



CIMSPA PROFESSIONAL STANDARD

Entry Manager

(FULL STANDARD)

Includes specialist content:

- Leisure Operations Management
- Exercise and Fitness Management
- Sports Development Management
- Coaching System Management

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CIMSPA PROFESSIONAL STANDARD: Entry Manager

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ABOUT THIS STANDARD

This document is a CIMSPA professional standard (full version).

The full version of this standard is available to CIMSPA awarding organisation, training provider, higher education and further education partners.

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1. Overview

Professional Standard: Entry Manager

This Professional Standard outlines the role and scope of an Entry Manager 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, training provider, higher education and further education partners. It provides guidance for the development of educational products that will be endorsed by CIMSPA.

The Entry Manager Professional Standard covers job roles that sit within the sport and physical activity sector as part of all industries.

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

This Professional Standard: Entry Manager can be used as follows:

1. Combined with management specialist content to form an education product: e.g. Occupation: Entry Manager; Management Specialist Content: Exercise and Fitness Management.
2. Combined with an occupation standard and additional specialism(s) to form an educational product: e.g. Occupation: Entry Manager; Management Specialist Content: Exercise and Fitness Management; Technical Specialism: Safeguarding and Protecting 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 Entry Manager

Entry Managers are employed in the sport and physical activity sector as individuals operating in a first-line management position, who are able to work independently under some supervision and direction.

They may be, for example, coordinators, team leaders or duty managers. They could be working as a first-line manager in leisure or fitness, or as a sports development officer or community sport and health officer.

When they have achieved an education product aligned with this standard they will have:

- Demonstrated both knowledge and skills in a range of management related topics under the themes of service improvement, people management and development, business functions and operations and risk management at the entry management level.
- Developed personal effectiveness in their management role and contributed to organisational performance.

Employers should support those meeting this professional standard with training, mentoring and supervised experience to gain knowledge and skills as a key part of their career progression, to enable them to undertake a management role and prepare them for future progression.

Structure of the Entry Manager Professional Standard

The Entry Manager Professional Standard is comprised of the core and specialist topics. There are:

- 11 core topics split into four key management themes.
- Four specialist content areas (Leisure Operations Management, Exercise and Fitness Management, Sports Development Management and Coaching System Management) comprising of seven specialist topics.

These core and specialist topics are as follows:

CORE TOPICS

NOTE: All core topics must be covered.

Key management theme 1: Service improvement

1. Resolve customer complaints.
2. Manage and improve customer service delivery.

Key management theme 2: People management and development

3. Recruitment, selection and induction practice.
4. Performance management.
5. Principles of leadership and management.
6. Teamwork principles.

Key management theme 3: Business function

7. Manage a budget.
8. Principles of sales.
9. Managing communications in the workplace.

Key management theme 4: Operations and risk management

10. Manage health and safety in own areas of responsibility.
11. Manage a project.

SPECIALIST TOPICS

NOTE: only one of the three specialist options below needs to be completed.

Leisure Operations Management

12. Principle of sales
13. Sales targets.
14. Leisure operations management.

Exercise and Fitness Management

15. Principles of sales.
16. Sales targets.
17. Exercise and fitness management.

Sports Development Management

18. Sports development management.

Coaching System Management

19. Coaching system management.

The core topics contained within the Entry Manager Professional Standard are split into four key themes, and all are mandatory. Those creating education products seeking endorsement against the Entry Manager Professional Standard should develop a product that covers all of the core topics and the specialist content appropriate to the role.

The chosen specialist topics to be completed should be appropriate to the Entry Manager's job role.

3. CIMSPA membership eligibility

Graduates of this standard will meet the requirements to be a CIMSPA Member. They will have understood and have demonstrated appropriate knowledge and skills based on their management specialism:

Management Specialist Content: Entry Leisure Operations Manager

Entry Leisure Operations Managers will:

UNDERSTAND:

- How to improve leisure services, manage and develop people and manage operations and risks in a leisure environment.

HAVE DEMONSTRATED:

- Improvements in leisure services, managing and developing people and their ability to manage operations and risks in a leisure environment.

Management Specialist Content: Entry Exercise and Fitness Manager

Entry Exercise and Fitness Managers will:

UNDERSTAND:

- How to improve exercise and fitness services, manage and develop people and manage operations and risks in an exercise and fitness environment.

HAVE DEMONSTRATED:

- Improvements in exercise and fitness services, managing and developing people and their ability to manage operations and risks in an exercise and fitness environment.

Management Specialist Content: Entry Sports Development Manager

Entry Sports Development Managers will:

UNDERSTAND:

- How to improve sports development services, manage and develop people and manage operations and risks in a sports development environment.

HAVE DEMONSTRATED:

- Improvements in sports development services, managing and developing people and their ability to manage operations and risks in sports development environment.

Management Specialist Content: Coaching System Manager

Entry Coaching System Managers will:

UNDERSTAND:

- How to improve coaching system programmes and services, manage and develop people and manage operations and risks within coaching system environments.

HAVE DEMONSTRATED:

- The ability to improve coaching system programmes and services, manage and develop people and manage operations and risks within coaching system environments.

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

Entry Manager – core

Topic	Knowledge and understanding	Skills
KEY MANAGEMENT THEME 1: SERVICE IMPROVEMENT		
Resolve customer complaints	<ul style="list-style-type: none"> The monitoring and resolution of customer complaints. 	<ul style="list-style-type: none"> Deal with customer complaints.
Manage and improve customer service delivery	<ul style="list-style-type: none"> How to monitor the quality of customer service interactions. How to organise the delivery of reliable customer service. 	<ul style="list-style-type: none"> Prepare to monitor the quality of customer service interactions. Monitor the quality of customer service interactions. Maintain customer service delivery.
KEY MANAGEMENT THEME 2: PEOPLE MANAGEMENT AND DEVELOPMENT		
Recruitment, selection and induction practice	<ul style="list-style-type: none"> The principles and theories underpinning recruitment, selection and induction practice. 	<ul style="list-style-type: none"> Support the recruitment of people into an organisation. Select people for the role. Induct people into an organisation.
Performance management	<ul style="list-style-type: none"> Performance management. Training and development. The principles supporting the management of discipline and grievance cases. The principles of coaching and mentoring. 	<ul style="list-style-type: none"> Manage yourself. Support colleagues with their professional development.
Principles of leadership and management	<ul style="list-style-type: none"> The principles of effective decision making. Different leadership styles and models. Different theories of management. The role, functions and processes of management. Performance measurement. 	
Teamwork principles	<ul style="list-style-type: none"> The different roles and responsibilities within a team. The concepts of culture and behaviour relating to organisations. 	<ul style="list-style-type: none"> Develop a plan to improve co-operation within a team. Make decisions in different situations. Review team performance. Allocate and assure the quality of a team's work.
KEY MANAGEMENT THEME 3. BUSINESS FUNCTIONS		
Manage a budget	<ul style="list-style-type: none"> How to identify financial requirements. How to set budgets. 	<ul style="list-style-type: none"> Manage a budget. Evaluate the use of a budget.

Topic	Knowledge and understanding	Skills
Principles of sales	<ul style="list-style-type: none"> • The sales market. • How to generate and qualify sales leads. 	
Managing communications in the workplace	<ul style="list-style-type: none"> • How to communicate in own business environment. • How to use communication to build relationships with stakeholders. 	<ul style="list-style-type: none"> • Manage interpersonal communication skills. • Manage workplace communications.
KEY MANAGEMENT THEME 4. OPERATIONS AND RISK MANAGEMENT		
Manage health and safety in own area of responsibility	<ul style="list-style-type: none"> • Responsibilities and liabilities in relation to legislation in the workplace. • How to manage health and safety risks in own area of responsibility. • The environmental impact of work activities. 	<ul style="list-style-type: none"> • Review the implementation of health and safety policy in own area of responsibility. • Communicate health and safety policy in own area of responsibility. • Monitor health and safety in own area of responsibility.
Manage a small project	<ul style="list-style-type: none"> • The management of a small project. 	<ul style="list-style-type: none"> • Plan a small project. • Manage a small project. • Evaluate the effectiveness of a small project.

Leisure Operations Management specialist content

Topic	Knowledge and understanding	Skills
Principle of sales	<ul style="list-style-type: none">• The use of IT in sales.• The sales cycle.• The buyer decision-making process.• Selling face-to-face.• Closing a sale.	
Sales targets	<ul style="list-style-type: none">• How sales targets are calculated.• The use of sales targets.• How to collect sales-related data.• How to evaluate sales performance.	
Leisure operations management	<ul style="list-style-type: none">• Context of leisure management.	

Exercise and Fitness Management specialist content

Topic	Knowledge and understanding	Skills
Principle of sales	<ul style="list-style-type: none">• The use of IT in sales.• The sales cycle.• The buyer decision-making process.• Selling face-to-face.• Closing a sale.	
Sales targets	<ul style="list-style-type: none">• How sales targets are calculated.• The use of sales targets.• How to collect sales-related data.• How to evaluate sales performance.	
Exercise and Fitness management	<ul style="list-style-type: none">• Context and of leisure management.	

Sports Development Management specialist content

Topic	Knowledge	Skills
Sports development management	<ul style="list-style-type: none">• The structure of sport and physical activity in the UK.• The background and major issues in provision of sport and physical activity.• Background and history to sports development.	<ul style="list-style-type: none">• Involve, motivate and retain volunteers.• Contribute to developing, promoting and evaluating services.• Facilitate community sport and physical activity.

Topic	Knowledge	Skills
Sports development management (continued)	<ul style="list-style-type: none"> Understand the sports development industry. 	

Coaching System Management specialist content

Topic	Knowledge and understanding	Skills
Coaching System management	<ul style="list-style-type: none"> The importance of the organisation's ability to target the right audience for recruitment purposes. How to design effective coach learning and assessments including the use of settings, channels, formats, and delivery. The role of the education sector in providing coach learning and assessment opportunities. How inter-agency and multi-agency partnerships can support organisations to maximise resource and achieve coach learning and assessment objectives. 	

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 following formal educational products can be developed for the role of Entry Manager, where evidence that all elements of the Professional Standard are included CIMSPA endorsement can be sought.

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

All formal educational products which are seeking CIMSPA endorsement must be submitted to CIMSPA for endorsement 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.
- c) They stipulate practical assessment must be conducted, where practically possible, in a real-world environment: for example, 'on the job' or at work. For the role of Entry Manager this could include; offices, leisure centres or other appropriate spaces.

Where possible a practical end-point assessment is conducted within a real management environment.

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.

- 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 four key themes with 11 core topics of learning and in addition there are three areas of specialist content (Leisure Operations Management, Exercise and Fitness Management and Sports Development Management) comprising of seven specialist topics for the job role of Entry Manager.

CORE TOPICS

NOTE: All core topics must be covered.

Key management theme 1: Service improvement

1. Resolve customer complaints.
2. Manage and improve customer service delivery.

Key management theme 2: People management and development

3. Recruitment, selection and induction practice.
4. Performance management.
5. Principles of leadership and management.
6. Teamwork principles.

Key management theme 3: Business function

7. Manage a budget.
8. Principles of sales.
9. Managing communications in the workplace.

Key management theme 4: Operations and risk management

10. Manage health and safety in own areas of responsibility.
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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.

7 Learning and development requirements - core

KEY MANAGEMENT THEME 1: SERVICE IMPROVEMENT

1. Resolve customer complaints

Ref	Knowledge and understanding:	An Entry Manager must:
KC1.1	Understand the monitoring and resolution of customer complaints	<ul style="list-style-type: none">• Assess the suitability of a range of monitoring techniques for customer complaints.• Explain how to identify which complaints should prompt a review of the service offer and service delivery.• Explain negotiating techniques used to resolve customer complaints including problem solving and decision making.• Explain conflict management techniques used in dealing with upset customers.• Explain organisational procedures for dealing with customer complaints.• Explain when to escalate customer complaints.• Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint.• Explain the advantages and limitations of offering compensation or replacement products and/or services.

Ref	Skills:	An Entry Manager must be able to:
SC1.1	Be able to deal with customer complaints	<ul style="list-style-type: none">• Confirm the nature, cause and implications of customer complaints.• Take personal responsibility for dealing with complaints.• Communicate in a way that recognises customer problems and understands their points of view.• Explain the advantages and limitations of different complaint response options to customers.• Explain the advantages and limitations of different complaint response options to the organisation.• Keep customers informed of progress.• Agree complaint resolution and solutions with customers that address the complaint, and which are within the limits of their own responsibility.• Record the outcome of the handling of complaints for future reference.• Adhere to organisational policies and procedures, legal and ethical requirements, when dealing with customers' complaints.

2. Manage and improve customer service delivery

Ref	Knowledge and understanding:	An Entry Manager must:
KC2.1	Understand how to monitor the quality of customer service interactions	<ul style="list-style-type: none"> Describe techniques for monitoring the quality of customer service. Explain organisational procedures and guidelines for customer service delivery. Explain the advantages and limitations of different methods for monitoring the quality of customer service. Explain how to construct a representative sample of customer service interactions for monitoring purposes. Explain how to ensure continuous improvement in customer service delivery. Explain how data protection legislation applies to monitoring the quality of customer service. Explain how monitoring actions can identify possible improvements in customer service. Explain techniques used to gather customer feedback.
KC2.2	Understand how to organise the delivery of reliable customer service	<ul style="list-style-type: none"> Explain the resource implications of managing absence, staff sickness and leave and the manager's responsibility for maintaining customer service. Explain the importance in providing reliable and efficient information for customers and the organisation. Explain how to communicate feedback from customers to others. Explain the organisation's procedures and systems for recording, storing, retrieving and supplying customer service information. Explain the role of the customer in the product development life-cycle.
Ref	Skills:	An Entry Manager must be able to:
SC2.1	Be able to prepare to monitor the quality of customer service interactions	<ul style="list-style-type: none"> Identify the criteria against which the quality of customer service will be monitored. Identify a sampling framework that will provide information to achieve monitoring objectives. Select monitoring techniques that are capable of collecting the required information. Ensure that staff and customers are made aware of the fact that they will be monitored.
SC2.2	Be able to monitor the quality of customer service interactions	<ul style="list-style-type: none"> Monitor the quality of customer service with minimal disruption to the business. Assess the quality of customer service against agreed criteria. Identify patterns and trends in colleagues' performance. Give constructive feedback to colleagues on the quality of their customer service.

Ref	Skills:	An Entry Manager must be able to:
SC2.3	Be able to maintain customer service delivery	<ul style="list-style-type: none"> • Maintain service delivery during both very busy periods and unusually quiet periods. • Consistently meet customer expectations. • Balance the time taken when dealing with individual customer queries with the demands of others. • Respond to customer comments in line with own organisation's policy and procedures. • Alert others to repeated comments and trends. • Take action to improve the quality of customer service based on feedback. • Monitor whether actions taken have improved customer service delivery.

KEY MANAGEMENT THEME 2: PEOPLE MANAGEMENT AND DEVELOPMENT

3. Recruitment, selection and induction practice

Ref	Knowledge and understanding:	An Entry Manager must:
KC3.1	Understand the principles and theories underpinning recruitment, selection and induction practice	<ul style="list-style-type: none"> • Explain workforce planning techniques. • Describe the information needed to identify recruitment requirements. • Assess the impact of an organisation's structure and culture on its recruitment and selection policies and practices. • Analyse the factors involved in establishing recruitment and selection criteria. • Evaluate the suitability of recruitment and selection methods for different roles. • Analyse patterns of employment that affect the recruitment of staff. • Explain the factors to be taken into account when developing job specifications, personal specifications and job advertisements. • Understand Human Resources systems (HR) and their legal requirements. • Explain the induction process. • Explain the relationship between human resource and induction processes.

Ref	Skills:	An Entry Manager must be able to:
SC3.1	Be able to support the recruitment of people into an organisation	<ul style="list-style-type: none"> • Determine current staffing needs. • Identify current skills needs from known staffing needs. • Identify future workforce needs. • Contribute to a resourcing plan that addresses known needs within budgetary limitations. • Evaluate the cost-effectiveness of different methods of recruitment for an identified role. • Explain how recruitment policies and practices meet legal and ethical requirements. • Select the method of recruitment for identified roles.
SC3.2	Be able to select people for the role	<ul style="list-style-type: none"> • Plan assessment processes that are valid and reliable. • Provide those involved in the selection process with information to enable them to make informed decisions. • Justify assessment decisions with evidence. • Inform applicants of the outcome of the process in line with organisational procedures. • Evaluate the effectiveness of the selection process. • Adhere to organisational policies and procedures, legal and ethical requirements when carrying out selection assessments.
SC3.3	Be able to induct people into an organisation	<ul style="list-style-type: none"> • Develop induction materials that meet operational and new starters' needs. • Explain to new starters organisational policies, procedures and structures. • Explain to new starters their role and responsibilities. • Explain to new starters their entitlements and where to go for help. • Assess new starters' training needs. • Confirm training is available that meets operational and new starters' needs. • Provide support that meets new starters' needs.

4. Performance management

Ref	Knowledge and understanding:	An Entry Manager must:
KC4.1	Understand performance management	<ul style="list-style-type: none">• Identify the characteristics of an effective performance management system.• Explain the uses of specific, measurable, achievable, realistic and time-bound (SMART) objectives and priorities.• Describe best practice in conducting performance reviews and appraisals.• Explain the factors to be taken into account when managing people's wellbeing and performance.• Explain how performance is managed to meet objectives.• Explain how to give feedback for performance improvement that is motivating.• Explain how to develop practical ways of managing workflows.• Understand the importance of conflict management in the workplace.
KC4.2	Understand training and development	<ul style="list-style-type: none">• Explain the benefits of employee development.• Explain the advantages and limitations of different types of training and development methods.• Explain the role of targets, objectives and feedback in employee development.• Explain how personal development plans support the training and development of individuals, including the use of target setting.• Explain how to make use of planned and unplanned learning opportunities to meet individuals' preferred learning styles.• Explain how to support individuals' learning and development.
KC4.3	Understand the principles supporting the management of discipline and grievance cases	<ul style="list-style-type: none">• Explain the difference between a discipline case and a grievance case and the implications for their management.• Explain sources of advice and expertise on discipline and grievance.• Explain the legal obligations of employers and the rights of employees in relation to discipline and grievance cases.• Explain organisational procedures for the management of discipline and grievance cases.• Explain the communication techniques to be used in the management of discipline and grievance cases.• Explain the types of behaviours that are likely to result in disciplinary proceedings.• Explain the types of actions that are likely to lead to a grievance.• Explain how to carry out investigations into discipline and grievance cases.• Analyse the effect of well managed and poorly managed discipline and grievance cases.• Explain how the outcomes of discipline and grievance cases can be managed.

Ref	Knowledge and understanding:	An Entry Manager must:
KC4.4	Understand the principles of coaching and mentoring	<ul style="list-style-type: none"> Describe the following roles: <ul style="list-style-type: none"> Coach. Mentor. Explain the principles of coaching and mentoring in an organisation.
KC4.5	Understand the change management process	<ul style="list-style-type: none"> Know how to implement operational/team plans through change. Know how to shift and manage resources appropriately through change.

Ref	Skills:	An Entry Manager must be able to:
SC4.1	Manage yourself	<ul style="list-style-type: none"> Assess own career goals and personal development. Set personal work objectives and produce a personal development plan. Develop personal effectiveness. Develop personal network of contacts.
SC4.2	Support colleagues with their professional development	<ul style="list-style-type: none"> Promote the benefits of continuing professional development to colleagues and maintaining accurate records. Set, monitor and track targets of your team. Give colleagues feedback on their work performance. Engage colleagues in identifying information on a range of possible development activities. Discuss and agree personal development plans with colleagues. Support individuals in undertaking development activities.
SC4.3	Be able to manage change effectively	<ul style="list-style-type: none"> Implements operational/team plans through change. Shifts and manage resources appropriately through change.

5. Principles of leadership and management

Ref	Knowledge and understanding:	An Entry Manager must:
KC5.1	Understand the principles of effective decision making	<ul style="list-style-type: none"> Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken. Assess the importance of analysing the potential impact of decision making. Explain the importance of obtaining sufficient valid information to enable effective decision making. Explain the importance of aligning decisions with business objectives, values and policies. Explain how to validate information used in the decision-making process. Explain how to address issues that obstruct the achievement of targets and quality standards. Understand how to gather feedback from different sources and the importance of using this to inform decisions.

Ref	Knowledge and understanding:	An Entry Manager must:
KC5.2	Understand different leadership styles and models	<ul style="list-style-type: none"> • Explain the difference in the influence of managers and leaders on their teams. • Evaluate the suitability and impact of leadership styles in different contexts. • Analyse theories and models of motivation and their application in the workplace.
KC5.3	Understand different theories of management	<ul style="list-style-type: none"> • Identify the different theories and models of management. • Discuss how the different theories and models can be applied to different situations. • Explain the role of motivation in management theories.
KC5.4	Understand the role, functions and processes of management	<ul style="list-style-type: none"> • Analyse a manager's responsibilities for planning, coordinating and supervising work. • Explain how managers ensure that team objectives are met. • Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives. • Analyse theories and models of management. • Explain how the application of management theories guides a manager's actions. • Explain the operational constraints imposed by budgets.
KC5.5	Understand performance measurement	<ul style="list-style-type: none"> • Explain the relationship between business objectives and performance measures. • Explain the features of a performance measurement system. • Explain how to set key performance indicators (KPIs). • Explain the tools, processes and timetable for monitoring and reporting on business performance. • Explain the use of management accounts and management information systems in performance management. • Explain the difference between outcomes and outputs.
KC5.6	Understand equality, diversity and inclusion	<ul style="list-style-type: none"> • Explain the difference between equality, diversity and inclusion. • Explain the responsibility of organisations under current equality legislation. • Describe the potential consequences of not adhering to equality legislation.

6. Teamwork principles

Ref	Knowledge and understanding:	An Entry Manager must:
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KC6.1	Understand the different roles and responsibilities within a team	<ul style="list-style-type: none"> • Summarise different roles and responsibilities within a team. • Explain how to build a rapport with team members. • Explain own role and responsibilities within a team in a given situation. • Describe constraints which may affect the ability to amend team priorities and goals. • Explain how to communicate team roles and their impact on interdependencies to achieve team goals. • Understand people and team management models. • Describe the importance of team dynamics and motivation techniques with teams and individuals. • Describe the different approaches to team management and the difference between managing people and people management. • Know how to facilitate cross team working to support the delivery of organisational objectives.
KC6.2	Understand the concepts of culture and behaviour relating to organisations	<ul style="list-style-type: none"> • Describe the concept of corporate culture and its impact on organisational behaviour. • Explain how different leadership styles can impact on an organisation's culture and behaviour. • Identify the key factors that impact on organisational behaviour. • Describe how the organisation's ethos, culture and values are adopted and delivered by team members.
Ref	Skills:	An Entry Manager must be able to:
SC6.1	Be able to develop a plan to improve co-operation within a team	<ul style="list-style-type: none"> • Explain why co-operation is necessary to achieve a team goal. • Produce an action plan to develop own and other's team working.
SC6.2	Be able to make decisions in different situations	<ul style="list-style-type: none"> • Use decision-making techniques. • Evaluate how decisions have met their objectives. • Evaluate how effectively decisions were communicated.
SC6.3	Be able to review team performance	<ul style="list-style-type: none"> • Summarise skills brought to a team activity by: <ul style="list-style-type: none"> – Self. – Others. • Explain how to interpret feedback from team members and how to incorporate feedback on activity. • Evaluate activity identifying areas for improvement.
SC6.4	Be able to allocate and assure the quality of a team's work	<ul style="list-style-type: none"> • Identify the strengths, competencies and expertise of team members. • Allocate work on the basis of the strengths, competencies and expertise of team members. • Identify areas for improvement in team members' performance outputs and standards. • Amend priorities and plans to take account of changing circumstances. • Recommend changes to systems and processes to improve the quality of work.

KEY MANAGEMENT THEME 3: BUSINESS FUNCTIONS

7. Manage a budget

Ref	Knowledge and understanding:	An Entry Manager must:
KC7.1	Understand how to identify financial requirements	<ul style="list-style-type: none">• Explain how to calculate the estimated costs of activities, resources and overheads needed to achieve objectives.• Analyse the components of a business case to meet organisational requirements.• Describe the business planning and budget-setting cycle.• Understand organisational governance and compliance requirements to ensure effective budget setting and control.
KC7.2	Understand how to set budgets	<ul style="list-style-type: none">• Explain the purposes of budget-setting.• Analyse the information needed to enable realistic budgets to be set.• Explain how to address contingencies.• Explain organisational policies and procedures on budget-setting.

Ref	Skills:	An Entry Manager must be able to:
SC7.1	Be able to manage a budget	<ul style="list-style-type: none"> • Use the budget to control performance and expenditure. • Identify the cause of variations from budget. • Explain the actions to be taken to address variations from budget. • Propose realistic revisions to budget, supporting those recommendations with evidence. • Provide budget-related reports and information within agreed timescales. • Explain the actions to be taken in the event of suspected instances of fraud or malpractice. • Applies organisational governance and compliance requirements to ensure effective budget setting and control.
SC7.2	Be able to evaluate the use of a budget	<ul style="list-style-type: none"> • Identify successes and areas for improvement in budget management. • Make recommendations to improve future budget setting and management.

8. Principles of sales

Ref	Knowledge and understanding:	An Entry Manager must:
KC8.1	Understand the sales market	<ul style="list-style-type: none"> • Describe the characteristics of the sales market: e.g. hospitality, retail, business, public sector, not for profit sector. • Explain the features, benefits and unique selling propositions of own organisation's products and/or services. • Describe own organisation's position in the market. • Describe own organisation's products and/or services in comparison with competitors' offerings. • Describe the benefits of cross-selling within your organisation.
KC8.2	Understand how to generate and qualify sales leads	<ul style="list-style-type: none"> • Explain how to segment customers. • Explain how to "target-market" customers and potential customers. • Describe how to source and gather information about the market and potential customers. • Explain the process for qualifying a prospective customer.

9. Managing communications in the workplace

Ref	Knowledge and understanding:	An Entry Manager must:
KC9.1	Understand how to communicate in own business environment	<ul style="list-style-type: none"> • Explain own use and organisational practice or policy for the following forms of communication: <ul style="list-style-type: none"> - Business greetings. - Telephone communications. - Letter writing. - Business emails. - Record keeping. - Formal business reports. - Business meetings. - Social media. - Presentations.
KC9.2	Understand how to use communication to build relationships with stakeholders	<ul style="list-style-type: none"> • Describe the concept of stakeholders in relation to the organisation. • Describe the principles of stakeholder engagement. • Explain the role of communication in building relationships. • Explain how to communicate with different stakeholders to enhance engagement. • Describe the role of social media in public relations.
Ref	Skills:	An Entry Manager must be able to:
SC9.1	Be able to manage interpersonal communication skills	<ul style="list-style-type: none"> • Audit own communication skills. • Demonstrate use of own communication skills in an organisational setting. • Chair meetings with colleagues or stakeholders. • Evaluate the effectiveness of personal communication skills in own organisation and with employees/colleagues. • Produce a development plan to improve own communication skills, using feedback from others. • Know how to chair meetings, hold challenging conversations and give constructive feedback. • Know how to be self-aware, understand emotional intelligence, unconscious bias and inclusivity.
SC9.2	Be able to manage workplace communications	<ul style="list-style-type: none"> • Plan improvements to workplace communications. • Implement a plan to improve workplace communications. • Develop measures to evaluate the success of a plan to improve workplace communications. • Chairs meetings, holds challenging conversations and gives constructive feedback. • Use effective active listening skills e.g. clarify understanding of conversation, provides constructive feedback.

KEY MANAGEMENT THEME 4: OPERATIONS AND RISK MANAGEMENT

10. Manage health and safety in own area of responsibility

Ref	Knowledge and understanding:	An Entry Manager must:
KC10.1	Understand responsibilities and liabilities in relation to legislation in the workplace	<ul style="list-style-type: none"> Evaluate personal responsibilities and liabilities in line with current health and safety legislation. Describe own organisation's responsibilities and liabilities in line with current health and safety legislation. Identify specialists and industry experts to consult with when health and safety issues arise outside own remit. Explain own organisation's policy for managing serious safety incidents. Describe the principles of law relating to the formation of contracts. Explain the impact of tort law on operations. Describe the legal provisions that affect the management of operations.
KC10.2	Understand how to manage health and safety risks in own area of responsibility	<ul style="list-style-type: none"> Describe the types of health and safety hazards and risks that may arise. Explain how to use systems for identifying hazards and assessing risks. Explain how to manage and implement health and safety procedures. Explain how to report and disseminate information about health and safety. Explain how to escalate an issue to a more senior colleague. Describe the types of actions which should be undertaken to control or eliminate identified hazards and risks.
KC10.3	Understand the environmental impact of work activities	<ul style="list-style-type: none"> Explain the environmental policies that impact on own area of responsibility. Explain how to minimise the environmental impact of work activities. Explain how to identify and report opportunities to improve environmental performance.
Ref	Skills:	An Entry Manager must be able to:
SC10.1	Be able to review health and safety policy in own area of responsibility	<ul style="list-style-type: none"> Review the organisation's health and safety policy against requirements for own area of responsibility. Communicate any recommendations for changes to health and safety policy to relevant individuals.
SC10.2	Be able to communicate health and safety policy in own area of responsibility	<ul style="list-style-type: none"> Communicate the organisation's health and safety policy to all people concerned and other relevant parties. Ensure all people and other relevant parties understand written health and safety policy.

Ref	Skills:	An Entry Manager must be able to:
SC10.3	Be able to monitor health and safety in own area of responsibility	<ul style="list-style-type: none"> • Identify systems for identifying and assessing health and safety hazards and risks. • Assess own working environment against organisation's health and safety policy. • Evaluate health and safety requirements.

11. Manage a small project

Ref	Knowledge and understanding:	An Entry Manager must:
KC11.1	Understand the management of a small project	<ul style="list-style-type: none"> • Explain how to carry out a cost-benefit analysis for a project. • Evaluate the use of risk analysis techniques. • Evaluate project planning and management tools and techniques. • Evaluate the impact of changes to project scope, schedule, finance, risk, quality and resources. • Analyse the requirements of project governance arrangements.

Ref	Skills:	An Entry Manager must be able to:
SC11.1	Be able to plan a small project	<ul style="list-style-type: none"> • Analyse how a project fits with an organisation's overall vision, objectives, plans and programmes of work. • Agree the objectives and scope of proposed projects with stakeholders. • Assess the interdependencies and potential risks within a project. • Develop a project plan with specific, measurable, achievable, realistic and time-bound (SMART) objectives, key performance indicators (KPIs) and evaluation mechanisms appropriate to the plan. • Develop proportionate and targeted plans to manage identified risks and contingencies. • Apply project lifecycle approaches to the progress of a project.
SC11.2	Be able to manage a small project	<ul style="list-style-type: none"> • Allocate resources in accordance with the project plan. • Brief project team members on their roles and responsibilities. • Implement plans within agreed budgets and timescales. • Communicate the requirements of the plans to those who will be affected. • Revise plans in the light of changing circumstances in accordance with project objectives and identified risks. • Keep stakeholders up to date with developments and problems. • Complete close-out actions in accordance with project plans. • Adhere to organisational policies and procedures, legal and ethical requirements when managing a project.

Ref	Skills:	An Entry Manager must be able to:
SC11.3	Be able to evaluate the effectiveness of a small project	<ul style="list-style-type: none">• Conduct periodic reviews of the progress and effectiveness of a project using information from a range of sources.• Evaluate the effectiveness of capturing and managing project-related knowledge.• Report on the effectiveness of plans.

8. Learning and development requirements – Leisure Operations Management specialist content

12. Principles of sale

Ref	Knowledge and understanding:	An Entry Manager must:
KS 12.1 LO	Understand the use of IT in sales	<ul style="list-style-type: none"> • Explain the role, uses and importance of IT systems and information in sales. • Describe how to plan and organise information searches. • Describe how to identify issues and trends in sales-related data. • Explain sales-related information, confidentiality and security requirements.
KS 12.2 LO	Understand the sales cycle	<ul style="list-style-type: none"> • Describe the characteristics of the sales cycle. • Explain how the different stages of the sales cycle affects the approach to the sale. • Describe the uses of the sales cycle in structuring and progressing sales contacts.
KS 12.3 LO	Understand the buyer decision-making process	<ul style="list-style-type: none"> • Describe own organisation's procedures for dealing with buyers. • Explain the importance of defining market segments to understand the buyer. • Explain how buyer behaviour affects the achievement of targets. • Explain the distinction between customer wants and needs. • Explain the difference between consumer buyer decision-making and business-to-business decision-making. • Describe the pressures on customers that influence their buying behaviour.
KS 12.4 LO	Understand the principles of selling face-to-face	<ul style="list-style-type: none"> • Explain the characteristics, advantages and disadvantages of face-to-face selling. • Explain the importance of preparing for the contact. • Describe the stages of selling face-to-face. • Describe how to manage customer behaviour. • Describe how to interpret the customer's reaction as the sale progresses. • Describe how to involve the customer in closing the sale.
KS 12.5 LO	Understand how to close a sale	<ul style="list-style-type: none"> • Explain how to overcome objections. • Explain how to identify verbal and non-verbal buying signals. • Explain how to overcome barriers to closing the sale. • Explain how to identify further potential add-on, up-selling or cross-selling opportunities. • Describe different methods to close a sale.

13. Sales targets

Ref	Knowledge and understanding:	An Entry Manager must:
KS 13.1 LO	Understand how sales targets are calculated	<ul style="list-style-type: none">• Describe the process for forecasting sales and setting sales targets.• Describe the factors that affect the setting of sales targets.• Explain the volume and value of the sales required to meet target figures.• Explain the pricing structure for products and/or services to meet sales targets and maximise revenue.• Explain own organisation's pricing strategy.• Describe a formula for calculating sales values over a period of time.
KS 13.2 LO	Understand the use of sales targets	<ul style="list-style-type: none">• Explain the importance of sales targets for performance purposes.• Explain how past sales targets can inform the setting of future targets.
KS 13.3 LO	Understand how to collect sales-related data	<ul style="list-style-type: none">• Describe the potential sources of sales-related data.• Describe the roles of insight and demographics in sales activities.• Explain the data collection methods for obtaining quantitative and qualitative information.• Describe how data can be used to support sales activities.
KS 13.3 LO	Understand how to evaluate sales performance	<ul style="list-style-type: none">• Describe how to monitor sales performance against targets.• Explain how to evaluate performance against targets.• Describe the factors that can cause variances of performance from target.• Describe the actions to be taken if sales targets are not met.

14. Leisure operations management

Ref	Knowledge and understanding:	An Entry Manager must:
KS 14.1 LO	Understand context of leisure operations management	<ul style="list-style-type: none">• Describe the nature of key agencies in sport and leisure and their relationship with each other.• Explain funding for leisure and how it is administered.• Explain the role of professional bodies and registers in leisure.• Explain the sub-regional (or county where applicable) sports partnerships infrastructure, their networks and connections to national agencies, regional/county governing bodies and local organisations.• Describe the local provision of leisure facilities and activities through local authorities, social enterprises, sports clubs and other community providers.• Describe the local infrastructure and partnerships in leisure and how they connect.• Explain the relationships and partnerships between physical activity, leisure and health professionals and the strategic links between their infrastructures.• Describe international, national and local political ideology and policy that influences leisure policy and processes.• Describe the impact of economic changes on leisure provision and demand for leisure services.• Explain legislation that impacts on leisure provision.• Describe local authorities' structure and the implications for leisure provision.• Describe types and structures of organisations providing leisure services.• Explain types of quality schemes, for example, QUEST and the National Benchmarking Service.• Explain the role of leisure facilities in communities and community planning.• Explain the importance of engaging with the community.• Describe different user groups, for example schools, clubs, community groups, and their different expectations.• Describe different types of leisure facilities and their uses.• Explain how to ensure the sustainability of leisure provision.

9. Learning and development requirements – Exercise and Fitness Management specialist content

15. Principles of sale

Ref	Knowledge and understanding:	An Entry Manager must:
KS 15.1 EF	Understand the use of IT in sales	<ul style="list-style-type: none"> • Explain the role, uses and importance of IT systems and information in sales. • Describe how to plan and organise information searches. • Describe how to identify issues and trends in sales-related data. • Explain sales-related information confidentiality and security requirements.
KS 15.2 EF	Understand the sales cycle	<ul style="list-style-type: none"> • Describe the characteristics of the sales cycle. • Explain how the different stages of the sales cycle affects the approach to the sale. • Describe the uses of the sales cycle in structuring and progressing sales contacts.
KS 15.3 EF	Understand the buyer decision-making process	<ul style="list-style-type: none"> • Describe own organisation's procedures for dealing with buyers. • Explain the importance of defining market segments to understand the buyer. • Explain how buyer behaviour affects the achievement of targets. • Explain the distinction between customer wants and needs. • Explain the difference between consumer buyer decision-making and business-to-business decision-making. • Describe the pressures on customers that influence their buying behaviour.
KS 15.4 EF	Understand the principles of selling face-to-face	<ul style="list-style-type: none"> • Explain the characteristics, advantages and disadvantages of face-to-face selling. • Explain the importance of preparing for the contact. • Describe the stages of selling face-to-face. • Describe how to manage customer behaviour. • Describe how to interpret the customer's reaction as the sale progresses. • Describe how to involve the customer in closing the sale.
KS 15.5 EF	Understand how to close a sale	<ul style="list-style-type: none"> • Explain how to overcome objections. • Explain how to identify verbal and non-verbal buying signals. • Explain how to overcome barriers to closing the sale. • Explain how to identify further potential add-on, up-selling or cross-selling opportunities. • Describe different methods to close a sale.

16. Sales targets

Ref	Knowledge and understanding:	An Entry Manager must:
KS 16.1 EF	Understand how sales targets are calculated	<ul style="list-style-type: none">• Describe the process for forecasting sales and setting sales targets.• Describe the factors that affect the setting of sales targets.• Explain the volume and value of the sales required to meet target figures.• Explain the pricing structure for products and/or services to meet sales targets and maximise revenue.• Explain own organisation's pricing strategy.• Describe a formula for calculating sales values over a period of time.
KS 16.2 EF	Understand the use of sales targets	<ul style="list-style-type: none">• Explain the importance of sales targets for performance purposes.• Explain how past sales targets can inform the setting of future targets.
KS 16.3 EF	Understand how to collect sales-related data	<ul style="list-style-type: none">• Describe the potential sources of sales-related data.• Describe the roles of insight and demographics in sales activities.• Explain the data collection methods for obtaining quantitative and qualitative information.• Describe how data can be used to support sales activities.
KS 16.4 EF	Understand how to evaluate sales performance	<ul style="list-style-type: none">• Describe how to monitor sales performance against targets.• Explain how to evaluate performance against targets.• Describe the factors that can cause variances of performance from target.• Describe the actions to be taken if sales targets are not met.

17. Exercise and fitness management

Ref	Knowledge and understanding:	An Entry Manager must:
KS17.1 EF	Understand the context of exercise and fitness management	<ul style="list-style-type: none">• Describe the size and scope of the exercise and fitness industry.• Describe the contribution of the exercise and fitness industry to the economy and society.• Explain the role and relationships between the public, private and third sectors in exercise and fitness.• Describe the nature of key organisations in the exercise and fitness industry.• Explain the role of professional bodies and registers in exercise and fitness.• Explain the codes of practice which relate to exercise and fitness.• Explain the relationships and partnerships between physical activity, fitness and health professionals and the strategic links between their infrastructures.• Describe the impact of physical activity on health: e.g. physical activity levels sufficient to achieve health benefits and reduce obesity.• Describe the barriers to physical activity and how to address them.• Identify sources of information on career progression, training and education in the exercise and fitness industry.• Identify current trends in the exercise and fitness industry.• Explain the role of innovation and technology in the development of products and services in the exercise and fitness industry.• Describe different types of membership structures in the exercise and fitness industry.• Explain the importance of retention strategies in exercise and fitness.• Describe the job roles and employment patterns in the exercise and fitness industry.

10. Learning and development requirements – Sports Development Management specialist content

18. Sports development management

Ref	Knowledge and understanding:	An Entry Manager must:
KS 18.1 SD	Understand the structure of sport and physical activity in the UK	<ul style="list-style-type: none"> • Describe the structure and function of government departments and their relationship with the UK and home nation sports councils and their international links. • Describe the roles, functions and interrelationships of different types of provision including: public, private and voluntary. • Describe the role of the education sector in providing sport opportunities. • Describe current government sport strategy and the influences upon it including: social inclusion and policies to encourage participation and elite sport. • Describe the complex nature of key agencies in sport and physical activity and their relationship with each other. • Describe the connection between the key national agencies and the regional/sub-regional infrastructure. • Describe regional, sub-regional and local delivery mechanisms for sport.
KS 18.2 SD	Understand the background and major issues in provision of sport and physical activity	<ul style="list-style-type: none"> • Describe key interventions that impact on the development of sport and physical activity provision in the UK. • Describe the impact of major sporting events in terms of securing a sustainable sporting legacy. • Describe the full range of benefits that sport offers society including: <ul style="list-style-type: none"> – Improved individual and community health. – Social cohesion. – Community development. – Economic benefit. • Describe the significance of sport in addressing such issues as: <ul style="list-style-type: none"> – Religious and cultural differences. – Anti-social behaviour and criminal activity. – Economic poverty and long-term unemployment.
KS 18.3 SD	Understand the background and history to sports development	<ul style="list-style-type: none"> • Describe the key sporting and social interventions (or landmarks) that have impacted on the evolution of sports development. • Describe the variety of definitions and models of sports development that have contributed to its complexity.

Ref	Knowledge and understanding:	An Entry Manager must:
KS 18.4 SD	Understand the sports development industry	<ul style="list-style-type: none"> • Describe relevant legislation impacting upon sports development: e.g. organisational, employees and volunteers. • Describe good practice in sports development and how it can be applied in a variety of contexts: e.g. rural, urban, local authority, governing body, education, lone officer and part of a team. • Describe the importance of strategic management and partnership working in sports development. • Describe the development and use of an evidence base for developing sport including: <ul style="list-style-type: none"> - The different data sources. - Data complexity. - Performance management uses. • Explain processes of developing the community 'through' sport: e.g. the achievement of other/wider policy objectives using sport as the tool. • Describe the range of communities and how to actively engage with those most relevant to their role. • Describe the role of the club (including professional clubs) within its NGB and the different approaches taken by NGBs to developing their clubs. • Describe the variety of roles undertaken by volunteers, the networks within which volunteers operate and the organisations that may support them at a local level. • Describe the variety of performance pathways that exist at different levels and within different sports (local to national) to develop talented athletes, coaches and officials.

Ref	Skills:	An Entry Manager must be able to:
SS 18.1 SD	Involve, motivate and retain volunteers	<ul style="list-style-type: none"> • Promote volunteering to potential volunteers. • Involve and motivate volunteers in their organisation. • Encourage volunteers to extend their volunteer roles.
SS 18.2 SD	Contribute to developing, promoting and evaluating services	<ul style="list-style-type: none"> • Design new services in response to identified needs. • Promote new services to potential client groups. • Monitor and evaluate current provision.
SS 18.3 SD	Facilitate community sport and physical activity	<ul style="list-style-type: none"> • Analyse community structures and identify key stakeholders. • Plan, enable and evaluate sport and physical activity development initiatives in the community. • Monitor and evaluate sport and physical activity development initiatives.

11. Learning and development requirements: Coaching System Management specialist content

18. Coaching System Management

Ref	Knowledge and understanding:	An Entry Manager must:
KS 18.1 CS	Understand coach workforce planning	<ul style="list-style-type: none"> • Explain the importance of the organisation's ability to target the right audience for recruitment purposes. • Explain the importance of building a team that is diverse in all parts of the organisation including voluntary, part-time and full-time roles. • Explain how to build a culture that that is innovative and supportive for the development of positive learning. • Explain the importance of implanting strong duty to care links through coaches, communities, participants, athletes, and players.
KS 18.2 CS	Understand how to design and deliver coach learning & assessment	<ul style="list-style-type: none"> • Explain the importance of learning and assessment settings and the impact they can have on practice (eg classroom, virtual, on-the-job/real world) • Explain how to design effective coach learning and assessments including the use of settings, channels, formats, and delivery. • Explain how learning settings, formats and delivery channels can be blended and why this contributes to effective learning for coaching workforce roles. • Explain how to combine learning and assessment into coherent learner journeys, how this improves the quality of experience and why this is important for coaching workforce roles. • Explain the importance of providing a duty to care to individuals accessing learning and/or assessment.
KS 18.3 CS	Understand policy, practice, funding and regulation for coach learning and assessment	<ul style="list-style-type: none"> • Explain the role of the education sector in providing coach learning and assessment opportunities. • Explain how agencies, providers, and independent bodies inter-connect and shape coach learning and assessment in practice (including CIMSPA, UK Coaching, Awarding Bodies, Training Providers, Governing Bodies of Sport, local sport / physical activity agencies and trusts).
KS 18.4 CS	Understand how to implement coach learning and assessment in partnership	<ul style="list-style-type: none"> • Explain how inter-agency and multi-agency partnerships can support organisations to maximise resource and achieve coach learning and assessment objectives. • Explain how externally commissioned expertise/resource can support organisations to achieve coach learning and assessment objectives.

12. Glossary of terms

Learning settings (e.g. classroom, virtual, on-the-job/real world)

Learning delivery channels (e.g. face-to-face, social, digital)

Assessment formats (e.g. peer, summative, formative, synoptic)

Assessment delivery channels (e.g. simulated, virtual, digital, real world)

Blended learning and assessment journeys that combine learning settings, learning delivery channels, assessment formats and assessment delivery channels.

Coaching - Coaching is improving a person's experience of sport and physical activity by providing specialised support and guidance aligned to their individual needs and aspirations.

Many roles make up the coaching workforce: coach, facilitator, instructor, leader, teacher, trainer, activator, coach educator, developer, tutor, assessor, mentor.

Duty to care – Is an ethos focussed on caring for people in a holistic way and encompasses the following areas: Inclusion, Diversity, Mental Health, Well-being and Safeguarding.

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