



## CIMSPA PROFESSIONAL STANDARD

# Coach

(FULL STANDARD)

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# CIMSPA PROFESSIONAL STANDARD: Coach

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### ABOUT THIS STANDARD

This document is a CIMSPA Professional Standard (full version).

This full version of the standard is available to CIMSPA awarding organisation, skills development, higher education and further education partners.

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# 1. Overview

## Professional Standard: Coach

This Professional Standard outlines the role and scope of a Coach and the essential knowledge and skills that are needed to meet the requirements of the sector minimum deployment standards.

This full version of this standard is available to CIMSPA awarding organisation, skills development, higher education and further education partners. It provides guidance for the development of educational products that will be endorsed by CIMSPA.

The Coach sits in the sport and physical activity sector as part of the community sport industry.

The agreed industry prerequisite to become a Coach is to have achieved a CIMSPA endorsed educational product that meets this Professional Standard.

### This Professional Standard Coach can be used as follows:

1. Combined with a specialism to form an educational product: e.g. Occupation: Coach; Population Specialism: Working with Children.
2. Combined with an additional specialism(s) to form an education product: e.g. Occupation: Coach; Environment Specialism: Working in the School Environment (Out of Curriculum); Population Specialism: Working with Children.
3. As a standalone product that can be completed as continuing professional development: e.g. working with secondary-school children.

### Endorsed qualification logo

Qualifications that meet the requirements of this CIMSPA Professional Standard will display this official CIMSPA endorsement logo.



## 2. Scope of the Coach

A Coach will improve a participant's experience of sport and physical activity by providing specialised support and guidance aligned to their individual needs.

- Coaches can, and do, have an inspirational effect on individuals, groups and communities.
- They lead the planning, preparation, delivery, continuous evaluation and review of a series of sport and/or physical activity sessions.
- They ensure the culture and environment is designed to meet a participant's welfare needs and allow them the opportunity to achieve their goals and meet their aspirations. The participant's development as a person is central to the Coach's activity. This means tailoring to the participant's needs and taking an inclusive approach.
- They work with participants, and a range of others such as other coaches, colleagues, volunteers, parents, teachers, youth workers and health professionals, to ensure the experience is the very best it can be.

Coaches that meet this standard will be able to work with a broad range of participants with different needs in different types of environment. They will have demonstrated the ability to work with a group of participants in an environment to suit their needs over a period of time sufficient enough to show improvement against an individual's needs and aspirations.

### 3. CIMSPA membership eligibility

Graduates of this standard will meet the requirements to be a CIMSPA Coaching Practitioner. They will:

#### **UNDERSTAND**

- How to work with a range of participants with different needs over a period of time sufficient enough to show improvement against an individual's needs and aspirations.

#### **HAVE DEMONSTRATED**

- The ability to work with a group of participants over a period sufficient enough to show improvement against an individual's needs and aspirations.

Additional specialist standards (population, environment or technical) can be added to educational products to widen the scope of the role and enable an individual to show their expertise in additional populations, in different environments and with technical specialisms.

#### **Examples of specialisms that may be added:**

- Working with children.
- Working in the school environment.
- Working with people with medical conditions.

*Refer to the CIMSPA Professional Standards Matrix for a comprehensive overview as to how job roles relate to populations, environments and technical specialisms.*

## 4. Summary of knowledge and skills

### Coach

Topic	Knowledge and understanding	Skills
<b>Maximising the participant experience</b>	<ul style="list-style-type: none"><li>• How to engage, communicate, obtain feedback and support participants in the safe enjoyment of coached activities.</li><li>• How to have a participant-focused approach to coaching.</li><li>• How to maximise the participant experience through understanding their needs to support participant retention.</li><li>• How the customer service elements combined will lead to the overall participant experience.</li></ul>	<ul style="list-style-type: none"><li>• Create positive and lasting first impressions.</li><li>• Develop relationships with participants through excellent communication skills, technical knowledge and acting on feedback to enhance the participant experience.</li><li>• Show excellence in a participant-focused approach to coaching, demonstrating the ability to retain participants through a programme.</li><li>• Evidence a clear focus on acting as an advocate to grow participation in the sport or physical activity.</li></ul>
<b>Welfare of participants and providing a safe and inclusive coaching environment</b>	<ul style="list-style-type: none"><li>• How to understand the welfare needs and positively manage participant behaviours.</li><li>• How to prepare safe activity areas and how to safely set up, dismantle and store equipment.</li></ul>	<ul style="list-style-type: none"><li>• Organise own work tasks alongside colleagues to ensure a positive, safe and inclusive learning environment.</li><li>• Ensure participant welfare needs are met and ensure the positive management of behaviour.</li><li>• Demonstrate the ability to deliver dynamic risk assessments.</li></ul>
<b>The Coach and their role within an organisation and sector</b>	<ul style="list-style-type: none"><li>• How to provide and work under appropriate supervision, and within professional boundaries.</li><li>• How the Coach's role and responsibilities as part of a team can support the effective operation of the coaching activity and services.</li><li>• How to influence and manage stakeholders that support the coaching process.</li><li>• Explain why they are coaching, the need to have a coaching philosophy, and the broader impact coaching can have upon participants: e.g. self-confidence, and communities.</li></ul>	<ul style="list-style-type: none"><li>• Work within professional boundaries using skills such as: appropriate supervision of coaching assistants, problem solving, time management, interpreting information and using own initiative.</li><li>• Influence and manage stakeholders that support the coaching process.</li></ul>

Topic	Knowledge and understanding	Skills
<b>Professional practice</b>	<ul style="list-style-type: none"> <li>Recognise good practice for coaches in the industry through professional ethics, values and appropriate legislation such as data protection and confidentiality in order to support the health, safety and welfare of participants and others.</li> <li>How to develop themselves, and any coaching team, by maintaining a high level of relevant knowledge through a range of mechanisms and regular related professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a high-quality participant-focused service through excellence in the coaching environment and the application of best practice in areas such as developing relationships, duty of care, and risk management.</li> <li>Demonstrate lawfulness, tact and discretion when handling participant data.</li> <li>Develop their own skills and behaviours through a range of mechanisms and regular professional development.</li> </ul>
<b>Working with a coaching team</b>	<ul style="list-style-type: none"> <li>How the various roles and assistants: e.g. parent or carer, assistant coach, young volunteer, apprentice, activity assistant and non-coaching volunteers, for example club welfare officers, can add value to the coaching environment.</li> <li>Knowledge of the skills required and parameters of each role and how to deploy them appropriately and safely in line with policies and procedures: e.g. which positions require a DBS check.</li> </ul>	<ul style="list-style-type: none"> <li>Able to supervise a coaching team to provide safe, engaging sessions aligned to the objectives of the organisation and/or programme.</li> <li>Demonstrate diligence in the recruitment, checks, mentoring and support offered to assistant coaches.</li> </ul>
<b>Plan, prepare deliver, continuously evaluate and review coaching sessions</b>	<ul style="list-style-type: none"> <li>How to plan and prepare inclusive, safe and effective coaching sessions tailored to the needs of a range of participants within the scope of practice.</li> <li>Identify the current recognised national/international guidelines for developing the components of skill/fitness in order to increase participant confidence and competence.</li> <li>Identify the technical requirements of skill development appropriate to the coached activity.</li> <li>How to monitor and review safe and effective coaching sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Plan, prepare, deliver and continually evaluate inclusive, safe and effective coaching sessions for a range of participants, using appropriate equipment and methods.</li> <li>Ability to adapt their sessions based on continual evaluation providing intervention where appropriate.</li> <li>Evaluate the effectiveness of the coaching sessions to ensure they are engaging, varied and progressive, to meet participants' needs and goals.</li> <li>Develops creative solutions based on current best practice.</li> </ul>

Topic	Knowledge and understanding	Skills
<b>Plan, prepare, deliver, continuously evaluate and review coaching programmes</b>	<ul style="list-style-type: none"> <li>• How to plan inclusive, safe and effective coaching programmes tailored to the needs of participants ensuring their welfare needs are met and within the scope of practice.</li> <li>• Identify all factors that need to be considered in the planning process for a coaching programme: e.g. participant retention.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and deliver an inclusive, safe and effective coaching programme for a range of participants, using appropriate equipment and methods.</li> <li>• Evaluate the effectiveness of the coaching programme to ensure it is engaging, varied, progressive to participants' needs/goals and seeks to increase and enthuse further participant engagement.</li> <li>• The Coach is able to plan for future participant development relevant to their goals, outlining their next steps for retention and/or progression.</li> </ul>
<b>Industry legislation and guidance, organisational policies and procedures</b>	<ul style="list-style-type: none"> <li>• What legislation and organisational policies and procedures are relevant for coaches.</li> <li>• How relevant industry legislation and organisational policies and procedures impact on a Coach's day-to-day role and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Adhere to relevant industry legislation and organisational policies and procedures in line with organisational guidelines and best professional practice.</li> </ul>



## 5. Product development guidance

This section is aimed at organisations developing formal educational products mapping to this Professional Standard. The requirements should be considered in the development of all educational products seeking CIMSPA endorsement.

The CIMSPA Professional Development Board (PDB) has agreed any of the formal educational products listed in the table below can be developed for the role of Coach. Where evidence that all elements of the Professional Standard are included, CIMSPA endorsement can be sought.

<b>Educational product</b>	<b>Mapping requirements</b>	<b>Professional Standard achieved on attainment?</b>
Regulated vocational qualification	Fully mapped	YES
Apprenticeship programme	Fully mapped	YES
HE programme/modules	Fully mapped	YES

All formal educational products that are seeking CIMSPA endorsement must be submitted to CIMSPA and should include all elements outlined in the Professional Standard and assessed in line with the intention of the standard.

Education providers seeking CIMSPA endorsement for a product against this Professional Standard are asked to consider the following:

- a) They determine and justify the level of the product they have developed, in line with regulator guidance. To ensure parity, the level for all educational products that fully map to this Professional Standard should be the same.

The level assigned is determined by leading awarding organisations currently offering qualifications in the sector in which the role resides.

This is not a first-to-post exercise but one in which education providers are invited to submit their levelled units/full qualification for review as part of the CIMSPA endorsement process.

Once agreed by CIMSPA, all subsequent fully-mapped educational products must conform to the level set for this Professional Standard.

Level descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at a given level and it should be ensured that educational products fully mapping to this Professional Standard are a 'best-fit' for the level assigned.

- b) They determine the total qualification time for the qualification/unit and outline the minimum requirements for practical assessment.

For the role of Coach, sufficient time between the first session and final assessment needs to be allowed to show improvements in the participant's skill development, lifestyle, health, and fitness dependent on the goals identified.

For example, to show behaviour change within an individual, a plan that covers a 12-week period of delivery should evidence the specific criteria from the standard and assessments should

evidence full competency of these skills ready for the individual to be deployed into the workplace.

- c) They stipulate practical assessment must be conducted, in a real- world environment with 'real participants. For example, 'on the job' or at work. For the role of Coach this could include; sports hall, swimming pool, outdoors, or other appropriate spaces

The use of peers for an end-point practical assessment is not deemed appropriate.

Reasonable adjustments can be applied where specific circumstances make this unviable: e.g. delivery in the prison sector.

- d) Their quality assurance meets the appropriate regulator's guidance, including: internal and external quality assurance, staffing requirements and assessment generation and evidence.

## 6. Learning and development requirements (LDRs)

The LDRs outline the key areas of learning and assessment that should be contained within any educational product seeking CIMSPA endorsement against a Professional Standard. There are 8 key areas of learning and development for the job role of Coach, of which all areas are interconnected and mandatory. The key areas are:

1. Maximising the participant experience.
2. Welfare of participants and providing a safe and inclusive coaching environment.
3. The Coach and their role within the organisation.
4. Professional practice.
5. Working with a coaching team.
6. Plan, prepare, deliver, continuously evaluate and review coaching sessions.
7. Plan, prepare, deliver, continuously evaluate and review the coaching programme.
8. Industry legislation and guidance, organisational policies and procedures.

N.B. Examples (e.g.) are given within the LDRs to provide an overview of the knowledge and skills most relevant to the role: It is not mandatory to assess learners against 100% of the examples provided, however, sufficient coverage to ensure occupational competence on achievement must be ensured. This will be reviewed as part of the CIMSPA endorsement process.

## 1. Maximising the participant experience

Ref	Knowledge and understanding:	A Coach must:
K1.1	Participant needs	<ul style="list-style-type: none"><li>• Identify the local demographics of their organisation's participants.</li><li>• Describe how local demographics affect the coaching offer.</li><li>• Summarise participant expectations and aspirations within the coaching environment.</li><li>• Explain how to build social support and inclusion within the coaching environment.</li><li>• Explain how to obtain feedback to support participant retention.</li></ul>
K1.2	Customer service	<ul style="list-style-type: none"><li>• Explain the organisation's products and offer.</li><li>• Describe a typical participant journey in the coaching environment.</li><li>• Describe how to present themselves in a professional and approachable manner in line with organisational standards.</li><li>• Explain the importance of participant retention and how to influence this.</li></ul>
K1.3	Participant engagement	<ul style="list-style-type: none"><li>• Identify different methods to engage with participants: e.g. face-to-face, telephone, written (letters, email, posters), social media and digital technology.</li><li>• Identify behaviour management strategies to support ongoing participant engagement.</li><li>• Identify learning theories to support personalised learning.</li><li>• Describe different types of conflict and how to manage them.</li><li>• Explain different methods to build rapport in order to maximise the participant experience.</li><li>• Explain how to promote the safe and enjoyable use of the coaching environment.</li><li>• Explain the importance of being accessible and approachable to participants.</li></ul>
K1.4	Communication	<ul style="list-style-type: none"><li>• Explain different communication techniques and how to use them:<ul style="list-style-type: none"><li>– Observation/non-verbal techniques/body language.</li><li>– Open/closed questioning.</li><li>– Active listening.</li></ul></li><li>• Describe how to adapt communication methods to meet the needs of participants from differing backgrounds, cultures, sport/activity experience etc.</li></ul>
K1.5	Participant feedback	<ul style="list-style-type: none"><li>• Summarise different methods to obtain participant feedback and channels of recording and reporting in line with organisational procedures.</li><li>• Explain the feedback cycle.</li><li>• Explain the impact of the Coach's role on the participant experience.</li></ul>

Ref	Skills:	A Coach must be able to:
S1.1	Participant data	<ul style="list-style-type: none"> <li>• Interpret participant data in order to understand the different types of participants and their needs.</li> <li>• Use participant data to amend sessions or programmes appropriately.</li> </ul>
S1.2	Participant engagement	<ul style="list-style-type: none"> <li>• Demonstrate participant engagement: e.g. induct the participant and deal with participant enquiries.</li> <li>• Implement behaviour management strategies to support ongoing participant engagement.</li> <li>• Apply learning theories to support personalised learning.</li> </ul>
S1.3	Customer service	<ul style="list-style-type: none"> <li>• Demonstrate exemplary customer service using for example: problem solving, discretion, influencing, teamwork, suitable language, etc.</li> </ul>
S1.4	Develop rapport with participants	<ul style="list-style-type: none"> <li>• Develop rapport with participants in a friendly and approachable manner; respecting equality and diversity.</li> </ul>
S1.5	Professional demeanour	<ul style="list-style-type: none"> <li>• Demonstrate a professional demeanour: e.g. uniform and personal attributes and positive first impressions.</li> </ul>
S1.6	Communication	<ul style="list-style-type: none"> <li>• Demonstrate communication methods appropriate to the participant.</li> </ul>

## 2. Welfare of participants and providing a safe and inclusive coaching environment

Ref	Knowledge and understanding:	A Coach must:
K2.1	The person	<ul style="list-style-type: none"> <li>• Identify the main things a coach should know about each individual participant: e.g. motivations, personal background and health background.</li> </ul>
K2.2	Inclusive coaching environment	<ul style="list-style-type: none"> <li>• Describe what makes an inclusive coaching environment.</li> <li>• Describe what makes an equitable coaching environment.</li> <li>• Describe how to positively manage participant behaviour.</li> <li>• Identify basic learning theory to support personalised learning.</li> </ul>
K2.3	Duty of care	<ul style="list-style-type: none"> <li>• Describe the Coach's role in the duty of care of the participant.</li> </ul>
K2.4	Specific equipment	<ul style="list-style-type: none"> <li>• Describe the different types of equipment: e.g. simple, complex and powered.</li> </ul>
K2.5	Safe systems of work	<ul style="list-style-type: none"> <li>• Explain normal operating procedures including: safe assembly, dismantling and storage of equipment, adhering to manufacturer and national governing body guidelines, manual handling techniques, safe and serviceable equipment policies, environmental policies and maintenance inspection plans for specific equipment.</li> </ul>
K2.6	Personal safety	<ul style="list-style-type: none"> <li>• Identify any personal protective equipment.</li> <li>• Explain normal operating plans (NOP) and emergency action plans (EAP).</li> </ul>
K2.7	Hazards	<ul style="list-style-type: none"> <li>• Identify hazards relating to facility, activity, and people: e.g. weather impact, insufficient protective equipment and sudden cardiac death.</li> <li>• Describe how to report a hazard.</li> </ul>

Ref	Knowledge and understanding:	A Coach must:
K2.8	Stakeholders	<ul style="list-style-type: none"> <li>Identify the stakeholders that might require influencing.</li> <li>Describe how to influence them to achieve coaching objectives.</li> </ul>
K2.9	Impact of coaching	<ul style="list-style-type: none"> <li>Describe how coaching has a wider impact upon participants and communities.</li> </ul>

Ref	Skills:	A Coach must be able to:
S2.1	Engaging participants	<ul style="list-style-type: none"> <li>Engage with each individual participant in a safe and inclusive way.</li> <li>Apply learning theory to support personalised learning.</li> </ul>
S2.2	Supporting participants	<ul style="list-style-type: none"> <li>Demonstrate that participant needs are being met.</li> </ul>
S2.3	Positive behaviour management	<ul style="list-style-type: none"> <li>Implement behaviour management strategies to support ongoing participant engagement.</li> </ul>
S2.4	Preparing for activities	<ul style="list-style-type: none"> <li>Plan and safely prepare inclusive coaching activities appropriate to the participants.</li> </ul>
S2.5	Hazards	<ul style="list-style-type: none"> <li>Demonstrate appropriate action to deal with hazards based on the level of risk, including dynamic risk assessment.</li> </ul>
S2.6	Assemble, dismantle and store equipment	<ul style="list-style-type: none"> <li>Demonstrate the application of safe systems of work for a range of specific equipment.</li> </ul>
S2.7	Teamwork	<ul style="list-style-type: none"> <li>Demonstrate teamwork skills across the coaching environment.</li> </ul>
S2.8	Communication	<ul style="list-style-type: none"> <li>Demonstrate inclusive verbal, non-verbal and written communication, whilst undertaking duties.</li> </ul>
S2.9	Stakeholders	<ul style="list-style-type: none"> <li>Demonstrate the ability to manage and influence stakeholders to create a positive coaching environment.</li> </ul>

### 3. The Coach and their role within the organisation

Ref	Knowledge and understanding:	A Coach must:
K3.1	Organisational structure and goals	<ul style="list-style-type: none"> <li>Describe the organisation's structure, lines of reporting, vision, mission and goals.</li> </ul>
K3.2	Roles and responsibilities	<ul style="list-style-type: none"> <li>Describe how the roles and responsibilities of colleagues within the organisation can support an effective coaching environment.</li> </ul>
K3.3	Own role	<ul style="list-style-type: none"> <li>Describe how to work whilst embracing professional boundaries, codes of conduct, own role, personal responsibilities and contribution: e.g. coaching the whole person.</li> </ul>
K3.4	Organisational role	<ul style="list-style-type: none"> <li>Explain the Coach's role as part of a team in supporting the smooth operation of the coaching environment, and coaching activities in line with the organisation's aims and objectives: e.g. normal operating plans (NOP), emergency action plans (EAP), risk assessments, supervision, customer charter, etc.</li> </ul>

<b>Ref</b>	<b>Knowledge and understanding:</b>	<b>A Coach must:</b>
<b>K3.5</b>	Internal and external measures	<ul style="list-style-type: none"> <li>Identify internal and external performance measures: e.g. participant satisfaction, Clubmark, participant goal achievement and team goal achievement.</li> </ul>
<b>K3.6</b>	Coaching motivations and philosophy	<ul style="list-style-type: none"> <li>Express their own coaching motivations, reasons for coaching and what they are trying to achieve.</li> <li>Explain how to further develop own coaching philosophy.</li> </ul>
<b>K3.7</b>	Stakeholders	<ul style="list-style-type: none"> <li>Identify stakeholders that might require influencing.</li> <li>Describe how to influence them to achieve coaching objectives.</li> </ul>

<b>Ref</b>	<b>Skills:</b>	<b>A Coach must be able to:</b>
<b>S3.1</b>	Problem solving	<ul style="list-style-type: none"> <li>Demonstrate problem solving skills and use of own initiative to ensure the smooth running of the coaching environment.</li> </ul>
<b>S3.2</b>	Time management	<ul style="list-style-type: none"> <li>Plan and prepare coaching activities to start and finish on time.</li> </ul>
<b>S3.3</b>	Communication and teamwork	<ul style="list-style-type: none"> <li>Demonstrate different communication methods and referral to colleagues when outside own professional boundary.</li> <li>Demonstrate teamwork skills.</li> </ul>
<b>S3.4</b>	Interpreting information	<ul style="list-style-type: none"> <li>Demonstrate processing of information and how to follow instructions using professional judgement.</li> </ul>
<b>S3.5</b>	Working safely	<ul style="list-style-type: none"> <li>Demonstrate conscientious working practices.</li> </ul>
<b>S3.6</b>	Coaching motivations and philosophy	<ul style="list-style-type: none"> <li>Demonstrate that the motivation for coaching matches the participants' motivations.</li> <li>Demonstrate and articulate own coaching philosophy.</li> </ul>
<b>S3.7</b>	Stakeholders	<ul style="list-style-type: none"> <li>Demonstrate the ability to manage and influence stakeholders to create a positive coaching environment.</li> </ul>

#### **4. Professional practice**

<b>Ref</b>	<b>Knowledge and understanding:</b>	<b>A Coach must:</b>
<b>K4.1</b>	Conduct	<ul style="list-style-type: none"> <li>Describe how to conduct themselves and portray a professional image: e.g. respectful of participants and other professionals, positive, honest, empowering, motivating, trustworthy, committed, non-judgemental, consistent, a good role model, with professional personal conduct and integrity.</li> </ul>
<b>K4.2</b>	Ethics	<ul style="list-style-type: none"> <li>Explain professional ethics related to own role: e.g. duty of care, professional membership, role boundaries/scope of practice and responsibilities, representation of skills, abilities, and knowledge, interface with other relevant professionals, business practices and professional code of conduct.</li> </ul>

<b>Ref</b>	<b>Knowledge and understanding:</b>	<b>A Coach must:</b>
<b>K4.3</b>	Legislation and organisational procedures	<ul style="list-style-type: none"> <li>Identify current legislation and organisation procedures relevant to own role such as: data protection, participant confidentiality, conflict of interest, health and safety at work, disclosure and barring service procedures (DBS checks), safeguarding children and adults at risk, equality and diversity, personal liability insurance, reporting of injuries, first aid regulations, individual organisational policies and procedures.</li> </ul>
<b>K4.4</b>	Good practice	<ul style="list-style-type: none"> <li>Identify good practice regarding conduct, ethics, legislation and organisational procedures.</li> </ul>
<b>K4.5</b>	Self-development	<ul style="list-style-type: none"> <li>Identify sources of support to develop themselves.</li> </ul>
<b>K4.6</b>	Team development	<ul style="list-style-type: none"> <li>Identify sources of support to assist colleagues.</li> </ul>

<b>Ref</b>	<b>Skills:</b>	<b>A Coach must be able to:</b>
<b>S4.1</b>	Responsibility and professional duty of care to participants	<ul style="list-style-type: none"> <li>Ensure participant safety and wellbeing at all times.</li> <li>Demonstrate compliance with relevant legal responsibilities: e.g. health and safety at work, equality and diversity, safeguarding, data protection, hazard identification, safe working practices, ethical and professional conduct).</li> <li>Demonstrate appropriate duty of care to participants.</li> </ul>
<b>S4.2</b>	Clarify roles and responsibilities	<ul style="list-style-type: none"> <li>Demonstrate to the participant the Coach's role, responsibilities and limitations in providing assistance: e.g. scope of practice, duty of care.</li> </ul>
<b>S4.3</b>	Developing self	<ul style="list-style-type: none"> <li>Demonstrate a commitment to their own ongoing development.</li> </ul>
<b>S4.4</b>	Developing teams	<ul style="list-style-type: none"> <li>Demonstrate a commitment to developing a positive learning culture.</li> </ul>

## 5. Working with a coaching team

<b>Ref</b>	<b>Knowledge and understanding:</b>	<b>A Coach must:</b>
<b>K5.1</b>	Types of assistant	<ul style="list-style-type: none"> <li>Explain how the different types of assistants and their professional boundaries, required skills and roles and responsibilities, can add value to the coaching environment.</li> </ul>
<b>K5.2</b>	Those who support the coaching process	<ul style="list-style-type: none"> <li>Identify those who support the coaching process and their required skills, roles and responsibilities: e.g. club welfare officer.</li> <li>Explain the duty of care within the coaching team.</li> </ul>
<b>K5.3</b>	Recruitment of the coaching team	<ul style="list-style-type: none"> <li>Explain the appropriate use of assistants, with all assistants meeting the legal requirements: e.g. all have undertaken disclosure and barring checks, had an induction and the appropriate training i.e. safeguarding.</li> </ul>



<b>Ref</b>	<b>Skills:</b>	<b>A Coach must be able to:</b>
<b>S5.1</b>	Use assistants effectively	<ul style="list-style-type: none"> <li>• Demonstrate the ability to use coaching assistants to deliver safe and engaging sessions.</li> <li>• Demonstrate a duty of care to the coaching assistant.</li> </ul>
<b>S5.2</b>	Appropriate recruitment of assistants	<ul style="list-style-type: none"> <li>• Demonstrate the appropriate use of assistants, with all assistants meeting the legal requirements: e.g. all have undertaken disclosure and barring checks, had an induction and the appropriate training i.e. safeguarding.</li> </ul>
<b>S5.3</b>	Appropriate support of assistants	<ul style="list-style-type: none"> <li>• Demonstrate support for the coaching assistant's learning and development.</li> <li>• Demonstrate appropriate management of the coaching assistant.</li> </ul>

## **6. Plan, prepare deliver, continually evaluate and review coaching sessions**

<b>Ref</b>	<b>Knowledge and understanding:</b>	<b>A Coach must:</b>
<b>K6.1</b>	Planning and preparation	<ul style="list-style-type: none"> <li>• Describe how to plan inclusive, safe and effective coaching sessions including core elements such as: <ul style="list-style-type: none"> <li>- Organisational requirements linked to the delivery of sessions.</li> <li>- Information sources that a coach can use when planning and preparing sessions.</li> <li>- The types of information needed to plan sessions.</li> <li>- How to promote participant's rights and choices through effective programme planning and delivery.</li> <li>- How to plan and record activities that will help the participants achieve their aims.</li> <li>- How to assess individual needs including those related to disability.</li> <li>- The importance of identifying both an overall series goal and individual sessional goals within the series.</li> <li>- Why goals should be linked, progressive and consistent with the overall aims of the programme and or series.</li> <li>- The process and considerations for planning a balance of activities and coaching methods for each session, that will motivate the participants and achieve the planned goals for individuals and groups.</li> <li>- The importance of planning realistic timings, sequences, intensity and duration of the activities.</li> <li>- The types of resources and equipment you need to deliver the sessions.</li> <li>- The importance of organising your resources for your planned sessions, checking the resources meet specific rules and regulations (if necessary).</li> <li>- The importance of producing a contingency plan or amending a session plan based on a risk assessment.</li> <li>- Where to refer any participant whose needs and potential you cannot meet to a competent person or agency.</li> </ul> </li> </ul>

Ref	Knowledge and understanding:	A Coach must:
K6.2	Delivery	<ul style="list-style-type: none"> <li>• Describe how to deliver safe and effective coaching sessions including core elements such as:               <ul style="list-style-type: none"> <li>- The Coach's responsibilities during a session including:                   <ul style="list-style-type: none"> <li>○ Health and safety requirements.</li> <li>○ Duty of care of participants and others.</li> <li>○ Organisational procedures.</li> <li>○ Techniques.</li> <li>○ Skill development.</li> <li>○ Rules and codes for the sessions you are leading.</li> </ul> </li> <li>- How to prepare participants for a session.</li> <li>- The process of starting a session.</li> <li>- The components of physical and skill-related fitness.</li> <li>- How to assess participants' readiness to participate in a session.</li> <li>- The importance of confirming and, if necessary, revising the plans for a session.</li> <li>- The importance of agreeing the goals with the participants and explaining the rationale, implementation and review process.</li> <li>- The importance of continually providing participants with information about the session and how it supports their goals and aspirations.</li> <li>- The value, purpose and delivery of warm-up sessions and the importance of ensuring the delivery of warm-up activities that are linked to the goals of the session.</li> <li>- How to identify specific technical content or activities based on participants' needs.</li> <li>- How to deliver planned activities.</li> <li>- The process of setting goals, and awareness of SMART (or other) goals.</li> <li>- Stages of participant development.</li> <li>- Impact of stages of development on coaching practice.</li> <li>- How to give clear and correct demonstrations and explanations of physical skill development and the development of mental skills.</li> <li>- The importance of ensuring all participants have the opportunity to take part in the planned sessions.</li> <li>- Why it is important to observe the performance of participants during the activity.</li> <li>- The importance of taking account of the participant feedback and contributing to the feedback on the participant performance.</li> <li>- How to ensure the maintenance of the safety of participants and others safety.</li> <li>- The importance of adapting your session where required to meet the needs of the participants.</li> <li>- The value, purpose and delivery of cool-down activities and the importance of ensuring the delivery of cool-down activities that are linked to the goals of the session.</li> <li>- How to conclude sessions.</li> </ul> </li> </ul>
K6.2	Delivery (continued)	<ul style="list-style-type: none"> <li>• How to assess, set and agree development plans with participants to meet their needs.               <ul style="list-style-type: none"> <li>- Why it is important to ensure that participants have the information they require about future sessions.</li> <li>- The importance of leaving the venue and equipment in a condition acceptable for future use.</li> </ul> </li> </ul>

Ref	Knowledge and understanding:	A Coach must:
K6.3	Evaluation and continual review	<ul style="list-style-type: none"> <li>• Describe how to evaluate safe and effective coaching sessions including core elements such as:               <ul style="list-style-type: none"> <li>- The purpose and importance of continual review of sessions.</li> <li>- The types of information that a coach needs to collect to review sessions.</li> <li>- How to identify valid sources of feedback from others to aid your review.</li> <li>- How to improve the planning and delivery of future sessions for participants and self.</li> <li>- The importance of discussing and agreeing the outcome of the review with participants and others.</li> <li>- The importance of reviewing all aspects of the planning and delivery of sessions.</li> <li>- The importance of measuring how effective individual activities have been.</li> <li>- How to use self-reflective processes to quality assure and identify any development actions that may be required.</li> <li>- Factors that impact on the ability to identify own development needs.</li> <li>- The types of development activities that are available to coaches and how to access these.</li> <li>- How to complete a development plan and the importance of recording the outcomes of your review for future reference.</li> <li>- How to use information taken from the review to improve future sessions.</li> <li>- When and how you would adapt future sessions to meet the outcomes of your review.</li> <li>- How to measure the quality of the coaching experience and participants' development.</li> </ul> </li> </ul>

Ref	Skills:	A Coach must be able to:
S6.1	Planning and preparation	<ul style="list-style-type: none"> <li>• Develop a plan to deliver safe and effective coaching sessions, to include a Coach's ability to:               <ul style="list-style-type: none"> <li>- Collect and record the information you need to prepare the plan.</li> <li>- Identify participant needs and implications for planning.</li> <li>- Identify the overall session aims.</li> <li>- Select and plan activities that will help the participants achieve their aims.</li> <li>- Ensure goals are linked, progressive and consistent with the overall aims.</li> <li>- Plan activities for each session that will motivate the participants and achieve the planned goals.</li> <li>- Agree the overall aims of the session with the participants and others.</li> <li>- Plan timings, sequences, intensity and duration of the session.</li> <li>- Organise resources for your planned sessions.</li> <li>- Produce a contingency plan or amend the session, based on a risk assessment.</li> <li>- Refer any participants whose needs you cannot meet to a competent person or agency.</li> </ul> </li> </ul>
S6.2	Delivery	<ul style="list-style-type: none"> <li>• Deliver safe and effective coaching sessions to include a Coach's ability to:               <ul style="list-style-type: none"> <li>- Adhere to the guidelines and procedures for safeguarding and protecting children and vulnerable adults.</li> <li>- Prepare participants for sessions.</li> <li>- Assess participants' readiness to participate.</li> <li>- Confirm and, if necessary, revise plans for the session.</li> <li>- Explain and agree the goals with the participants.</li> <li>- Provide participants with information about the session and how it supports their goals.</li> <li>- Deliver warm-up activities linked to the goals of the session.</li> <li>- Provide technical explanations and demonstrations that meet the needs of the participants.</li> <li>- Identify specific technical content or activities based on participants' needs.</li> <li>- Ensure all participants have the opportunity to take part in the planned sessions.</li> <li>- Observe and analyse the participants' performance.</li> <li>- Provide the participants with feedback on their performance.</li> <li>- Ensure the maintenance of the safety of participants and others.</li> <li>- Adapt your coaching session where required to meet the needs of the participants.</li> <li>- Deliver cool down activities linked to the goals of the session.</li> <li>- Agree personal development needs with the participants.</li> <li>- Make sure the participants have the information they require about future sessions.</li> <li>- Leave the venue and equipment in a condition acceptable for future use.</li> </ul> </li> </ul>
S6.3	Evaluation and ongoing review	<ul style="list-style-type: none"> <li>• Evaluate safe and effective coaching sessions to include a Coach's ability to:               <ul style="list-style-type: none"> <li>- Conduct reviews at timely opportunities.</li> <li>- Collate evidence to support the review of the sessions, to include self-reflection.</li> <li>- Identify how to improve the planning and delivery of future sessions for participants and self.</li> <li>- Discuss and agree your review with participants and others.</li> <li>- Record the review.</li> <li>- Adapt future sessions to meet the outcomes of the review.</li> </ul> </li> </ul>

## 7. Plan, prepare, deliver, continually evaluate and review coaching programmes

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Ref	Knowledge and understanding:	A Coach must:
K7.1	Planning and preparation	<ul style="list-style-type: none"><li>• Describe how to plan safe and effective coaching programmes including core elements such as:<ul style="list-style-type: none"><li>- The types and sources of information and materials that need to be collated to support the design of the programme.</li><li>- The importance of identifying the demands of the sport/activity and how these can be used to inform the design of the programme.</li><li>- The importance of reviewing your analysis of the participants' level of development, motivation and actual and potential performance to inform goal setting.</li><li>- How to recognise and address any possible barriers to participant development and when to complete reasonable adaptations to programme design, delivery methods and coaching styles.</li><li>- How to plan the programme in relation to recreation, competition and training cycles.</li><li>- The principles and processes involved in planning and periodisation.</li><li>- The importance of identifying and agreeing programme goals with participants and others.</li><li>- How to plan the resources required for the programme.</li><li>- The importance of planning the focus and priority of each stage of the programme.</li><li>- The importance of explaining to others their roles and responsibilities.</li><li>- How to develop methods for evaluating performance that are safe, valid and reliable.</li><li>- How to both plan a schedule for the evaluation of the programme and understand the importance of sharing this schedule with participants and others.</li><li>- The importance of recording and sharing the programme content in a format that will help you and others to implement it.</li></ul></li></ul>

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Ref	Knowledge and understanding:	A Coach must:
K7.2	Delivery	<ul style="list-style-type: none"> <li>• Describe how to deliver safe and effective coaching programmes including core elements such as:               <ul style="list-style-type: none"> <li>- The importance of agreeing roles and responsibilities of participants and others involved in the programme and then sharing these.</li> <li>- How to manage risk and monitor participants and others according to health and safety requirements.</li> <li>- The importance of ensuring participants and others have access to equipment and facilities to meet their needs.</li> <li>- How to manage and maintain participant engagement in the programme.</li> <li>- The importance of maintaining regular communication with participants and others throughout the programme.</li> <li>- The importance of adapting your coaching and style of leadership to meet the needs of the participants and others.</li> <li>- Learning styles and theories.</li> <li>- The implementation and management of skills acquisition, physical conditioning and mental skills within the programme.</li> <li>- The importance of continually monitoring and reviewing the programme.</li> <li>- When to modify the programme to ensure sessions meet the programme goals.</li> <li>- The importance of evaluating the participants' progress with them and others at agreed points during the programme.</li> <li>- How to adapt the programme goals based on the participants' progress and circumstances.</li> <li>- The importance of providing support and feedback to others involved in the programme.</li> <li>- The importance of utilising others to support participant development and welfare and when to seek specialist advice on participants' needs and potential that you cannot meet, from a competent person or agency.</li> </ul> </li> </ul>

Ref	Knowledge and understanding:	A Coach must:
K7.3	Evaluation and ongoing review	<ul style="list-style-type: none"> <li>• Describe how to evaluate safe and effective coaching programmes including core elements such as:               <ul style="list-style-type: none"> <li>- How to complete a programme evaluation.</li> <li>- The importance of monitoring and reviewing the methods selected during the programme planning.</li> <li>- How evidence analysis from the monitoring and review process informs evaluation results.</li> <li>- The importance of involving others in the evaluation process.</li> <li>- How to manage contributions from others.</li> <li>- How to ensure evaluation outcomes are effectively communicated to participants and others.</li> <li>- How to measure the quality of the coaching experience and participant development.</li> <li>- Methods of collating and recording recommendations for improvement.</li> <li>- How to complete a report on the evaluation findings.</li> <li>- The importance of implementing recommendations for improvement within current and future programmes.</li> <li>- The skills, knowledge and organisational requirements for yourself and others.</li> <li>- How to develop a personal action plan for yourself and others.</li> <li>- The importance of continually updating and recording your personal action plan.</li> <li>- How to complete an evaluation of yourself and others.</li> <li>- The importance of taking account of the organisation's objectives when evaluating both your own performance, and the performance of others.</li> <li>- How to identify and source opportunities for continual professional development.</li> <li>- Why it is important to evaluate with others how well the developmental activities have met both your organisation's and own development needs.</li> <li>- The importance of maintaining records of continuing professional development of yourself and others.</li> </ul> </li> </ul>

Ref	Skills:	A Coach must be able to:
S7.1	Planning and preparation	<ul style="list-style-type: none"> <li>• Develop a plan to deliver safe and effective coaching programmes to include the Coach's ability to:               <ul style="list-style-type: none"> <li>- Collate sources of information and materials that can help you to design a programme.</li> <li>- Identify the demands of the sport/activity to inform programme design.</li> <li>- Review your analysis of the participants' level of development, actual and potential performance to inform goal setting.</li> <li>- Address any possible barriers to participants' development including reasonable adaptations to programme design, delivery methods and coaching styles.</li> <li>- Plan the programme in relation to recreation, competition and training cycles.</li> <li>- Identify and agree programme goals with participants and others.</li> <li>- Plan the resources required for the programme.</li> <li>- Plan the focus and priority of each stage of the programme.</li> <li>- Explain to others their roles and responsibilities.</li> <li>- Develop methods for evaluating performance that are safe, valid and reliable.</li> <li>- Plan a schedule for the programme evaluations and share this with participants and others.</li> </ul> </li> </ul>
S7.2	Delivery	<ul style="list-style-type: none"> <li>• Deliver a safe and effective coaching programme to include the Coach's ability to:               <ul style="list-style-type: none"> <li>- Agree roles and responsibilities of participants and others involved and share in the programme.</li> <li>- Manage risk and monitor participants and others according to health and safety requirements.</li> <li>- Make sure participants and others have access to equipment and facilities.</li> <li>- Manage and maintain participant engagement in the programme.</li> <li>- Manage the implementation of skills acquisition, physical conditioning and mental skills development within the programme.</li> <li>- Maintain regular communication with participants and others.</li> <li>- Adapt your coaching and leadership style to meet the needs of participants and others.</li> <li>- Modify the programme to ensure sessions meet their goals.</li> <li>- Evaluate progress with the participants at agreed points during the programme.</li> <li>- Adapt the programme goals based on the participants progress and circumstances.</li> <li>- Provide support and feedback to others involved in the programme.</li> <li>- Seek specialist advice from others to support the development and welfare of participants.</li> </ul> </li> </ul>



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<b>Ref</b>	<b>Skills:</b>	<b>A Coach must be able to:</b>
<b>S7.3</b>	Evaluation and ongoing review	<ul style="list-style-type: none"><li>• Evaluate safe and effective coaching programmes, including the Coach's ability to:<ul style="list-style-type: none"><li>- Monitor and review a programme using methods identified during the planning of the programme.</li><li>- Involve others in the monitoring and review process.</li><li>- Analyse the evidence from the monitoring and review process.</li><li>- Complete a programme evaluation.</li><li>- Discuss the outcomes of the evaluation outcomes with participants and others.</li><li>- Collate recommendations for improvement and report on these findings.</li><li>- Implement recommendations for improvement to current and future programmes.</li><li>- Identify the skills, knowledge and organisation's requirements for both yourself and others within a personal action plan.</li><li>- Evaluate own performance and the performance of others.</li><li>- Identify developmental opportunities that will meet agreed development needs.</li><li>- Evaluate with others how well your developmental activities have met both your organisation's and own development needs.</li><li>- Review your personal action plan.</li></ul></li></ul>

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## 8. Industry legislation and guidance, organisational policies and procedures

Ref	Knowledge and understanding:	A Coach must:
K8.1	Organisational policies and procedures	<ul style="list-style-type: none"><li>• Explain organisational policy and procedures including:<ul style="list-style-type: none"><li>- Normal operating plans (NOP).</li><li>- Emergency action plans (EAP).</li><li>- Risk assessment.</li><li>- Admissions policy.</li><li>- Safeguarding policy.</li><li>- Equality and diversity policy.</li><li>- Insurance requirements.</li></ul></li></ul>
K8.2	Legal and regulatory requirements	<ul style="list-style-type: none"><li>• Explain key legal and regulatory requirements including:<ul style="list-style-type: none"><li>- Equality Act 2010.</li><li>- Children's Act 1989.</li><li>- Children's Act 2004.</li><li>- The Care Act 2014.</li><li>- Mental Capacity Act 2005.</li><li>- Data Protection Act 1998.</li><li>- General Data Protection Regulations.</li></ul></li></ul>
K8.3	Sector guidance	<ul style="list-style-type: none"><li>• Describe key relevant sector guidance from:<ul style="list-style-type: none"><li>- National governing bodies (NGB).</li><li>- Health and Safety Executive (HSE).</li><li>- Sport England.</li><li>- The Child Protection in Sport Unit (CPSU).</li><li>- Government led independent reviews, for example duty of care.</li></ul></li></ul>
Ref	Skills:	A Coach must be able to:
S8.1	Sector guidance	<ul style="list-style-type: none"><li>• Demonstrate adherence to relevant organisational policies and procedures.</li><li>• Demonstrate adherence to relevant legal and regulatory requirements.</li><li>• Demonstrate adherence to relevant sector guidance.</li></ul>

## 7. Acknowledgements

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