of the continuous enquiry cycle |
| School | K39 | Session planning techniques that consider each child's unique profile, development needs, educational targets, and curriculum plans |
| School | K40 | Session preparation techniques including resource organisation, event risk assessment and safe operating procedures in line with school health and safety policy |
| School | K41 | Session delivery and adaptation techniques that inspire children through tailored coaching and communication methods for maximum impact |
| School | K42 | Session evaluation methods that prioritise children's mastery of physical education standards, psychomotor skills and whole child development and shape future plans as part of the continuous enquiry cycle |

| Pathway | Ref | Skills |
|------------------|-----|--|
| Core | S11 | Embrace each participants uniqueness, their rights and advocates fairness, equality and diversity within the coaching environment |
| High performance | S21 | Plan sessions that consider high performance athlete's/player's unique needs, goals, curriculum, progressive programmes, practice, and competition schedules |
| High performance | S22 | Prepare for sessions by organising resources, conducting event risk assessment and ensures safe operating procedures in line with high performance sport policy |
| High performance | S23 | Deliver safe, inclusive sessions and makes adaptations in the moment to accelerate development and maximise performance gains through relevant coaching and communication methods |
| High performance | S24 | Evaluate sessions to monitor sustainability of athlete/player development and performance gains to shape future plans as part of the continuous enquiry cycle |
| Community | S30 | Plan targeted and accessible sessions that consider each participant's unique motives, development needs, goals and seasonal plans |
| Community | S31 | Prepare for sessions by organising resources, conducting event risk assessment and ensures safe operating procedures in line with community organisation health and safety policy |
| Community | S32 | Deliver safe and inclusive and effective sessions and makes adaptations in the moment to engage and enrich participants though tailored coaching and targeted communication methods for maximum impact |
| Community | S33 | Evaluate sessions to monitor engagement, enrichment and whole child/person development dimensions to shape future plans as part of the continuous enquiry cycle |
| School | S39 | Plan safe, inclusive and effective sessions that consider each child's unique development needs, educational targets and curriculum plans |
| School | S40 | Prepare for sessions by organising resources, conducting event risk assessment and ensures safe operating procedures in line with school health and safety policy |
| School | S41 | Delivers safe, inclusive and effective sessions and makes necessary adaptations to develop children's psychomotor skill mastery though tailored coaching and communication methods for maximum impact |
| School | S42 | Evaluate sessions to monitor children's mastery of physical education standards, psychomotor skills ad whole child development to shape plans as part of the continuous enquiry cycle |

| Ref | Behaviours |
|-----|---|
| B03 | Ethical: accepts responsibility and is committed to equality, diversity, human rights and safe practice |
| B05 | Motivational: considers participants unique needs and tailors solutions to meet their unique needs |

Assessment method 3: Professional discussion underpinned by a portfolio

| Pathway | Ref | Knowledge |
|------------------|-----|--|
| Core | K01 | Coaching philosophies and professional practice that consider key stakeholder needs, sporting contexts and codes |
| Core | K02 | Professional development planning methods and self-awareness skills training techniques |
| Core | K08 | Curriculum design methods and coaching pedagogies relevant to the participants unique development needs, the demands of the sport or physical activity and the occupational environment |
| Core | K09 | Progressive programme design and delivery techniques that prioritises accessibility, duty of care and accelerate whole child/person development and sport specific skill acquisition |
| Core | K10 | Progressive programme design and delivery techniques that ensure safe practice and support at events and competition and embed learning transfer across situations |
| Core | K12 | Chief Medical Officer guidelines, Public Health England agendas, organisational, sport specific and holistic approaches to wellbeing considering stressors relevant to the participants context |
| Core | K13 | Learning theories and skill acquisition techniques relevant to participant's unique development needs, the demands of the sport and occupational environment |
| Core | K14 | Positive learning environment attributes and behaviour management strategies relevant to the participant's unique development needs, demands of the sport and the occupational environment |
| Core | K15 | Developments in learning resources including technological advancements and wider industry support mechanisms that maximise engagement, development and performance gains |
| High performance | K19 | Profiling and enquiry methods designed to measure bio-psycho-social attributes and inform whole person optimisation planning |
| High performance | K20 | Profiling and enquiry methods designed to measure sport specific technical and tactical attributes and inform sustainable development and high-performance goals |
| High performance | K25 | Methods to measure the impact of the coaching practice on the national and international positioning of the sport by comparing athlete/player results against national and international benchmarks |
| Community | K28 | Profiling and enquiry methods designed to measure whole child/person development dimensions considering cognitive, social, emotional and physiological capabilities |
| Community | K29 | Profiling and enquiry methods designed to measure participant motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific sport and physical activity contexts to enable process goals to be agreed |
| Community | K34 | Methods to measure the impact of coaching practice on social change associated with access, participation, performance, equality and wellbeing by comparing results against local and national benchmarks |

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| School | K37 | Profiling and enquiry methods designed to measure whole child development dimensions considering cognitive, social, emotional and physiological stages of development |
| School | K38 | Profiling and enquiry methods designed to measure psychomotor, technical and tactical skills in physical activity contexts drawn from the Department for Education National Curriculum and enable physical education targets to be agreed |
| School | K43 | Methods to measure and evaluate the impact of coaching practice on school standards by comparing children's results against local and national benchmarks |

| Pathway | Ref | Skills |
|------------------|-----|--|
| Core | S01 | Influence key stakeholders in the sporting context through own coaching philosophy and professional practice |
| Core | S02 | Enhance coaching competencies and inter-intra-personal skills through continued professional development and self-awareness skills training |
| Core | S08 | Design high quality curriculum that considers participants' unique profiles, promotes ownership and informs micro, meso and macro plans as relevant to the sporting context |
| Core | S09 | Designs and delivers progressive programmes and selects coaching pedagogies that maximise engagement, whole child/person development and accelerates sustainable skill acquisition |
| Core | S10 | Delivers safe and effective coaching support to participants in practice, at events or competitions and influences learning and skill transfer across situations |
| Core | S12 | Promote holistic wellbeing to control/contain stressors experienced by participants in their own context and environment |
| Core | S13 | Facilitate participant development by applying learning theory and skill acquisition techniques relevant to participants needs, sport specific demands and context |
| Core | S14 | Facilitate participant development and skill acquisition through positive learning environments and behaviour management strategies |
| Core | S15 | Facilitate participant development and skill acquisition through technological advancements and wider industry support mechanisms |
| High performance | S19 | Profile athletes or players to measure bio-psycho-social attributes and inform whole person optimisation |
| High performance | S20 | Profile athlete/players to measure sport specific technical and tactical attributes and inform sustainable development and high-performance goals |
| High performance | S25 | Measure the impact of the coaching practice on the national and international positioning of the sport by comparing athlete or player results against national and international benchmarks |
| Community | S28 | Profile participants to measure whole child/person development dimensions considering cognitive, social, emotional and physiological capabilities |
| Community | S29 | Profile participants motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific sport and physical activity contexts to enable goals to be agreed |
| Community | S34 | Measure the impact of coaching practice on social change associated with access, participation, performance, equality and wellbeing by comparing results against local and national benchmarks |
| School | S37 | Profile whole child development dimensions considering cognitive, social, emotional and physiological stages of development |
| School | S38 | Profile children's psychomotor, technical and tactical skills in physical activity contexts drawn from the DfE National Curriculum to enable physical education targets to be agreed |
| School | S43 | Measure and evaluates the impact of coaching practice on school standards by comparing children's results against local and national benchmarks |

| Ref | Behaviours |
|------------|---|
| B06 | Resilient: adapts when dealing with challenges by maintaining focus, self-control and is flexible to changing work environment and people demands |