

## Transcend Level 4 Sports Coach (ST0770)

End-Point Assessment Specification  
Version 01: 01 June 2025

# Welcome!

Welcome to the **Transcend Level 4 Sports Coach End-Point Assessment (EPA) Specification**. Transcend is an EPAO and awarding organisation regulated by Ofqual in England. This document sets out clearly defined assessment requirements and guidance to help training providers, apprentices, and employers effectively manage and achieve a high-quality EPA process. This specification remains dynamic, regularly reviewed and updated to reflect best practice, regulatory compliance, and evolving industry standards. It is the responsibility of providers to ensure the most up-to-date version of the specification.

Part 01: Introduction	Page
Purpose and Objectives	4
Definition of End-Point Assessment	4
Role of a Level 4 Sports Coach	5
Part 02: Entry Eligibility and Requirements	
Apprentice Journey	7
Apprentice Eligibility	8
Gateway Requirements	8
Language of Assessment	8
Part 03: Assessment Methodology	
Overview	9
Grading	10
Timeline	11
Assessment Method 1	12
Assessment Method 2	15
Assessment Method 3	19
Re-sits and Retakes	20

Part 04: Mapping of Knowledge, Skills and Behaviours (KSBs)		
Assessment Method 1: Work based project and presentation with questioning		21
Assessment Method 2: Coaching session plan and practical observation with questioning		24
Assessment Method 3: Professional discussion underpinned by a portfolio		27
Part 05: Grading Descriptors		
Assessment Method 1: Work based project and presentation with questioning		30
Assessment Method 2: Coaching session plan and practical observation with questioning		33
Assessment Method 3: Professional discussion underpinned by a portfolio		35
Appendices		
Appendix 01	Specification version control	38

## Part 01: Introduction

Purpose and Objectives	
Purpose	The primary purpose of the <b>Transcend Level 4 Sports Coach End-Point Assessment</b> is to ensure apprentices are competent, confident, and fully prepared to work effectively as qualified Sports Coaches in various settings including high-performance, community, and educational environments.
Objectives	<p>The key objectives of this qualification are to:</p> <ul style="list-style-type: none"> <li>• Accurately assess apprentices' competence against defined industry standards and apprenticeship criteria.</li> <li>• Promote consistency, fairness, and transparency throughout the assessment process.</li> <li>• Support apprentices in acquiring practical coaching skills, theoretical knowledge, and professional behaviours required to succeed in coaching roles.</li> <li>• Ensure successful apprentices are equipped to deliver impactful coaching, tailored to diverse needs and developmental stages.</li> <li>• Foster continuous professional development and encourage lifelong learning aligned with evolving coaching practices and regulatory standards.</li> <li>• Facilitate clear progression routes into higher education, specialised professional roles, or advanced coaching qualifications.</li> </ul>
Definition of End-Point Assessment	
<p>An End-Point Assessment (EPA) is the final stage in the apprenticeship journey, designed to rigorously evaluate whether an apprentice has gained the skills, knowledge, and behaviours outlined in their apprenticeship standard. Unlike ongoing assessments, the EPA occurs once the apprentice has completed their formal training and is ready to demonstrate full occupational competence.</p> <p>The EPA typically involves a combination of assessment methods such as practical observations, professional discussions, and projects or presentations, all designed to authentically test real-world readiness. Transcend's EPA processes are robust, fair, and transparent, conducted independently to ensure impartiality and industry-standard validation.</p> <p>Successful completion of the EPA signifies that an apprentice is fully qualified and competent to perform effectively in their occupational role, thereby supporting career progression and providing reassurance to employers of the apprentice's capabilities.</p>	

## Role of a Level 4 Sports Coach

In their daily work, a **Sports Coach** interacts with and influences the coaching team including assistant coaches, coaches, managers, sponsors, boards and wider industry support networks. They do this through the design and delivery of their own coaching philosophy and professional practices in line with the organisational visions, strategies, policies and processes. They may also influence professional and governing bodies through their own practice.

Sports Coaches measure the impact of their coaching strategies through analysis of participant, coach, coaching team and organisational perception and performance data. This is then benchmarked against local, national and international trends relevant to the environment in which they are coaching.

Sports Coaches work both autonomously and collaboratively to deliver progressive programmes that align to wider curriculum plans. These are tailored to individuals and diverse groups of participants based on robust profiling techniques and whole person development needs.

Key responsibilities include:

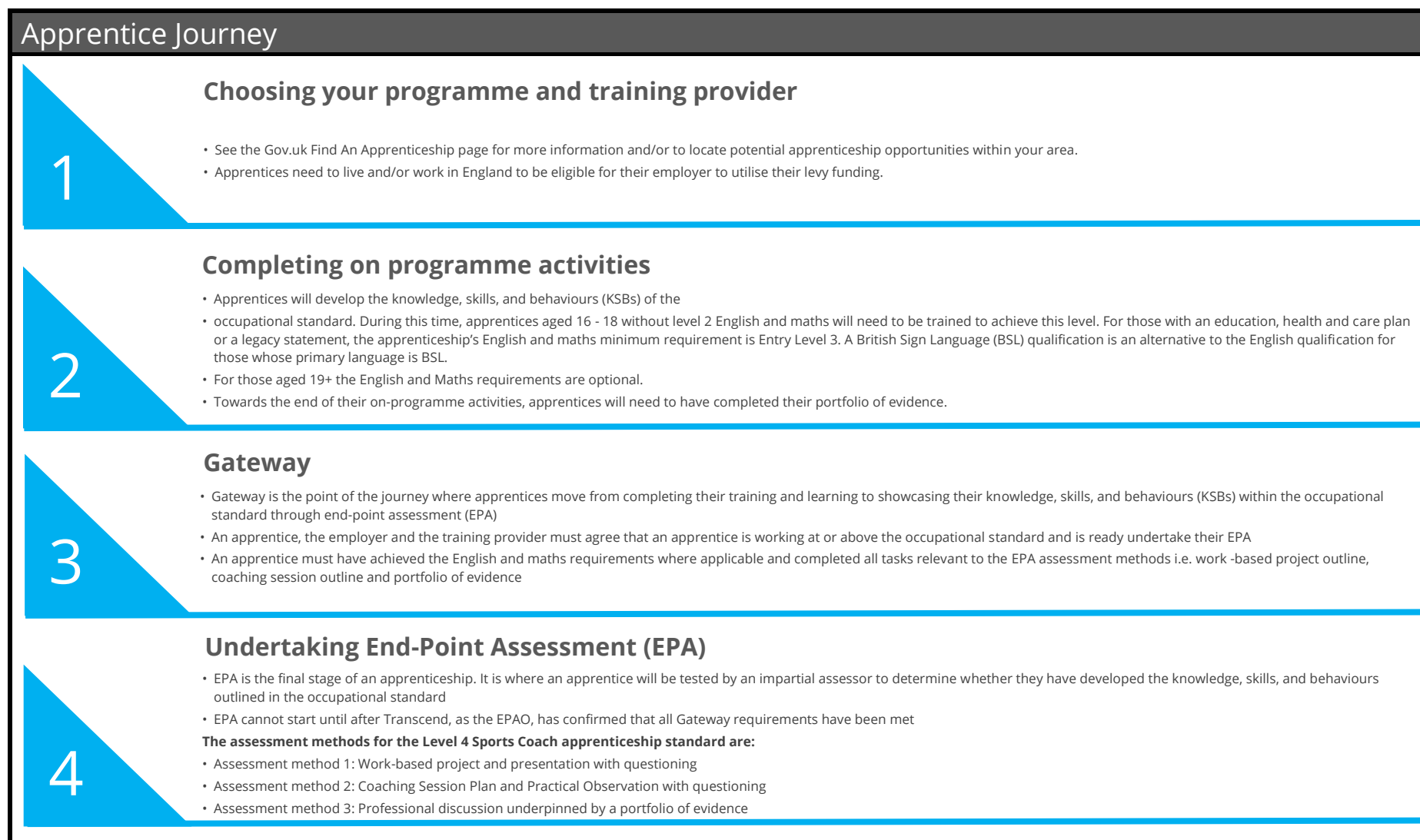
- Planning and delivering structured coaching sessions.
- Adapting sessions to cater to varying participant abilities, goals, and needs.
- Using a range of coaching techniques and interventions to improve participant performance and engagement.
- Managing risks effectively, ensuring sessions are safe and inclusive.
- Conducting performance evaluations and providing constructive feedback.
- Promoting positive behavioural change and motivation in participants.
- Engaging in continuous professional development to stay updated with current coaching methodologies and best practices.
- Collaborating with other professionals, such as physiotherapists and nutritionists, to ensure integrated athlete support.

Successful learners will be able to plan, deliver and review safe, inclusive, progressive coaching programmes and sessions autonomously within their professional scope.

This occupation is found in the sport and physical activity sector in high-performance, community and school environments. This role requires an understanding of both theoretical knowledge and practical skills, enabling coaches to positively influence the physical, psychological, and social development of participants, aligning with industry standards set by professional bodies such as CIMSPA. It is for those who wish to coach progressive programmes autonomously in one of the following professional pathways:

Pathways	Occupation Summary
School Sports Coaches	<p>Design and deliver coaching programmes that focus on the acceleration of sustainable mastery of children's psychomotor skills and wider physical education standards. School sport coaches profile children's cognitive, social, emotional and physical development needs. They measure psychomotor, technical and tactical skills in a range of physical activity contexts drawn from the Department for Education's National Curriculum to enable physical education targets to be agreed. These results are used to create a high-level curriculum plan that considers school term schedules and a 'whole child' development approach.</p> <p>Stakeholders in this environment include children, parents, carers, peers, support staff, such as SENCO and safeguarding officers, teaching assistants, teachers, head teachers and school boards. Wider networks include local authority teams and social services.</p>
Community Sports Coaches	<p>Design and deliver coaching programmes that focus on sustainable engagement and enrichment of participants. They use targeted approaches to the deliver sport and physical activity through community initiatives or clubs, considering Sport England participation and wider government agendas. Community sport coaches profile participant's cognitive, social, emotional and physical development needs. They measure participant motives, behavioural norms, psychomotor, technical and tactical skills in specific sport and physical activity contexts to enable goals to be agreed. These results are used to create a high-level curriculum plan that considers the annual and sporting seasons. They apply a 'whole person/child' development approach and create targeted interventions to promote the accessibility of sessions for diverse groups of participants. In setting the plans they will consider the community support systems and gaps in current provision.</p> <p>Stakeholders in this environment include children, parents, assistant coaches, peers, managers and other community support safeguarding staff. Wider networks include facility managers, local authority staff, charitable workforces and national governing body regional teams.</p>
High Performance Sports Coaches	<p>Design and deliver coaching programmes that focus on the acceleration of sustainable development and high performance of athletes/players to enhance the national and international positioning of the sport. High performance sport coaches profile athlete/player bio-psycho-social attributes, as well as their sport-specific technical and tactical skills to set development and performance goals. These are then used to inform the creation of a high-level curriculum plan that considers practice and competition schedules.</p> <p>Stakeholders in this context include athletes, players, parents, peers, managers, sponsors, professional organisations, national governing bodies and performance support staff such as sport scientists, sports medics and performance analysts.</p>

## Part 02: Entry Eligibility and Requirements



Apprentice Eligibility	
Prior Qualifications	Apprentices should ideally possess a Level 3 qualification in Sports Coaching, Physical Education, Sport Science, or a closely related discipline. However, relevant practical coaching experience demonstrating competence at a similar level may also be considered.
Experience	Apprentices must demonstrate relevant experience within sports coaching environments, evidenced through documented professional practice within their submitted portfolio.
Gateway Requirements	
Before progressing to the End-Point Assessment (EPA), apprentices must meet the following gateway criteria to ensure they are fully prepared for assessment:	
English and Maths Competence	<ul style="list-style-type: none"> <li>Apprentices must have achieved Level 2 qualifications (or equivalent) in both English and Maths*.</li> <li>Acceptable equivalents include GCSEs at grade 4/C or above, Functional Skills Level 2, or international equivalents validated by UK ENIC.</li> </ul> <p>*For those aged 19+ the English and Maths requirements are optional.</p>
Portfolio of Evidence	<ul style="list-style-type: none"> <li>Apprentices are required to submit a comprehensive portfolio demonstrating their practical experience and competency gained throughout the apprenticeship.</li> <li>The portfolio should include documented evidence such as session plans, reflective logs, observations, feedback reports, and any additional supporting materials reflecting their coaching practice and professional development.</li> </ul>
Employer Declaration	<ul style="list-style-type: none"> <li>An official endorsement from the apprentice's employer confirming readiness to undertake EPA, affirming the apprentice meets the required standard for assessment.</li> </ul>
Language of Assessment	
Apprentices must use English only during the assessment of this EPA. An apprentice may be assessed in British Sign Language for the purpose of reasonable adjustment.	



## Part 03: Assessment Methodology

### Overview of End-Point Assessment Methods

The Level 4 Sports Coach standard is made up of core content and three pathways – high-performance environment, community environment and school environment. Apprentices must cover the core content and the content for one pathway.

Apprentices must spend a minimum of 12 months on-programme<sup>1</sup> (before Gateway) working towards the occupational standard but typically spend 18 months.

Following the on-programme learning period apprentices will pass through gateway and then enter their end-point assessment (EPA) period.

The EPA for this standard is made up of three assessments:

- Work based project and presentation with questioning
- Coaching session plan and practical observation with questioning
- Professional discussion underpinned by a portfolio

These assessments are typically completed within a six-month period, but a timeline will be agreed with the apprentice's employer and the independent end-point assessor (IEPA) at a planning meeting once the apprentice has passed gateway.

At Gateway, apprentices must submit a project outline in preparation for the project and presentation EPA and a coaching session outline in preparation for the practical observation with questioning. Apprentices must also submit a portfolio of evidence. The portfolio will not be directly assessed but will underpin the professional discussion.

Once the outline project and Gateway have been approved, the apprentice will have a maximum of 12 weeks to carry out their work-based project and complete a project report and presentation materials.

The project report and presentation must be submitted no later than 12 weeks after the start of the EPA period.

<sup>1</sup> From 1<sup>st</sup> August 2025, the new minimum duration will be 8 months. There are exceptions to this rule which can be found in the Apprenticeship Funding Rules 2025/2026.

We will provide apprentices with a minimum of two weeks' notice prior to the presentation being delivered to ensure that they have sufficient notice for preparation.

Following approval of the coaching session outline at Gateway, the apprentice will be given 10 working days to submit the full session outline and risk assessment.

We will provide apprentices with two weeks' notice prior to the professional discussion taking place and will provide the IEPA with two weeks to review the portfolio submitted at Gateway prior to the discussion.

The assessment methods can be delivered in any order as the result of one assessment method does not need to be known before starting the next.

We will use Microsoft Teams to conduct the presentation and professional discussion assessments and will make arrangements for recording the presentation and professional discussion assessment methods.

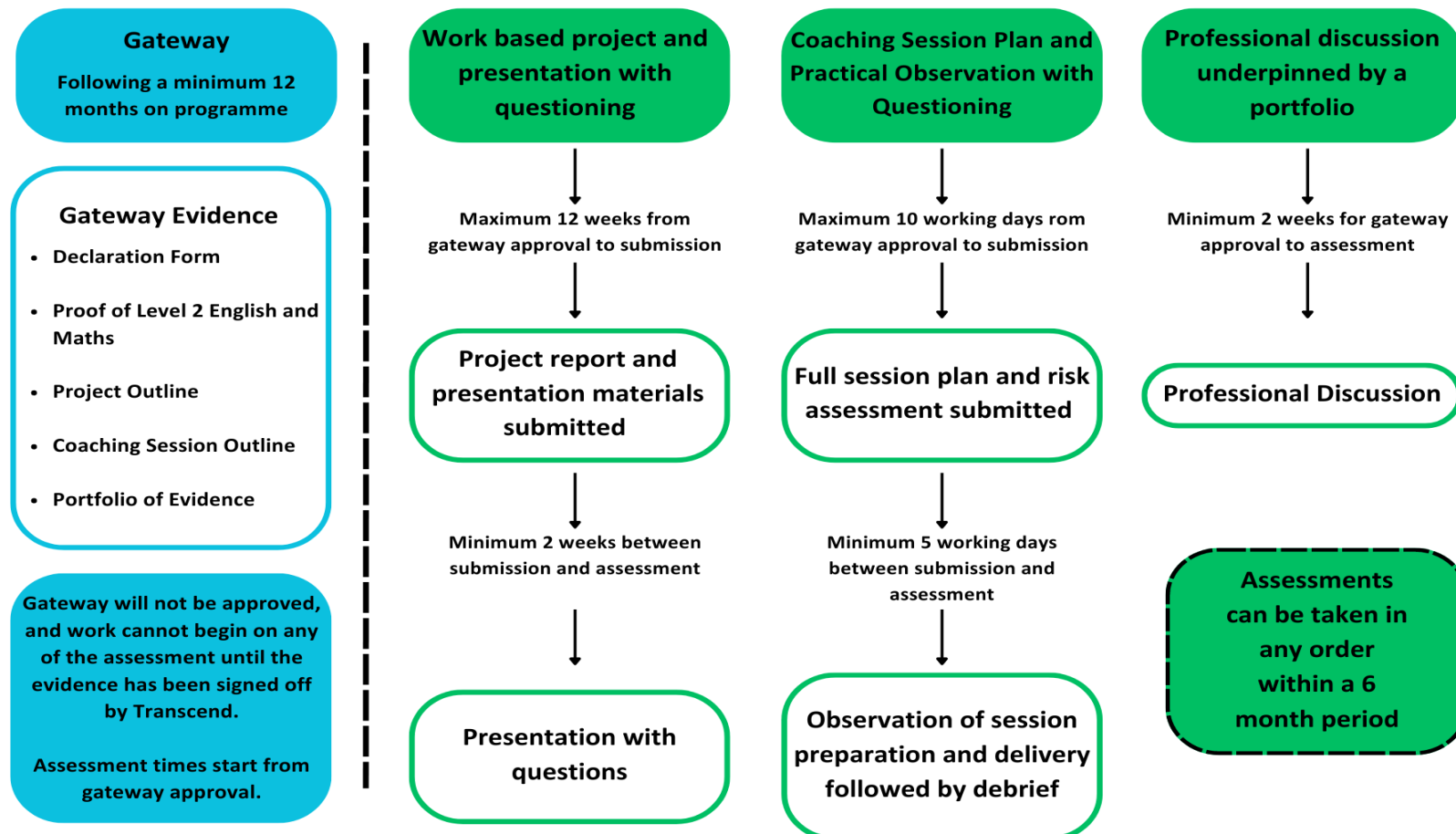
## Grading

This standard is graded fail, pass or distinction. To pass the apprentice must pass all three assessment methods. To achieve a distinction grade, the apprentice must pass the work-based project and presentation with questioning and the coaching session plan and practical observation with questioning and gain a distinction in the professional discussion underpinned by a portfolio.

Work based project and presentation with questioning	Coaching session plan and practical observation with questioning	Professional discussion underpinned by a portfolio	Overall grade
Fail	Pass	Pass or distinction	Fail
Pass	Fail	Pass or distinction	Fail
Pass	Pass	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Distinction

## Timeline

The graphic below shows the timeline for the assessments. Please note that the EPA period will not start until all the gateway evidence is reviewed and signed off by Transcend.



## Assessment Method 1: Work Based Project and Presentation with Questioning

This assessment method has 2 components:

### Overview

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

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

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

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

Component	Assessment Delivery
1. Work based Project and report Overview	<p>Apprentices will have a maximum of 12 weeks to complete their project. The project commences after we have signed off the project outline after the gateway.</p> <p>The project may be based on one of the following:</p> <ul style="list-style-type: none"> <li>• development of new coaching strategies, systems, and services</li> <li>• improvements to current coaching strategies, systems, and services</li> </ul> <p>The project should be submitted to Transcend in the form of a 4500-word paper based or electronic report (+ or -10% at the discretion of the apprentice). This must be submitted a maximum of 12 weeks after the start date of the EPA period (once as have signed off the project outline at the gateway).</p> <p>The employer will ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and conduct the project.</p> <p>As a minimum all project reports must include:</p> <ul style="list-style-type: none"> <li>• an introduction</li> <li>• project scope, plan and key performance indicators (KPIs)</li> <li>• research and methods</li> <li>• results and outcomes</li> <li>• future recommendations and conclusions</li> </ul> <p>An appendix containing data, results, diagrams, and references should be included but will not count towards the total word limit for the report.</p> <p>The project must map and show how it evidences the relevant KSBs for this assessment method.</p> <p>The apprentice should complete their project unaided. When the project is submitted, the employer and the apprentice should verify the submitted work is that of the apprentice.</p> <p>The independent assessor will make all grading decisions.</p>

Component	Assessment Delivery
<p>2. Presentation with Questioning</p>	<p>Apprentices will prepare and deliver a presentation that covers a summary of the project report. The presentation must be submitted with the project report 12 weeks after the start of the EPA period. The apprentice will be given 2 weeks' notice of the presentation date to allow sufficient time to prepare. The apprentice will deliver the presentation to an independent assessor, either face-to-face or via online video conferencing.</p> <p>The presentation will be based on the content of the project and will cover:</p> <ul style="list-style-type: none"> <li>• a summary of the project report</li> <li>• a rationale for selected strategies, systems and services</li> <li>• areas for improvement and recommendations for the future</li> <li>• a critical evaluation of the project</li> </ul> <p>The presentation will last for 75 minutes typically including a presentation of 20 minutes and questioning for 55 minutes. The independent assessor has the discretion to increase the time by up to 10%. The discretionary additional 10% time can be allocated in any proportion across the presentation and questioning. Questioning is used to assess knowledge, skills and behaviours mapped to this method. A minimum of 10 questions should be asked to ensure full coverage of the KSBs for this method.</p> <p>The independent assessor will use the questions from a question bank supplied by Transcend as a guide to tailor their own questions based on the presentation. They may ask follow-up questions where clarification is required. The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence at the highest level available unless the apprentice has already achieved the highest grade available. The independent assessor must use the assessment tools and procedures that are set by Transcend to record the presentation and questioning.</p> <p>The apprentice may deliver the presentation in a format of their choice and must ensure that have access to the following:</p> <ul style="list-style-type: none"> <li>• AV presentation equipment</li> <li>• Internet access</li> <li>• Computer or laptop</li> <li>• Stationery [pens and a flip chart dependent upon the nature of the presentation]</li> </ul> <p>The independent assessor will make all grading decisions.</p>
Assessment Venue	
	<p>The assessment must be completed in a suitably controlled private environment that is a quiet space, free from distractions and influence. For example, this may be a room at the apprentice's workplace or in a room at their home that is private with a closed door. No one else is permitted in the room while the assessment is being taken.</p>

## Assessment Method 2: Coaching Session Plan and Practical Observation with Questioning

This assessment method has 2 components:

### Overview

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

The assessment process is as follows:

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

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

Component	Assessment Delivery
1. Coaching session plan	<p>Apprentices will have a maximum of 12 weeks to complete their project. The project commences after Transcend has signed off the project outline. Apprentices will be required to submit a session outline to Transcend at gateway and following our sign off will produce a full session plan based on the outline submitted.</p> <p>The full session plan should reflect the planning process required to deliver a safe, inclusive and effective coaching session. The full session plan together with the risk assessment must be submitted to Transcend a minimum of 5 working days before the session takes place to allow the independent assessor time to review it.</p> <p>The full session plan must include:</p> <ul style="list-style-type: none"> <li>• the location</li> <li>• start and finish times</li> <li>• the aim and objectives for the session</li> <li>• the participant profiles including learning preferences and development stages</li> <li>• the coaching activities including warm up, preparation, main session and closing activities for cool down</li> <li>• the coaching methods and differentiation techniques</li> <li>• the links to the coaching programme and curriculum plans</li> </ul> <p>The apprentice should be given 10 working days to complete the full session plan. The employer should ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and complete the session plan. The apprentice should complete the session plan unaided.</p> <p>When the session plan is submitted, the apprentice and their employer must verify that the submitted session plan is the apprentice's own work. It must be signed by the apprentice and their employer.</p> <p>The independent assessor must review the session plan prior to the observation and ask questions about the planning process in the questioning element. The independent assessor will review and assess the session plan and risk assessment holistically together with the other components of this assessment method.</p> <p>The independent assessor will make all grading decisions.</p>



Component	Assessment Delivery
2. Practical observation with questioning	<p>The independent assessor will observe and assess the delivery of the coaching session. Apprentices must be given at least two weeks' notice ahead of the observation and this must be agreed with the employer to enable them to facilitate the activity. Apprentices must be provided with information on the format of the observation, including the timescales they will be working to before the start of the observation.</p> <p>The time taken to give this information is exclusive of the assessment time. The employer will ensure that participants are aware that a coaching assessment is taking place. The session will be based upon the plan and adaptations to coaching methods, activities and timings will be made in the moment to ensure that participants' development needs are met.</p> <p>The observation will be covered in a single 2-hour face to face session. This will include an assessment of 30-minutes preparation to include facility set up, equipment organisation and risk assessment, 60 minutes delivery and 30 minutes debrief through questioning.</p> <p>The independent assessor has the discretion to increase the time by up to 10%. The discretionary additional 10% time can be allocated in any proportion across the preparation, delivery and debrief. Further time may be granted for apprentices with appropriate needs, in-line with <b><i>Transcend Reasonable Adjustments and Special Consideration policies</i></b>.</p> <p>The observation must:</p> <ul style="list-style-type: none"> <li>• reflect the typical working conditions in the apprentice's selected coaching environment</li> <li>• allow the apprentice to demonstrate all aspects of the KSBs being assessed.</li> </ul> <p>The debrief consisting of a question-and-answer session must be carried out on a one-to-one basis between the apprentice and the independent assessor, at the end of the observation. This will include questions on the planning, preparation and delivery of the session and adaptations to the coaching processes in the moment to enable participants' needs to be met. It will allow the apprentice to review the impact of the session on participants engagement and development considering their unique needs and profile.</p> <p>The independent assessor's role is to observe the apprentice and ask questions after the observation to ensure full coverage of the KSBs for this assessment method. The independent assessor must ask contextualised questions and make the final assessment decisions in line with Transcend guidance. A minimum of 6 questions must be asked to ensure full coverage of the KSBs mapped to this assessment method.</p>

	<p>Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor the questions appropriately.</p> <p>The independent assessor may ask follow-up questions where clarification is required. The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence.</p> <p>The session plan, risk assessment, performance observed and responses to questions will be assessed holistically. KSBs observed, and answers to questions, must be recorded by the independent assessor. The independent assessor must use the assessment tools and procedures that are set by Transcend to record the performance observed and response to questions.</p> <p>The independent assessor will make all grading decisions.</p>
<b>Assessment Venue</b>	
<p>The practical observation with questioning must be conducted in the work environment at the employer's premises or at venues hired by the employer to enable the coaching sessions to take place. The venue must be relevant to the sporting activity and supported by equipment relevant to the nature of the activity.</p>	

## Assessment Method 3: Professional Discussion Underpinned by a Portfolio

This assessment method has 1 component:

### Overview

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

### Assessment Delivery

The independent assessors will conduct and assess the professional discussion. The professional discussion must last for 90 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. The professional discussion is underpinned by the portfolio which is submitted as a gateway requirement. The independent assessor will have a minimum of 2 weeks to review the portfolio. Apprentices must be given 2 weeks' notice for the professional discussion.

The independent assessor must combine questions from Transcend question bank and those generated by themselves. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to contextualise and tailor the questions considering the role, environment, technical area and review of the apprentice's portfolio of evidence. Questioning should be used to assess KSBs mapped to this method and to explore the apprentice's ability to evidence KSBs by drawing from their experiences as a coach working with different participants.

Apprentices will be expected to refer to examples in their portfolio to support their answers. A minimum of 12 questions should be asked to ensure full coverage of the KSBs for this method.

The purpose of the professional discussion is to:

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

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

### Assessment Venue

The assessment must be completed in a suitably controlled private environment that is a quiet space, free from distractions and influence. For example, this may be a room at the apprentice's workplace or in a room at their home that is private with a closed door. No one else is permitted in the room while the assessment is being taken.

## Re-Sits and Retakes

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

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

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

The timescale for a re-sit or re-take is agreed between the employer and Transcend. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification, but no later than 6 months of the EPA outcome notification. All assessment methods must be taken within a 6-month period of each other otherwise the entire EPA will need to be re-sat/re-taken.

Should the project be failed, the apprentice is required to re-work and re-submit the original project and presentation materials typically within 2 months of the EPA outcome notification for a re-sit and typically within 4 months for a re-take, and the presentation should typically take place within 4 weeks of submission.

Should the coaching session be failed, the apprentice and their employer can decide whether to re-run the same session or design a new session typically within 2 months of the EPA outcome notification for a re-sit and typically within 4 months for a re-take.

Should the professional discussion be failed, the apprentice must re-sit the professional discussion typically within 2 months of the EPA outcome notification and typically within 4 months of the EPA outcome notification for a re-take. The same portfolio may be used, although further evidence may be added.

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

## Part 04: Mapping of knowledge, skills and behaviours (KSBs)

### Assessment Method 1: Work Based Project and Presentation with Questioning

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

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

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

## Assessment Method 2: Coaching Session Plan and Practical Observation with Questioning

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



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

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

### Assessment Method 3: Professional Discussion Underpinned by a Portfolio

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

<b>Community</b>	<b>K29</b>	Profiling and enquiry methods designed to measure participant motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific sport and physical activity contexts to enable process goals to be agreed
<b>Community</b>	<b>K34</b>	Methods to measure the impact of coaching practice on social change associated with access, participation, performance, equality and wellbeing by comparing results against local and national benchmarks
<b>School</b>	<b>K37</b>	Profiling and enquiry methods designed to measure whole child development dimensions considering cognitive, social, emotional and physiological stages of development
<b>School</b>	<b>K38</b>	Profiling and enquiry methods designed to measure psychomotor, technical and tactical skills in physical activity contexts drawn from the Department for Education National Curriculum and enable physical education targets to be agreed
<b>School</b>	<b>K43</b>	Methods to measure and evaluate the impact of coaching practice on school standards by comparing children's results against local and national benchmarks

<b>Pathway</b>	<b>Ref</b>	<b>Skills</b>
<b>Core</b>	<b>S01</b>	Influence key stakeholders in the sporting context through own coaching philosophy and professional practice
<b>Core</b>	<b>S02</b>	Enhance coaching competencies and inter-intra-personal skills through continued professional development and self-awareness skills training
<b>Core</b>	<b>S08</b>	Design high quality curriculum that considers participants' unique profiles, promotes ownership and informs micro, meso and macro plans as relevant to the sporting context
<b>Core</b>	<b>S09</b>	Designs and delivers progressive programmes and selects coaching pedagogies that maximise engagement, whole child/person development and accelerates sustainable skill acquisition
<b>Core</b>	<b>S10</b>	Delivers safe and effective coaching support to participants in practice, at events or competitions and influences learning and skill transfer across situations
<b>Core</b>	<b>S12</b>	Promote holistic wellbeing to control/contain stressors experienced by participants in their own context and environment
<b>Core</b>	<b>S13</b>	Facilitate participant development by applying learning theory and skill acquisition techniques relevant to participants needs, sport specific demands and context

<b>Core</b>	<b>S14</b>	Facilitate participant development and skill acquisition through positive learning environments and behaviour management strategies
<b>Core</b>	<b>S15</b>	Facilitate participant development and skill acquisition through technological advancements and wider industry support mechanisms
<b>High performance</b>	<b>S19</b>	Profile athletes or players to measure bio-psycho-social attributes and inform whole person optimisation
<b>High performance</b>	<b>S20</b>	Profile athlete/players to measure sport specific technical and tactical attributes and inform sustainable development and high-performance goals
<b>High performance</b>	<b>S25</b>	Measure the impact of the coaching practice on the national and international positioning of the sport by comparing athlete or player results against national and international benchmarks
<b>Community</b>	<b>S28</b>	Profile participants to measure whole child/person development dimensions considering cognitive, social, emotional and physiological capabilities
<b>Community</b>	<b>S29</b>	Profile participants motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific sport and physical activity contexts to enable goals to be agreed
<b>Community</b>	<b>S34</b>	Measure the impact of coaching practice on social change associated with access, participation, performance, equality and wellbeing by comparing results against local and national benchmarks
<b>School</b>	<b>S37</b>	Profile whole child development dimensions considering cognitive, social, emotional and physiological stages of development
<b>School</b>	<b>S38</b>	Profile children's psychomotor, technical and tactical skills in physical activity contexts drawn from the DfE National Curriculum to enable physical education targets to be agreed
<b>School</b>	<b>S43</b>	Measure and evaluates the impact of coaching practice on school standards by comparing children's results against local and national benchmarks

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

## Part 05: Grading Descriptors

### Assessment Method 1: Work Based Project and Presentation with Questioning

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

	<b>K16</b> <b>S16</b> <b>B08</b>	Does not meet the pass criteria	<p><b>Project review</b></p> <p>Analyses methods to measure the impact of the coaching strategies.</p> <p>Selects valid perception and performance data to measure key performance indicators and evaluates the impact of the coaching strategies.</p> <p>Critiques the effectiveness of the project, the outcomes and justifies recommendations for future practice. <b>[ K16 S16]</b></p> <p>Ensures that any recommendations are innovative by challenging the status quo to foster new ways of thinking and working and to resolve problems. Identifies opportunities to drive improvements. <b>[B08]</b></p>
<b>High performance</b>	<b>K17</b> <b>K18</b> <b>S17</b> <b>S18</b>	Does not meet the pass criteria	<p><b>Project plan</b></p> <p>Evaluates UK sport and sport specific strategies, global data, trends and contemporary issues in high performance sport. Uses these results to select and justify transformational coaching strategies and to establish the process for measuring impact. <b>[K17, S17]</b></p> <p><b>Project delivery and review</b></p> <p>Evaluates UK sport guidelines, high-performance sport stakeholders, organisational context, culture, codes, direction and politics that influence coaching processes and pedagogies in the high-performance sport environment.</p> <p>Uses results to deliver ethical, relevant and efficient coaching systems and services that align to the strategies. Evaluates the effectiveness of the project considering the type of sport, the culture, constraints and scope of the key stakeholders needs. <b>[K18, S18]</b></p>
<b>Community</b>	<b>K26 K27</b> <b>S26</b> <b>S27</b>	Does not meet the pass criteria	<p><b>Project plan</b></p> <p>Evaluates Sport England Professional Workforce Strategies, social change agendas, national trends local data and/or contemporary influences. Uses results to justify the selected coaching strategies and to establish the process for measuring impact. <b>[K26, S26]</b></p> <p><b>Project delivery and review</b></p> <p>Evaluates the community initiative or club context, culture, stakeholders, Sport England Coaching Plan, sport specific codes, geographic infrastructure and networks that influence coaching processes and pedagogies in the community environment.</p>

			Uses the results to deliver ethical, relevant and efficient coaching systems and services that align to the strategies. Evaluates the effectiveness of the project considering the type of community initiative or club, the culture, constraints, and key stakeholders' needs. <b>[K27, S27]</b>
<b>Schools</b>	<b>K35</b> <b>K36</b> <b>S35</b> <b>S36</b>	Does not meet the pass criteria	<p><b>Project plan</b></p> <p>Evaluates National trends in education, Statutory Guidelines, and the education paradigm shift. Uses these results to justify the selected coaching strategies and to establish the process for measuring impact. <b>[K35, S35]</b></p> <p><b>Project delivery and review</b></p> <p>Evaluates school stakeholders, context, category, strategies, culture and codes that influence coaching processes and pedagogies. Uses the results to deliver ethical, relevant and efficient coaching systems and services that that align to the strategies.</p> <p>Evaluates the effectiveness of the project considering the type of school category, the culture, constraints, and key stakeholders' needs. <b>[K36, S36]</b></p>



## Assessment Method 2: Coaching Session Plan and Practical Observation with Questioning

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

	<b>S31</b>		Evaluates best practice in coaching in the community context. Uses this information to deliver targeted, tailored, safe and inclusive sessions that align to the session plan. Makes adaptations in the moment to maximise the impact on long-term engagement and enrichment of participants. <b>[K32, S32]</b>
	<b>S32</b>		
	<b>S33</b>		Explores monitoring and evaluation techniques. Selects the most relevant approach to measure the success of the lesson and the impact on sustainable engagement, enrichment and whole child/person development. Uses this information to shape future plans as part of the continuous enquiry cycle. <b>[K33, S33]</b>
<b>Schools</b>	<b>K39</b>	Does not meet the pass criteria	Evaluates participants' unique profile, development needs, educational targets, and curriculum plans. Uses this information to plan high quality lessons <b>[K39, S39]</b>
	<b>K40</b>		Prepares for the lesson by organising resources and equipment.
	<b>K41</b>		Conducts an event risk assessment and adheres to safe operating procedures. Justifies choice of equipment and operating procedures which align to the physical activities being delivered, the stage of development and needs of the children. <b>[K40, S40]</b>
	<b>K42</b>		
	<b>S39</b>		Evaluates best practice in coaching in the physical education context and analyses each child's unique profile, development needs, educational targets, and curriculum plans.
	<b>S40</b>		Uses this information to delivers safe, inclusive, tailored and inspirational lessons that increasingly challenge the children in line with the lesson plan. Makes adaptations in the moment to maximise sustainable psychomotor skill mastery and whole child development. <b>[K41, S41]</b>
	<b>S41</b>		
	<b>S42</b>		Explores monitoring and evaluation techniques. Selects the most relevant evaluation approach to measure the success of the lesson and the impact on children's mastery of physical education standards, psychomotor skills and whole child development. Uses this information to shape plans as part of the continuous enquiry cycle. <b>[K42, S42]</b>

## Assessment Method 3: Professional Discussion Underpinned by a Portfolio

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

	<b>S09</b> <b>S10</b> <b>S12</b> <b>B06</b>		<p>Selects coaching pedagogies that maximise engagement, whole child/person development and accelerate sustainable skill acquisition. <b>[K09, S09]</b></p> <p>Evaluates national guidelines and sport specific approaches to wellbeing. Uses this information to recognise the stressors and promotes holistic wellbeing to control/contain stressors in the delivery of the programmes. <b>[K12, S12]</b></p> <p>Provides coaching support at events and/or competition and facilitates learning transfer across situations. Is resilient and adaptable when dealing with challenges by maintaining focus and self-control.</p> <p>Responds to the changing environment and participant demands in a flexible and positive manner <b>[K10, S10, B06]</b></p>	<p>Uses work-based examples to justify the response. <b>[K09, K10, K12, S09, S10, S12]</b></p>
	<b>K13</b> <b>K14</b> <b>K15</b> <b>S13</b> <b>S14</b> <b>S15</b>	Does not meet the pass criteria	<p>Investigates learning theories and skill acquisition techniques and applies those which are relevant to their participant's unique development needs, the demands of the sport and occupational environment. <b>[K13, S13]</b></p> <p>Demonstrates the ability to create a positive learning environment. Identifies relevant behaviour management strategies and provides examples of the impact of these on their participants. <b>[K14, S14]</b></p> <p>Explores the use of learning resources relevant to the coaching context. Provides examples of the use of technological advancements and wider industry support to maximise engagement, development and/or performance gains. <b>[K15, S15]</b></p>	<p>Justifies selected learning theory and skill acquisition techniques.</p> <p>Evaluates the success of methods used to facilitate learning and skill acquisition through work-based examples that consider learning theory, environment, contemporary resources and support networks. <b>[K13, K14, K15, S13, S14, S15]</b></p>
<b>High performance</b>	<b>K19</b> <b>K20</b> <b>K25</b> <b>S19</b>	Does not meet the pass criteria	<p>Evaluates profiling techniques and explains how this contributes to a continuous enquiry cycle. Evidences valid assessment of bio-psycho-social attributes and explains how this was used to inform whole person optimisation. <b>[K19, S19]</b></p> <p>Measures sport specific technical and tactical skills. Uses results from the initial profile to agree sustainable development and high-performance goals. Continuously measures progress towards these goals through progressive coaching programmes. <b>[K20, S20]</b></p>	<p>Justifies the selection of profiling and measurement techniques considering participants unique needs and the sporting context.</p> <p>Explains how the continuous enquiry cycle evidences sustainable development and high-performance of</p>

	<b>S20</b> <b>S25</b>		Explains methods used to measure the impact of the coaching practice by comparing athlete/player results against national and international benchmarks. <b>[K25, S25]</b>	athletes/players using work- based examples. <b>[K19, K20, K25, S19, S20, S25]</b>
<b>Community</b>	<b>K28</b> <b>K29</b> <b>K34</b> <b>S28</b> <b>S29</b> <b>S34</b>	Does not meet the pass criteria	<p>Evaluates profiling techniques relevant to the community sport and physical activity context and explains how this contributes to a continuous enquiry cycle. Evidences valid assessment of cognitive, social, emotional and physical capabilities and explains how this was used to inform whole person development. <b>[K28, S28]</b></p> <p>Measures participant motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific physical activity contexts. Uses results from the initial profile to enable process goals to be agreed.</p> <p>Continuously measures progress towards these goals though progressive coaching programmes. <b>[K29, S29]</b></p> <p>Explains methods used to measure the impact of the coaching practice by comparing participant results against national and international benchmarks. <b>[K34, S34]</b></p>	<p>Justifies the selection of profiling and measurement techniques considering participants unique needs and the community sport and physical activity context.</p> <p>Explains how the continuous enquiry cycle evidences sustainable engagement and enrichment of participants using work-based examples. <b>[K28, K29, K34, S28, S29, S34]</b></p>
<b>Schools</b>	<b>K37</b> <b>K38</b> <b>K43</b> <b>S37</b> <b>S38</b> <b>S43</b>	Does not meet the pass criteria	<p>Evaluates profiling techniques and explains how this contributes to a continuous enquiry cycle.</p> <p>Evidences valid assessment of cognitive, social, emotional and physiological development stages and uses this to inform whole child development. <b>[K37, S37]</b></p> <p>Measures psychomotor, technical and tactical skills in physical activity contexts. Uses results from the initial profile to agree physical education targets. Measures progress towards targets though progressive coaching programmes. <b>[K38, S38]</b></p> <p>Explains methods used to measure and evaluate the impact of the coaching practice by comparing children's results against local and national benchmarks.</p> <p><b>[K43, S43]</b></p>	<p>Justifies the selection of profiling and measurement techniques used considering the participants unique needs and the school context.</p> <p>Explain how the continuous enquiry cycle evidences sustainable mastery of physical education standards and psychomotor skills using work-based examples <b>[K37, K38, K43, S37, S38, S43]</b></p>

## Appendix 01: Specification Version Control

This document is subject to version control. All changes will be tracked here and confirmed as an updated version.

Version	Publication	Details
<b>Version 01</b>	01 June 2025	<b>Publication 01 – Victoria Smith</b>