

Standard in development

L4: Sports coach

Title of occupation

Sports coach

UOS reference number

ST0770

Core and options

Yes

Option title/s

High Performance Coach

Community Coach

School Coach

Level of occupation

Level 4

Route

Health and science

Typical duration of apprenticeship

18 months

Target date for approval

17/08/2020

Resubmission

Yes

Yes The trailblazer group have addressed previous feedback and redrafted the occupational profile for clarity. The following actions have been completed: CONDITION 01: The occupational profile has been fully revised to include a clearer explanation of the role of the High-performance Coach. All three areas were reviewed to ensure equal weighting for transferability across environments. CONDITION 02: Consistent language has been applied throughout with regards to the titling of the sport coach in the options. CONDITION 03: Reference to the previous occupational title 'Advanced Sports Coach' has been removed.

CONDITION 04: The main requirements described in the occupational profile have been reviewed and now align to the duties for both the core and options. CONDITION 05: The duties have been revised to ensure they are more advanced than those in the Level 2 Community Activator Coach standard. CONDITION 06: The gaps in the occupational profile and duties in both core and options have been addressed to ensure that the standard reflects full occupational competency. See response to examples given by the route panel. ROUTE PANEL EXAMPLE A: measuring, monitoring and providing feedback on performance of participants is now covered in the occupational profiles and in the duties ROUTE PANEL EXAMPLE B: using different tactics and techniques to improve participant skills and abilities (applies to all three options) is covered in the occupational profile for the three options, the aligned duties and KSBs ROUTE PANEL EXAMPLE C: supporting participants at competitions and events is now covered in the core occupational profile, duties and KSBs ROUTE PANEL EXAMPLE D: maintaining discipline and safety is covered in the KSBs and grading descriptors in the form of behaviours management strategies. ROUTE PANEL EXAMPLE E: diary management is inferred through professional practice as opposed to being a core duty in its own right. ROUTE PANEL EXAMPLE F: conducting risk assessments is covered in the KSBs ROUTE PANEL EXAMPLE G: conducting risk assessments inferred through 'safe' sessions and this is now made much more prominent in the KSBs, assessment method and grading descriptors. ROUTE PANEL EXAMPLE H: promoting activities to target groups is embedded into the occupational profile and KSBs particularly for community. ROUTE PANEL EXAMPLE I: understanding of possible problems that seem to be associated with body image and health through nutrition is integral to the information already in the KSBs through whole/child person wellness and while/child person development. These are detailed in the grading descriptors. ROUTE PANEL EXAMPLE J: The number of off-the-job training hours have been revised. In addition to the above the language and readability has been reviewed throughout and checked by an industry trained equality expert. Other work that has been done includes: ACTION 01: The amount of knowledge and skills has been reduced whilst maintaining the requirements of professional standards set by the industry employers through a grouping method. ACTION 02: The knowledge and skills have been reviewed in detail and made more succinct. ACTION 03: Each knowledge statement is now supported by a skill statement. ACTION 04: Each knowledge statement is written in the required format ACTION 05: Each skill statement is written in the required format and prefixed with an active verb. ACTION 06: There is an equal weighting of knowledge and skills across the pathways and the content has been reworked to showcase consistent demand and complexity across the pathways. ACTION 08: The knowledge, skills and behaviours are discretely mapped to the most relevant assessment method. ACTION 09: The assessment methods are all valid and relevant to the role considering construct, ecological, content and face validity methods.

Would your proposed apprenticeship standard replace an existing framework?

Yes

Level 3 in Supporting the Delivery of Physical Education and School Sport. Level 2 in Activity Leadership - Coaching Pathway Level 2 in Coaching Level 3 in Coaching

Does professional recognition exist for the occupation?

Yes

During the apprenticeship apprentices will be eligible and should be registered as a student member of The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). On completion of the apprenticeship graduates will be eligible and should be supported by their employer to join CIMSPA as a full member.

Occupation summary

This occupation is found in the sport and physical activity sector in high-performance, school and community environments.

HIGH PERFORMANCE SPORT COACHES: facilitate the development of athletes/players on talent pathways, performance pathways, in high-performance academies, professional and podium environments. They deliver performance-focused curriculum plans, programmes and sessions for individual athletes/players and teams that align to practice and competition schedules. High performance sport coaches support athletes/players in talent, development, national and international programmes and are employed by amateur and professional sports clubs. A successful athlete who becomes a podium coach with no previous experience of coaching is an example of someone who would benefit from this option in the apprenticeship. Similarly an experienced coach who has delivered programmes in the high performance environment for many years and who aspires to formalise their competencies with a valid certificate would also benefit. High performance coaches are influenced by UK Sport and Sport Specific National Governing Body performance strategies, regulation and rules.

SCHOOL SPORT COACHES: develop children's psychomotor skills and whole child dimensions considering the mastery approach to development in all categories of school and registered childcare environments. These include private nurseries, maintained schools, academies, MATTS, independent schools and Pupil Referral Units. They inspire children to participate and perform through game-based physical activity sessions from early years through to further education. They deliver physical education curriculum, extracurricular interventions, midterm programmes and lessons to individual children, small groups and whole classes. Extracurricular programmes also include the autonomous delivery of wrap around care such as breakfast and school clubs. Teaching assistants that support the delivery of physical education or an activity coach delivering after school clubs autonomously are examples of those who would benefit from this option in the apprenticeship. School sports coaches are influenced by their Public Sector Duty, the DFE National curriculum, Ofsted Education Inspection Framework and a wide range of Professional and National Governing Body education strategies, regulations and rules.

COMMUNITY SPORT COACHES: motivate people of all ages and abilities in community initiatives or club. They target groups of participants in local communities to combat wider social issues, increase participation or to develop participants who require technical and tactical support for local competitions and leagues. Community sport refers to local authority, charitable or national governing body of sports community initiatives or clubs. They develop curriculum that align to annual sporting seasons supported by meso programmes and micro session plans. Community sports coaches are integral to boxing gyms, football, rugby or netball clubs noting that this list is not exhaustive. Community leisure coaches, and club coaches are examples of people who would benefit from this option in the apprenticeship. Community sports coaches are influenced by the Sport England Professional Workforce Strategy and Coaching Plans, Public Health England agendas and national governing body community and social change strategies.

The broad purpose of the occupation is to deliver motivational sport and physical activities designed to engage and evolve their participants. Sport coaches provide meaningful and high-quality learning, development and performance experiences. The Sports Coach apprenticeship is integral to the government's 'Sporting Future' strategy. Sports coaches will increase support the achievement of medals in talent, national and international competition, enrich performance in local competitions, increase participation and drive social change. Sport coaches have the ability to influence national wellness from a holistic perspective to reduce the burden on the National Health Service. Sports coaches are responsible for developing transformational coaching strategies to inspire and develop participants considering the whole person perspective. Transformational strategies enable coaches to develop participants in their sport specific aspirations whilst also enabling positive behaviour to change in all aspects of the participants life. Sports coaches are responsible for driving the coaching strategies through the development and delivery of ethical, effective, and efficient coaching systems. A coaching system is defined as all the people, policies, processes, and pedagogies in place support the participants to achieve their sport specific and life aspirations. Sports coaches will measure the impact of coaching strategies through analysis of participant, coach, coaching team and organisational perception and performance data. They will benchmark against local, national and international trends as relevant to their context. Ethical systems refers to compliance with all relevant legislation, regulation, sector initiatives and guidance. Effective systems and services refers to the development and deployment of the right people and pedagogies for the environment which are tailored to meet participants unique needs. Efficient systems requires implementation of coaching processes that meet the participants and the sport's needs. Coaching processes must accelerate engagement, enrichment and enable sustainable achievements leading to behaviour change across the sport the sector and wider society.

HIGH PERFORMANCE SPORTS COACHES: High performance sport coaches adhere to the core aspects of the sports coach role and tailor their work to the high-performance environment. They have a duty to critically evaluate international and UK trends and contemporary influences in high performance sport to create transformational coaching strategies in this context. High performance sport coaches have a duty to develop ethical, effective and efficient coaching systems that are tailored to the high-performance environment. In doing so they must ensure compliance with legislation, statutory guidance, sector standards and codes in context. For example, in the high-performance context they must be aware of anti-doping rules and other relevant laws which are specific to the sport and context. High performance sport coaches must profile their athlete/players bio-psycho-social attributes and sport specific technical and tactical skills to set development and performance goals. They must develop a macro curriculum plan that considers practice and competition schedules. In the delivery of this they will facilitate the development of their athlete/players attributes and skills through meso programmes and micro sessions plan. Coaching pedagogies and methods will be tailored to their athlete/player needs in the delivery of the sessions and programmes to accelerate technical and tactical skills skill acquisition and the development of bio-psycho-social attributes to ensure sustainable performance. The high-performance sport measures the impact of the coaching strategies and pedagogies through analysis of participant, coach, coaching team and organisational perception and performance data.

SCHOOL SPORT COACHES: School sport coaches adhere to the core aspects of the sports coach role and to tailor their work to the curricular and extracurricular physical education environments. They have a duty to critically evaluate national trends in educational standards, frameworks, paradigms and contemporary influences required to create transformational coaching strategies in the school context. School sport coaches have a duty

to develop ethical, effective and efficient coaching systems that are tailored to the school curricular and extracurricular demands. In doing so they must ensure compliance with legislation, statutory guidance, sector standards and codes in context. For example, in the school context they must comply with their public sector duty, DfE Statutory Guidance, DfE National Curriculum for Physical Education and the Ofsted Education Inspection Framework. School sport coaches must profile the children's development dimensions from the whole child perspective including cognitive, social, emotional and physical development needs. They will also measure psychomotor, technical and tactical skills in range of physical activity contexts drawn from the DfE National Curriculum to enable physical education targets to be agreed. They must develop a macro curriculum plan in the form of an annual scheme that considers the school terms schedules. In the delivery of this they will facilitate the development of their children's psychomotor skills through mid-term and lesson plans. Coaching pedagogies and methods will be tailored to their children's needs in the delivery of the curricular and extra curricula lessons. These are designed to accelerate learning and development in line with the mastery approach. The school sports coach measures the impact of the coaching pedagogies and school support systems on the mastery of physical education standards compared with initial profiles and targets.

COMMUNITY SPORT COACHES: Community sport coaches adhere to the core aspects of the sports coach role and to tailor their work to the community initiative or club. They have a duty to critically evaluate social change agendas, national and local trends in physical activity participation, performance and community infrastructures required to create transformational coaching strategies in the community context. Community sport coaches have a duty to develop coaching systems that are tailored to the initiative or club needs considering local community regeneration, geography, infrastructures, barriers to access and behavioural norms. In doing so they must ensure compliance with legislation, public sector duty, statutory guidance, sector standards and codes in context. For example, in the community context they must comply with their public sector duties. Community sport coaches must profile the participants development dimensions from the whole child/person perspective including cognitive, social, emotional and physical development needs. They will also measure participants motives, behavioural norms, psychomotor, technical and tactical skills in specific sport and physical activity contexts to enable goals to be agreed. They must develop a macro curriculum plan supported by meso programmes and micro sessions that consider the annual and sporting seasons and gaps in community provision. In the delivery these they will use a targeted approach to promote the accessibility of sessions for diverse groups participants. Coaching pedagogies and methods will be tailored to their participants needs in the delivery of the sessions to inspire long-term engagement and enrichment. The community sports coach measures the impact of the coaching pedagogies and community support systems on the sustainability of positive behaviour, engagement and enrichment compared to initial profiles, motives and goals

In their daily work, an employee in this occupation interacts with and influences key stakeholders through the design and delivery of their own coaching philosophy and professional practices. Key stakeholders include assistant coaches, coaches, managers and boards. Sports coaches understand the organisational vision, strategies, policies and processes considering ethical, effectiveness and efficiency of the coaching systems and services. In doing so they may have to influence professional bodies, governing bodies and They work autonomously and collaboratively to deliver curriculum plans, programmes and sessions to participants; integrating effectively into the organisational workforce structures. Sports coaches also have a duty to execute effective coaching services industry wide support networks and a collaborative, cohesive and highly competent team. They must

support the development and deployment of the team and influence industry networks through highly intuitive communication skills. Sports coaches must develop their professional competencies and self-awareness ensuring high levels of intra-intrapersonal skills to enable them to influence with integrity.

HIGH PERFORMANCE SPORTS COACHES: must understand the high-performance sport rules and codes. They must embrace the culture of the sport at the highest levels and be aware of the political constraints within sport and the impact this has on their athletes/players. They must consider the sport, its culture, constraints and stakeholder needs in the delivery of ethical, effective and efficient coaching services. Stakeholders in this context include athletes/players parents, peers, managers, sponsors, professional and national governing bodies and performance support staff such as sport scientists, sports medics and performance analysts.

SCHOOL SPORT COACHES: must understand the school category and codes of practice in addition to a wider range of national governing body of sport rules and codes. They must embrace the culture of the schools be aware of local community norms. They must consider constraints within school life and society and the impact this can have on the children. They must consider all relevant stakeholder needs in the delivery of ethical, effective and efficient coaching services. Stakeholders in this environment include children, parents, peers, support staff such as SENCO and safeguarding officers, teaching assistants, teachers, head teachers and school boards. Wider networks include local authority teams and social services.

COMMUNITY SPORT COACHES: must understand the community sport and physical activity rules and any national governing or professional body codes of practice. They must embrace local cultures, geographical infrastructures, behavioural norms. They must be aware of social constraints and barriers to access and the impact these can have on the participants. They must consider all relevant stakeholder needs in the delivery of ethical, effective and efficient coaching services. Stakeholders in this environment include children, parents, assistant coaches, peers, managers and other community support safeguarding staff. Wider networks include facility managers, local authority staff, charitable workforces and national governing body regional teams.

An employee in this occupation will be responsible for influencing best practice in coaching through transformational coaching strategies. They drive the strategies through the design and delivery of ethical, effective and efficient coaching systems and services. Sports coaches work autonomously and collaboratively. They are responsible for the development and deployment of other members of the coaching team and a duty of care for their participants, peers and other stakeholders. Sports coaches design and deliver coaching sessions aligned to progressive programmes and wider curriculum plans which are tailored to the unique needs of their participants. To do this they must select and apply robust profiling techniques to solicit information on their participant's sporting demands and whole person development needs. All data must be processed and maintained securely in line with the Data Protection Act 2018. The selected techniques must be participant focused in order to maximise the participants experiences through delivery of coaching pedagogies that engage and evolve. Coaching pedagogies and processes must be safe, inclusive and effective. Safe practice refers safeguarding in accordance with the Children's Act 1989 and 2004 and the Safeguarding Vulnerable Groups Act 2006. It also refers to regulated activity which include event and dynamic risk assessments, safe set up and use of equipment in accordance with the Health and Safety at Work Act 1974 and sport specific guidelines and codes. Inclusive requires all participants to be engaged in all sessions without prejudice and in accordance with the protected characteristics of the Equality Act 2010. They must not

discriminate on any grounds including any other characteristics such as ability levels. Effective practice refers to the selection of the right physical activities to engage and evolve participants in line with sport specific development needs and from the whole person perspective. Coaches must ensure that coaching sessions embed valid coaching methods and tailored communication techniques. Sports coaches are responsible for driving continuous transformation by collecting data as part of a continuous enquiry cycle. They must use this data to measure the impact and influence through continuous improvement of themselves their participants, their organisation, the sport and the sector. Sports coaches have extensive technical and tactical sports knowledge and skills.

HIGH PERFORMANCE SPORTS COACHES: have a duty to influence the acceleration and sustained development of the athletes/players and enhance the national and international positioning of the sport.

SCHOOL SPORTS COACHES: have a duty to accelerate the sustained mastery of children's psychomotor skills physical education standards and enhances the school's local and national positioning based upon these results.

COMMUNITY SPORTS COACHES: have a duty to Influence positively on the sustained engagement and enrichment of participants and enhances the community initiative or club's local and national positioning considering Sport England participation and wider government social change and health agendas. The laws listed in this section are not exhaustive and sports coaches must be aware of all legislation and statutory guidance that impact on them in their role.

Typical job titles

Performance/Pathway/Podium Coach Talent Development Coach Club Coach Community Coach School Coach

Are there any statutory/regulatory or other typical entry requirements?

No

Core Occupation duties

DUTY	KSBS
Duty 1 Influences key stakeholders through coaching philosophy, professional practice and self-awareness	K1 K2 S1 S2 B1
Duty 2 Create and drive transformational coaching strategies based upon data and trends to influence best practice in coaching	K3 S3 B3
Duty 3 Complies with legislation, statutory guidance, sector standards and codes to develop ethical, effective and efficient coaching systems	K4 K5 K6 S4 S5 S6

DUTY	KSBS
Duty 4 Delivers effective coaching services through industry wide support networks and a collaborative, cohesive, highly competent team	K7 S7 B5
Duty 5 Independently design and deliver progressive coaching programmes that develop participant's skills and build trust to enable effective coach support at events and competitions	K8 K9 K10 K11 S8 S9 S10 S11 S12 B2
Duty 6 Transform own practice, participants, the coaching team, organisation and sport by measuring the impact of the coaching strategies and analyse results to inform continuous improvement	K12 B8

Option Duties

High Performance Coach duties

DUTY	KSBS
Duty 7 Influences best practice in coaching through a proactive response to global trends, standards, strategies and contemporary influences in high-performance sport contexts	K13 S13
Duty 8 Embraces the high-performance context, culture, politics and key stakeholder needs to deliver relevant coaching pedagogies and processes	K14 S14
Duty 9 Promotes holistic wellbeing through effective coaching practice to control/contain stressors experienced by athletes/players in high-performance sport	K15 S15
Duty 10 Profiles athletes/players bio-psycho-social and sport specific skills as part of a continuous enquiry cycle to agree and continuously review development and performance goals	K16 K17 S16 S17
Duty 11 Designs and delivers high-quality curriculum to enable athletes/players to learn, develop and perform considering unique needs, goals, practice and competition schedules	K18 K19 S18 S19
Duty 12 Facilitates athlete/player development through valid learning theories, positive environments, behaviour management, technological advancements and wider performance support mechanisms	K20 K21 K22 S20 S21 S22
Duty 13 Independently designs and delivers high-quality coaching sessions in high performance sport that accelerate development and sustainable performance gains through tailored coaching methods	K23 K24 K25 K26 S23 S24 S25 S26 B4 B6 B7
Duty 14 Influences sustained high performance in athletes/players to enhance the national and international positioning of the sport	K27 K28 S27 S28

Community Coach duties

DUTY	KSBS
Duty 23 Ensures best practice in community coaching through a proactive response to national trends, strategies for social change, local participation and performance data and contemporary influences	K45 S45
Duty 24 Embraces the community sport and physical activity context, culture, geographical infrastructure, demographics and constraints to ensure relevant coaching processes	K46 S46
Duty 25 Promotes holistic wellbeing through effective coaching practice control/contain stressors experienced by participants in local communities and wider society	K47 S47
Duty 26 Profiles participant's motives, behavioural norms, sports skills and whole child/person development dimensions to agree engagement and enrichment goals	K48 K49 S48 S49
Duty 27 Designs and delivers high-quality, targeted curriculum that considers participants unique needs and behavioural norms to influence long term engagement and enrichment	K50 K51 S50 S51
Duty 28 Facilitates participant engagement and enrichment through valid learning theory, positive learning environments, behaviour management techniques, advanced technology and wider community support systems	K52 K53 K54 S52 S53 S54
Duty 29 Designs and delivers high-quality, targeted, safe and accessible coaching sessions that engage, and evolve participants through game-based skills and whole child/person development techniques	K55 K56 K57 K58 S55 S56 S57 S58 B4 B6 B7
Duty 30 Influences positively on the sustained engagement and enrichment of participants to enhance the community initiative or club's local and national impact on society	K59 K60 S59 S60

School Coach duties

DUTY	KSBS
Duty 15 Influences best practice in coaching in schools through a proactive response to education standards, frameworks, paradigms, strategies and contemporary influences	K29 S29
Duty 16 Embraces the school context, culture, regulatory constraints and national physical education curriculum to deliver relevant coaching pedagogies and processes	K30 S30
Duty 17 Promotes holistic wellbeing through effective coaching practice to control/contain stressors experienced by children in schools and wider society	K31 S31

DUTY	KSBS
Duty 18 Profiles children's psychomotor skills and whole child development dimensions to agree educational targets that increasingly challenge through the mastery approach	K32 K33 S32 S33
Duty 19 Designs and delivers high-quality physical education curriculum that considers the intent, implementation and impact based upon children's unique needs, targets and curriculum	K34 K35 S34 S35
Duty 20 Facilitates psychomotor skill acquisition and whole child development through valid learning theories, positive environments, behaviour management, technological advancements and wider school support systems	K36 K37 K38 S36 S37 S38 B4 B6 B7
Duty 21 Designs and delivers high-quality coaching sessions that support sustainable mastery of physical education standards and whole child development through game-based coaching methods	K39 K40 K41 K42 S39 S40 S41 S42
Duty 22 Influences the acceleration and sustained mastery of physical education standards and whole child development to enhance the local and national positioning of the school	K43 K44 S43 S44

KSBS

Knowledge

K1: Coaching philosophies and professional practice that consider key stakeholder needs, sporting contexts and codes

K2: Professional development planning methods and self-awareness skills training techniques

K3: Transformational coaching definition, methods and strategic planning techniques

K4: Organisational vision, strategies, policies and processes required to ensure ethical, effective and efficient coaching systems

K5: Organisational workforce structures that underpin best practice and showcase the value of scope within the coaching team

K6: Coaching team development and deployment techniques aligned to policy, process, operating standards and scopes of practice

K7: Coaching services and influencers including industry support networks and a collaborative, cohesive and competent coaching team

K8: Human rights and equality laws and conventions impact on ethical coaching practice and social change

K9: Participant engagement methods that maximise experiences through a continuous enquiry cycle

K10: Progressive programme design, delivery adaptation and evaluation methods that prioritise accessibility, duty of care and accelerate whole child/person development and sport specific skill acquisition

K11: Events and competition schedules and rules and coaching techniques that enable effective and safe support in these environments.

K12: Methods to measure the impact of the coaching strategies through analysis of participant, coach, coaching team and organisational perception and performance data

K13: UK sport and sport specific strategies, global data, trends and contemporary issues in high performance sport, including social, economic, educational and technological influences

K14: UK sport guidelines, high-performance sport stakeholders, context, culture, codes and politics

K15: Chief Medical Officer, UK Sport and sport specific guidelines for athlete/player wellbeing emphasising holistic approaches

K16: Profiling methods to measure bio-psycho-social attributes to inform whole person optimisation

K17: Profiling methods to measure sport specific technical and tactical attributes to inform development and performance goals

K18: Curriculum design techniques that embed athlete/player needs, profile, goals, sport specific development stages, practice and competition schedules

K19: Curriculum delivery techniques that enable athlete/player independence, ownership and maximise opportunities to accelerate development and ensure sustainable performances

K20: Learning theories and skill acquisition techniques that influence bio-psycho-social, technical and tactical development in the high performance sport context

K21: Learning environment attributes and behaviour management strategies that influence independence and enhance practice and performance experiences

K22: Learning and development resources that maximise practice and performance gains including technological advancements and wider performance support mechanisms

K23: Session planning techniques that consider high performance athlete's/player's unique needs, goals and curriculum plans

K24: Session preparation techniques including resource organisation, event risk assessment and safe operating procedures in line with high performance sport policy

K25: Session delivery and adaptation techniques that include tailored coaching and communication methods for maximum impact

K26: Session evaluation methods that prioritise progress and shape future plans as part of the continuous enquiry cycle

K27: Methods to measure the impact of the coaching pedagogies and wider support services on the acceleration and sustainability of athlete/player development and results

K28: 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

K29: DfE strategies, national trends in education standards, paradigm shifts, strategies and contemporary influences in school and physical education

K30: School sport stakeholders, context, culture, codes and DfE Statutory Guidelines, DfE National Curriculum and the Ofsted Education Inspection Framework

K31: Chief Medical Officer, DfE, Ofsted, school and sport specific guidelines for whole child wellbeing considering stressors in the school and wider societal context

K32: Profiling methods designed to measure whole child development dimensions considering cognitive, social, emotional and physiological stages of development

K33: Profiling methods to measure psychomotor, technical and tactical skills in physical activity contexts drawn from the DfE National Curriculum to enable physical education targets to be agreed

K34: Curriculum design techniques that embed children's unique profiles, physical educational targets, development and key stage

K35: Curriculum delivery techniques that maximise opportunities to accelerate children's mastery of skills and sustainable whole child development

K36: Learning theories and skill acquisition techniques that influence mastery of psychomotor skills, technical and tactical development in a range of sport and physical activities

K37: Learning environment attributes and behaviour management strategies that influence independence in line with the mastery approach to development

K38: Learning and development resources that maximise development opportunities including technological advancements and wider school support mechanisms

K39: Session planning techniques that consider each child's unique development needs, educational targets and curriculum plans

K40: Session preparation techniques including resource organisation, event risk assessment and safe operating procedures in line with school health and safety policy

K41: Session delivery and adaptation techniques that inspire children through tailored coaching and communication methods for maximum impact

K42: Session evaluation methods that prioritise children's mastery and shape future plans as part of the continuous enquiry cycle

K43: Methods to measure and evaluate the impact of the coaching pedagogies and school support systems on the mastery of physical education standards compared with initial profiles and targets

K44: Methods to measure and evaluate the impact of coaching practice on school standards by comparing children's results against local and national benchmarks

K45: Sport England Professional Workforce Strategies, social change agendas, national trends on national physical activity participation, local league data and contemporary influences

K46: 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

K47: Chief Medical Officer, Public Health England and sport specific guidelines for holistic wellbeing considering stressors in the community and wider societal context

K48: Profiling methods designed to measure whole child/person development dimensions considering cognitive, social, emotional and physiological capabilities

K49: Profiling techniques to measure participant motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific sport and physical activity contexts to enable goals to be agreed

K50: Curriculum design techniques that embed participants unique profiles, engagement and enrichment goals and development capabilities

K51: Curriculum delivery techniques that is targeted in order to maximise participant's access and opportunities for long-term engagement and enrichment

K52: Learning theories and skill acquisition techniques that influence psycho-motor and whole child/person development in the physical activity context

K53: Learning environment attributes and behaviour management strategies that influence independence and enhance motivation

K54: Learning and development resources that maximise engagement and enrichment opportunities including technological advancements and wider community support mechanisms

K55: Session planning techniques that consider each participant unique motives, access and development needs, goals and curriculum plans

K56: Session preparation techniques including resource organisation, event risk assessment and safe operating procedures in line with organisational health and safety policy

K57: Session delivery and adaptation techniques including tailored coaching and communication methods for maximum impact on long-term engagement and enrichment

K58: Session evaluation methods that measure engagement, enrichment and whole child/person development dimensions to shape future plans as part of the continuous enquiry cycle

K59: Methods to measure the impact of the coaching pedagogies and community support systems on the sustainability of positive behaviour, engagement and enrichment compared to initial profiles, changing motives and goals

K60: 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

Skills

S1: Influences key stakeholders in the sporting context through own coaching philosophy and professional practice

S2: Enhances coaching competencies and inter-intra-personal skills through continued professional development and self-awareness skills training

S3: Develops transformational coaching strategies and tactics that consider sector, sport, organisation and participants unique needs

S4: Delivers ethical, effective and efficient coaching systems that align to the organisational vision, strategies, policies and processes

S5: Promotes the value of the coaching team considering workforce structures and scopes including support staff, coaches, coaching assistants and volunteers

S6: Facilitates the development of the coaching team through due diligence, inductions, development and performance monitoring

S7: Delivers effective coaching services through industry support networks and a collaborative, cohesive and competent coaching team

S8: Embraces each participants uniqueness, their rights and advocates fairness, equality and diversity within the coaching environment

S9: Motivates and maximises the participants experiences through a continuous enquiry cycle

S10: Designs, delivers, adapts and evaluates progressive programmes to develop the whole child/person and sport specific skills through effective coaching processes and

communication techniques

S11: Delivers safe and effective coaching support to participants at sport and physical activity events and in competitions

S12: Measures the impact of the coaching strategies through analysis of participant, coach, coaching team and organisational perception and performance data

S13: Proactively responds to global trends, strategies and contemporary issues in high performance sport to ensure best practice in coaching

S14: Embraces the high-performance context, culture and codes to deliver effective coaching pedagogies and processes

S15: Promotes holistic wellbeing to control/contain stressors experienced by high-performance athletes/players

S16: Profiles athletes/players to measure bio-psycho-social attributes and inform whole person optimisation

S17: Profiles athlete/players to measure sport specific technical and tactical attributes and inform development and performance goals

S18: Designs and delivers high-quality curriculum to support high performance athletes/players to learn, develop and perform

S19: Delivers curriculum using valid techniques that support athlete/player independence, ownership and maximise opportunities to accelerate development and sustainable performance

S20: Facilitates athlete/player development and skill acquisition and influences bio-psycho-social, technical and tactical development in the high performance sport context

S21: Facilitates athlete/player development and skill acquisition through positive learning environments and behaviour management strategies

S22: Facilitates athlete/player development and skill acquisition through technological advancements and wider performance support mechanisms

S23: Plans safe, inclusive and effective sessions that consider embed athletes/players unique needs, goals and curriculum plans

S24: Prepares for sessions by organising resources, conducting event risk assessment and ensures safe operating procedures in line with high performance sport policy

S25: Delivers safe, inclusive and effective sessions and makes adaptations in the moment through tailored coaching and communication methods for maximum impact

S26: Evaluates sessions by prioritising progress and shape future plans as part of the continuous enquiry cycle

S27: Measures the impact of the coaching pedagogies and performance support on the acceleration and sustainability of athlete/player development and results

S28: 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

S29: Proactively responds to national trends in education standards, paradigm shifts, strategies and contemporary influences in school and physical education

S30: Embraces the school category context, culture, codes, stakeholders and statutory guidelines to deliver effective coaching pedagogies and processes

S31: Promotes holistic wellbeing to control/contain stressors experienced by children in the school and wider societal context

S32: Profiling methods designed to measure whole child development dimensions considering cognitive, social, emotional and physiological stages of development

S33: Profiles 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

S34: Designs high-quality curriculum that considers children's unique profiles, physical educational targets, development stages and key stage

S35: Delivers curriculum using coaching methods that support children's independence, ownership and maximise opportunities to accelerate skill mastery and whole child development

S36: Facilitates whole child development and skill acquisition to influence technical and tactical development in a range of sport and physical activities using the mastery approach

S37: Facilitates whole child development and skill acquisition through positive learning environments and behaviour management strategies

S38: Facilitates whole child development and skill acquisition through technological advancements and wider performance support mechanisms

S39: Plans safe, inclusive and effective sessions that consider each child's unique development needs, educational targets and curriculum plans

S40: Prepares for sessions by organising resources, conducting event risk assessment and ensures safe operating procedures in line with school health and safety policy

S41: Delivers safe, inclusive and effective sessions and makes adaptations in the moment to engage children through tailored coaching and communication methods for maximum impact

S42: Evaluates sessions to monitor children's mastery of knowledge and skills and shape future plans as part of the continuous enquiry cycle

S43: Measure and evaluate the impact of the coaching pedagogies and school support systems on the mastery of physical education standards compared with initial profiles and targets

S44: Methods to measure and evaluate the impact of coaching practice on school standards by comparing children's results against local and national benchmarks

S45: Proactively responds to sector strategies, social change agendas, national and local trends in physical activity participation and contemporary influences

S46: Embraces the community category, context, culture, codes, stakeholders and public sector duty to deliver effective coaching pedagogies and processes

S47: Promotes holistic wellbeing to control/contain stressors experienced by participants in local communities and the wider societal context

S48: Profiles participants to measure whole child/person development dimensions considering cognitive, social, emotional and physiological capabilities

S49: Profiles participants motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific sport and physical activity contexts to enable goals to be agreed

S50: Designs high-quality curriculum that embed participant's unique profiles, engagement and enrichment goals and development capabilities

S51: Delivers curriculum using targeted coaching processes in order to maximise participant's access and opportunities for long-term engagement and enrichment

S52: Facilitates whole child/person development and skill acquisition to that influence psycho-motor and whole child/person development in the physical activity context

S53: Facilitates whole child/person development and skill acquisition through positive learning environments and behaviour management strategies that encourage independence and enhance motivation

S54: Facilitates whole child/person development and skill acquisition through technological advancements and wider community support mechanisms

S55: Plans safe, inclusive and effective sessions that consider each participant's unique motives, access and development needs, goals and curriculum plans

S56: Prepares for sessions by organising resources, conducting event risk assessment and ensures safe operating procedures in line with organisational health and safety policy

S57: Delivers safe, inclusive and effective sessions and makes adaptations in the moment to engage and enrich participant through tailored coaching and communication methods for

maximum impact

S58: Evaluates sessions to monitor engagement, enrichment and whole child/person development dimensions to shape future plans as part of the continuous enquiry cycle

S59: Measures the impact of the coaching pedagogies and community support systems on the sustainability of positive behaviour, engagement and enrichment compared to initial profiles, motives and goals

S60: Measures the impact of coaching practice on social change associated with access, participation, performance, equality and wellbeing by comparing results against local and national benchmarks

Behaviours

B1: Sector advocate: acts as an ambassador for the organisation and sector both internally and externally.

B2: Ethical: accepts responsibility, is committed to equality, diversity, human rights and safe practice

B3: Influences: motivates key stakeholders by tailoring solutions meet their unique needs

B4: Inspires: leads by example, acts with integrity, builds trust and demonstrates respect for others.

B5: Collaborates: demonstrates awareness of own and others' working styles and collaborates to achieve positive outcomes

B6: Resilient: adapts when dealing with challenges by maintaining focus, self-control and is flexible to changing work environment and people demands

B7: Results orientated: influences change by soliciting and acting on feedback to deliver results

B8: 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.

Qualifications

English & Maths

Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Does the apprenticeship need to include any mandated qualifications in addition to the above-mentioned English and maths qualifications?

No

Professional Recognition

This standard has professional recognition.

BODY	LEVEL
The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)	4

Involved Employers

Consultation

Following extensive re-drafting of the duties and KSBs after submission of the proposal, we consulted with over 30 employers, sector bodies, training providers and an EPAO. Several conference calls were held to discuss the changes and agree a way forward that would work for the sector and Institute requirements whilst ensuring fully competent graduates. There was some disagreement from the employers as to the suggested changes in terminology as many of these are sector wide recognised terminology that need to be tested in end point. We are however confident that the submission now meets the needs of the Institute and can be made to work by the employers and training providers. The EPAO has confirmed that the EPA plan will produce a robust assessment of apprentices.

Supporting Uploads

Mandatory qualification uploads

Professional body confirmation uploads