



ELITE
AWARDING

COACH

END-POINT ASSESSMENT
GUIDANCE FOR TRAINING PROVIDERS
SPORTS COACH
LEVEL 4

PURPOSE

The broad purpose of the Sport Coach occupation is to use extensive technical and tactical sports knowledge and skills to design and deliver coaching programmes that engage, motivate and evolve participants' skills and performance.

Sport coaches aim to provide meaningful and high-quality learning, development and performance experiences. They support the achievement of medals in talent, national and international competition, enrich performance in local competitions, increase participation, raise educational standards, enhance wellbeing and drive social change. Sport coaches can influence national wellness to reduce burden on the National Health Service.

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

HIGH PERFORMANCE SPORT COACHES: develop athletes and players in high-performance settings, including those on talent or development pathways, national or international programmes, professional or podium environments.

COMMUNITY SPORT COACHES: motivate and engage people of all ages and abilities in community sports and physical activity settings. Community sport includes local authority, charity and national governing body of sport community initiatives or clubs.

SCHOOL SPORT COACHES: collaborate with teachers to develop pupils' mastery of psychomotor skills by applying a whole child approach in their coaching. They work in all categories of school and registered childcare environments

INTRODUCTION

End-Point Assessment can be a challenging process for you and your apprentices, so we have put together this guide to help you to prepare.

This guide contains practical information about the process from the first step through to certification. The apprentice has also been provided with guidance for each of the assessment components of the Sports Coach apprenticeship standard individually, so you may find it useful to familiarise yourself with these documents too.

There are many other resources, including templates, mapping documents and exemplar materials, to help you and your apprentice prepare for their End-Point Assessment. You will find these in the Apprentice Toolkit.

Good luck in delivering the Sports Coach Apprenticeship.

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WHAT IS END-POINT ASSESSMENT?

The End-Point Assessment will confirm whether your apprentice is competent to fulfil the role of a Level 4 Sports Coach in their chosen area of specialism. Apprentice Sports Coaches will be working in one of three different settings: high-performance, community or school. To account for this, there are core elements that everyone must achieve, and then 'pathway' elements which are relevant to the environment in which the apprentices are working.

This End-Point Assessment occurs at the end of a minimum period of training and a full time apprentice on this programme will typically take 12 - 18 months to reach the stage where they are ready to be assessed. As the training provider you will decide, together with the apprentice's employer and End-Point Assessment Organisation (EPAO) when an apprentice is ready for End-Point Assessment.

The assessment is 'synoptic', which means it takes an overview of all of the knowledge, skills and behaviours, looking at everything the apprentice has learned during their apprenticeship, and asks them to show both what they know and what they can do.

The End-Point Assessment will consist of three different assessment activities:

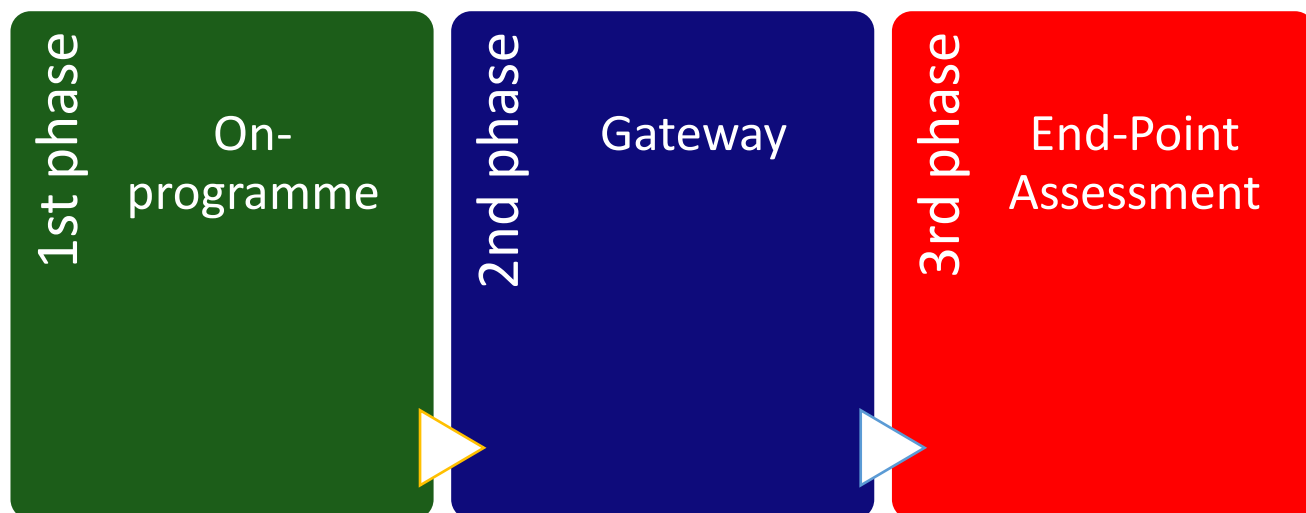
1. Work based project and presentation with questioning

2. Practical observation with questioning

3. Professional discussion, underpinned by a portfolio

OVERVIEW

The process for achieving certification as a Sports Coach involves three phases.



On- Programme

This is the training part of the apprenticeship which is often referred to as the on-programme phase. During this phase you will support the apprentice to learn all of the knowledge, skills and behaviours necessary for a Level 4 Sports Coach, as set out in this document and the apprenticeship standard.

We have provided examples and further guidance for the assessment process which can be found in the Apprentice toolkit and listed below is the Quick Guide to Resources table.

QUICK GUIDE TO THE ASSESSMENT METHODS AND RESOURCES FOR PREPARATION

The table below is a summary of the assessment methods, tasks and the resources available to the apprentice to help with their preparation

Work Based Project and Presentation with Q&A	
Component 1 Work Based Project and report	Complete the Work Based Project outline. The training provider will submit to Elite Awarding at Gateway for the Independent Assessor to review. (500 words) Independent Assessor to sign off at Gateway. Complete the full Work Based Project. The apprentices has 12 weeks to complete after the outline is signed off. They will submit to their Independent Assessor. (4,500 words) Complete an appendix which includes data, results, diagrams and references. Complete mapping document to show coverage of KSBs. Complete an Authentication Statement signed by you and the employer.
Component 2 Presentation with Questioning	Complete and submit to the independent assessor with the project 12 weeks after Gateway. Presentation delivered on assessment day. (20 minutes duration) Question and answer session takes place after the presentation. (55 minutes duration)
Assessment	The Independent Assessor will assess the evidence from the project, presentation and questions holistically against the grading criteria mapped to this assessment method.
Delivery	Can be delivered face to face or remote. Must take place in a quiet environment.
Grading	Fail or pass grade.
Resources and Preparation	See Work Based Project and Presentation document for full guidance and format for this assessment method in the Apprentice Toolkit (WBP folder) Use the Project Outline Template included in the Apprentice Toolkit (WBP folder) Submit the full WBP using your own format. Use the Project Mapping template for the KSB mapping. Included in the Apprentice Toolkit (WBP folder) Use the Authentication Statement included in the Apprentice Toolkit (WBP folder)

Practical Observation with Questioning	
Component 1 Coaching Session Plan	Complete the session plan outline. The training provider will submit to Elite Awarding at Gateway for the Independent Assessor to review. (750 words) Complete a full coaching session plan. The apprentice will submit to the Independent Assessor a minimum of 5 days before the observation date. Complete a risk assessment for the session. The apprentice will submit with their coaching session plan to their Independent Assessor.
Component 2 Practical Observation with Questioning	Set up session, equipment organisation and risk assessment. (30 minutes duration) Deliver coaching session. (60 minutes duration) Complete question and answer session after delivery of the session (30 minutes duration)
Assessment	The Independent Assessor will assess the evidence from the session plan, risk assessment, observation and question and answer session within the debrief holistically against the grading criteria mapped to this assessment method.
Delivery	Takes place in your work based environment (face to face) The questioning must take place in a quiet environment.
Grading	Fail or pass grade.
Resources and Preparation	See Practical Observation document for full guidance for this assessment method in the Apprentice Toolkit (Practical Observation folder) Use Session Plan Outline template. Included in the Apprentice Toolkit (Practical Observation folder) Use Session Plan template included in the Apprentice Toolkit (Practical Observation folder) Use your work organisation's format for the risk assessment, or the format for the venue where the assessment is taking place.
Professional Discussion underpinned by a portfolio	
Portfolio of evidence	Complete the Portfolio of Evidence. The training provider will submit at Gateway. The Independent Assessor will have a minimum of 2 weeks to review your portfolio before assessment day.
Professional Discussion	Complete the Professional Discussion on assessment day. (90 minutes duration)

Assessment	The Independent assessor will review the responses against the grading criteria mapped to this assessment method.
Delivery	Can be delivered face to face or remote. Must take place in a quiet environment.
Grading	A fail, pass or distinction grade. Apprentices must gain a pass in all assessment methods to gain a pass overall. Apprentices must gain a distinction in the professional discussion to gain a distinction overall.
Resources and Preparation	See Professional Discussion document for guidance in the Apprentice Toolkit (PD folder) Use the Evidence Mapping template included in the Apprentice Toolkit (PD folder) Or you may use your own format. A completed example of Evidence for Professional Discussion can be found in the Apprentice Toolkit (PD folder)

KNOWLEDGE, SKILLS AND BEHAVIOURS

Throughout the apprenticeship, you, as the provider will have a responsibility to support the development of the specific knowledge, skills and behaviours (KSBs) that a Sports Coach apprentice will need, as set out in the apprenticeship standard.

Apprentices must be trained and assessed against the core and one environmental specific option either:

- High-performance environment
- Community environment
- School environment

The KSBs are then assessed during one or other of the three assessment activities once the apprentice has passed through gateway.

1. Work based project and presentation with questioning

2. Practical observation with questioning

3. Professional discussion, underpinned by a portfolio

The following table outlines the knowledge, skills and behaviours that must be covered in your delivery.

CORE		
Ref	Knowledge	Assessment method
K1	Coaching philosophies and professional practice that consider key stakeholder needs, sporting contexts and codes	Professional discussion
K2	Professional development planning methods and self-awareness skills training techniques	Professional discussion
K3	Transformational coaching methods and strategic planning techniques	Work-based project
K4	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	Work-based project
K5	Approaches to organisational workforce structures that underpin best practice and showcase the value of scope within the coaching team	Work-based project
K6	Coaching team development and deployment techniques aligned to all relevant and current legislation, policy, process, operating standards and scopes of practice	Work-based project
K7	Coaching service delivery approaches including industry	Work-based project

K8	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	Professional discussion
K9	Progressive programme design and delivery techniques that prioritises accessibility, duty of care and accelerate whole child/person development and sport specific skill acquisition	Professional discussion
K10	Progressive programme design and delivery techniques that ensure safe practice and support at events and competition and embed learning transfer across situations	Professional discussion
K11	Inclusive coaching techniques that embed human rights, equality laws and conventions to ensure ethical coaching practice	Practical Observation
K12	Chief Medical Officer guidelines, Public Health England agendas, organisational, sport specific and holistic approaches to wellbeing considering stressors relevant to the participants context	Professional discussion
K13	Learning theories and skill acquisition techniques relevant to participant's unique development needs, the demands of the sport and occupational environment	Professional discussion
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	Professional discussion
K15	Developments in learning resources including technological advancements and wider industry support mechanisms that maximise engagement, development and performance gains	Professional discussion
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	Work-based project
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	Work-based project
K18	UK sport guidelines, high-performance sport stakeholders, organisational context, culture, codes, direction and politics that influence coaching processes	Work-based project
K19	Profiling and enquiry methods designed to measure bio-psycho-social attributes and inform whole person optimisation planning	Professional discussion
K20	Profiling and enquiry methods designed to measure sport specific technical and tactical attributes and inform sustainable development and high-performance goals	Professional discussion
K21	Session planning techniques that consider high performance athlete's/player's unique needs, goals and curriculum plans	Practical Observation
K22	Session preparation techniques including resource organisation, event risk assessment and safe operating procedures in line with high performance sport policy	Practical Observation

K23	Session delivery and adaptation techniques that motivate high performance players/athletes through tailored coaching and communication methods for maximum impact	Practical Observation
K24	Session evaluation methods that measure sustainable development and performance gains to shape future plans as part of the continuous enquiry cycle	Practical Observation
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	Professional discussion
COMMUNITY		
K26	Sport England Professional Workforce Strategies, social change agendas, national trends on national physical activity participation, local data and contemporary influences	Work-based project
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	Work-based project
K28	Profiling and enquiry methods designed to measure whole child/person development dimensions considering cognitive, social, emotional and physiological capabilities	Professional discussion
K29	Profiling and enquiry methods designed to measure participant motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific sport and physical activity contexts to enable process goals to be agreed	Professional discussion
K30	Session planning techniques that consider each participant's unique motives, access and development needs, goals and seasonal plans	Practical Observation
K31	Session preparation techniques including resource organisation, event risk assessment and safe operating procedures in line with community organisation health and safety policy	Practical Observation
K32	Session delivery and adaptation techniques including tailored coaching and targeted communication methods for maximum impact on long-term engagement and enrichment	Practical Observation
K33	Session evaluation methods that measure engagement, enrichment and whole child/person development dimensions to shape future plans as part of the continuous enquiry cycle	Practical Observation
K34	Methods to measure the impact of coaching practice on social change associated with access, participation, performance, equality and wellbeing by comparing results against local and national benchmarks	Professional discussion
SCHOOLS		
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	Work-based project
K36	School stakeholders, context, category, strategies, culture and codes that influence coaching pedagogy and process effectiveness	Work-based project

K37	Profiling and enquiry methods designed to measure whole child development dimensions considering cognitive, social, emotional and physiological stages of development	Professional discussion
K38	Profiling and enquiry methods designed to measure psychomotor, technical and tactical skills in physical activity contexts drawn from the Department for Education National Curriculum and enable physical education targets to be agreed	Professional discussion
K39	Session planning techniques that consider each child's unique profile, development needs, educational targets, and curriculum plans	Practical Observation
K40	Session preparation techniques including resource organisation, event risk assessment and safe operating procedures in line with school health and safety policy	Practical Observation
K41	Session delivery and adaptation techniques that inspire children through tailored coaching and communication methods for maximum impact	Practical Observation
K42	Session evaluation methods that prioritise children's mastery of physical education standards, psychomotor skills and whole child development and shape future plans as part of the continuous enquiry cycle	Practical Observation
K43	Methods to measure and evaluate the impact of coaching practice on school standards by comparing children's results against local and national benchmarks	Professional discussion

CORE		
Ref	Skill	Assessment method
S1	Influence key stakeholders in the sporting context through own coaching philosophy and professional practice	Professional discussion
S2	Enhance coaching competencies and inter-intra-personal skills through continued professional development and self-awareness skills training	Professional discussion
S3	Develop transformational coaching strategies and tactics that consider sector, sport, organisation and participants unique needs	Work-based project
S4	Comply with legal, ethical, effective and efficient coaching systems that align to the organisational vision, strategies, policies and processes	Work-based project
S5	Promote the value of the coaching team considering workforce structures and scopes including support staff, coaches, coaching assistants, and volunteers	Work-based project
S6	Facilitate the development of the coaching team through due diligence, inductions, development and performance monitoring	Work-based project
S7	Deliver effective coaching services through industry support networks and a collaborative, cohesive and competent coaching team	Work-based project
S8	Design high quality curriculum that considers participants' unique profiles, promotes ownership and informs micro, meso and macro plans as relevant to the sporting context	Professional discussion

S9	Designs and delivers progressive programmes and selects coaching pedagogies that maximise engagement, whole child/person development and accelerates sustainable skill acquisition	Professional discussion
S10	Delivers safe and effective coaching support to participants in practice, at events or competitions and influences learning and skill transfer across situations	Professional discussion
S11	Embrace each participants uniqueness, their rights and advocates fairness, equality and diversity within the coaching environment	Practical Observation
S12	Promote holistic wellbeing to control/contain stressors experienced by participants in their own context and environment	Professional discussion
S13	Facilitate participant development by applying learning theory and skill acquisition techniques relevant to participants needs, sport specific demands and context	Professional discussion
S14	Facilitate participant development and skill acquisition through positive learning environments and behaviour management strategies	Professional discussion
S15	Facilitate participant development and skill acquisition through technological advancements and wider industry support mechanisms	Professional discussion
S16	Measure the impact of the coaching strategies through analysis of participant, coach, coaching team and organisational perception and performance data	Work-based project
HIGH PERFORMANCE		
S17	Proactively responds to global trends, strategies, and contemporary issues in high performance sport to ensure best practice in coaching	Work-based project
S18	Embrace the high-performance context, culture, organisational direction, and codes to deliver effective coaching processes	Work-based project
S19	Profile athletes or players to measure bio-psycho-social attributes and inform whole person optimisation	Professional discussion
S20	Profile athlete/players to measure sport specific technical and tactical attributes and inform sustainable development and high-performance goals	Professional discussion
S21	Plan sessions that consider high performance athlete's/player's unique needs, goals, curriculum, progressive programmes, practice, and competition schedules	Practical Observation
S22	Prepare for sessions by organising resources, conducting event risk assessment and ensures safe operating procedures in line with high performance sport policy	Practical Observation
S23	Deliver safe, inclusive sessions and makes adaptations in the moment to accelerate development and maximise performance gains through relevant coaching and communication methods	Practical Observation
S24	Evaluate sessions to monitor sustainability of athlete/player development and performance gains to shape future plans as part of the continuous enquiry cycle	Practical Observation
S25	Measure the impact of the coaching practice on the national and international positioning of the sport by comparing athlete or player results against national and international benchmarks	Professional discussion

COMMUNITY		
S26	Proactively responds to sector strategies, social change agendas, national and local trends in physical activity participation and contemporary influences	Work-based project
S27	Embrace the community category, context, culture, codes, stakeholders and public sector duty to deliver effective coaching pedagogies and processes	Work-based project
S28	Profile participants to measure whole child/person development dimensions considering cognitive, social, emotional and physiological capabilities	Professional discussion
S29	Profile participants motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific sport and physical activity contexts to enable goals to be agreed	Professional discussion
S30	Plan targeted and accessible sessions that consider each participant's unique motives, development needs, goals and seasonal plans	Practical Observation
S31	Prepare for sessions by organising resources, conducting event risk assessment and ensures safe operating procedures in line with community organisation health and safety policy	Practical Observation
S32	Deliver safe and inclusive and effective sessions and makes adaptations in the moment to engage and enrich participants through tailored coaching and targeted communication methods for maximum impact	Practical Observation
S33	Evaluate sessions to monitor engagement, enrichment and whole child/person development dimensions to shape future plans as part of the continuous enquiry cycle	Practical Observation
S34	Measure the impact of coaching practice on social change associated with access, participation, performance, equality and wellbeing by comparing results against local and national benchmarks	Professional discussion
SCHOOLS		
S35	Proactively responds to national trends in education standards, paradigm shifts, strategies and contemporary influences in school and physical education	Work-based project
S36	Embrace the school category, context, culture, codes, stakeholders, and statutory guidelines to deliver effective coaching pedagogies and processes	Work-based project
S37	Profile whole child development dimensions considering cognitive, social, emotional and physiological stages of development	Professional discussion
S38	Profile children's psychomotor, technical and tactical skills in physical activity contexts drawn from the DfE National Curriculum to enable physical education targets to be agreed	Professional discussion
S39	Plan safe, inclusive and effective sessions that consider each child's unique development needs, educational targets and curriculum plans	Practical Observation
S40	Prepare for sessions by organising resources, conducting event risk assessment and ensures safe operating procedures in line with school health and safety policy	Practical Observation

S41	Delivers safe, inclusive and effective sessions and makes necessary adaptations to develop children's psychomotor skill mastery through tailored coaching and communication methods for maximum impact	Practical Observation
S42	Evaluate sessions to monitor children's mastery of physical education standards, psychomotor skills and whole child development to shape plans as part of the continuous enquiry cycle	Practical Observation
S43	Measure and evaluates the impact of coaching practice on school standards by comparing children's results against local and national benchmarks	Professional discussion

Ref	Behaviour	Assessment method
B1	Advocate: acts as an ambassador for the organisation and sector both internally and externally	Work-based project
B2	Inspirational: leads by example, acts with integrity, builds trust and demonstrates respect for others	Work-based project
B3	Ethical: accepts responsibility and is committed to equality, diversity, human rights and safe practice	Practical observation
B4	Collaborative: demonstrates awareness of own and others' working styles and collaborates to achieve positive outcomes	Work-based project
B5	Motivational: considers participants unique needs and tailors solutions to meet their unique needs	Practical observation
B6	Resilient: adapts when dealing with challenges by maintaining focus, self-control and is flexible to changing work environment and people demands	Professional discussion
B7	Results orientated: influences change by soliciting and acting on feedback to deliver results	Work-based project
B8	Innovative: challenges the status quo to foster new ways of thinking and working and to resolve problems. Seeks out opportunities for continuous improvement in participants, the coaching system, services, the organisation and the sector	Work-based project

GATEWAY

The term 'gateway' refers to the point at which the employer and apprentice (in conjunction with you, the Training Provider as necessary) have decided that they are ready to be assessed. This means that the apprentice is consistently working at or above the level set out in the apprenticeship standard.

Once it has been agreed that the apprentice is at 'gateway' there are requirements that must be fulfilled before they can move on to the End-Point Assessment phase of the process. These include:

- They must have achieved a minimum Level 2 English and Maths
- They must provide a project outline in preparation for the work-based project and presentation assessment activity
- They must provide a coaching session outline and risk assessment in preparation for the practical observation assessment activity
- They must provide a portfolio of evidence to support the professional discussion activity

Project outline

The project outline must:

- Be no more than 500 words
- Include their project's proposed title and scope
- Include the key activities and milestones for the project
- Include the expected outputs from the project and how they will measure its success

Templates for the project synopsis are available within the apprentice's toolkit for the Project and Presentation assessment.

Coaching session outline

The submitted outline must:

- Be no more than 750 words
- Include the title and scope of their coaching session
- Include a summary of the profile of the participant/s who will be taking part
- Include a summary of the session's position in the coaching programme and/or curriculum plans
- Risk assessment submitted in preparation for the session

Templates for the session plan outline are available within the Apprentice's Toolkit for the Practical Observation with Questioning assessment.

Portfolio of evidence

The apprentice is required to compile a portfolio of evidence during their time on programme. Before they submit it at gateway, you should support apprentices to ensure that:

- All evidence is valid and produced by the apprentice. They will need to include a statement from their employer to confirm that all evidence within the portfolio is attributable to them. The 'Authentication Statement' is in the Apprentice Toolkit in the Professional Discussion folder. You can ask our admin team to send out a DocuSign to both the apprentice and employer for authentication if you wish. You can then download and submit at Gateway.
- Their portfolio contains no more than 20 separate pieces of evidence - one piece of evidence may demonstrate more than one knowledge, skill or behaviour

- They have mapped the evidence against the knowledge, skills and behaviours that will be assessed during the professional discussion. They may use the “Portfolio mapping template” available within their toolkit to support with this.

Sources of evidence the apprentice might wish to include are:

- Participant profiling records, data and analysis
- Risk assessment records and safe operating procedures
- Curriculum plans, records of adaptation and reviews
- Programme plans, records of adaptations and reviews
- Lesson plans, records of adaptations and reviews
- Participant development plans and progress reviews
- Participant feedback and employer observations
- Participation and performance reports and analysis of results

Note that reflective accounts, or any method of self-assessment should not be included as evidence within the portfolio.

Once gateway has been reached, the apprentice has provided the evidence listed above and Elite Awarding as the End-point Assessment Organisation, is satisfied that they have met all of the requirements, they will move forward into the End-Point Assessment process.

GATEWAY AND EPA CHECKLIST

TIMINGS	TASK	COMPLETED Yes / No
Before Gateway	Apprentice registered for assessment with Elite Awarding (6 months before EPA)	
1	Gateway Declaration form downloaded and signed by apprentice, employer and training provider	
2	Copies of Level 2 Certificates for English and maths in place	
3	Uploads completed on ACE360: • Project outline in preparation for the Work Based Project • Coaching session outline and risk assessment in preparation for the Practical Observation • Portfolio of evidence to support the Professional Discussion. • Gateway Declaration Form • Level 2 Certificates for English and Maths in place	
4	Planning Meeting arranged: Date: Time:	
5	Planning Meeting completed and Planning Meeting / Gateway Declaration Form recirculated for signatures (will be sent by DocuSign)	
EPA period started	Project outline signed off by Elite Awarding within 2 weeks of Gateway	
	Work Based Project submitted to Elite Awarding within 12 weeks after the start of the EPA period	
	Presentation submitted within the 12 weeks after the start of the EPA period	
	EPA Assessment dates confirmed: Work Based Project and Presentation with questioning Date: Practical Observation Date:	

	Professional Discussion underpinned by a portfolio Date:	
	Full coaching session submitted to Elite Awarding 5 working days before the session takes place	

REQUIRED GATEWAY DOCUMENTS

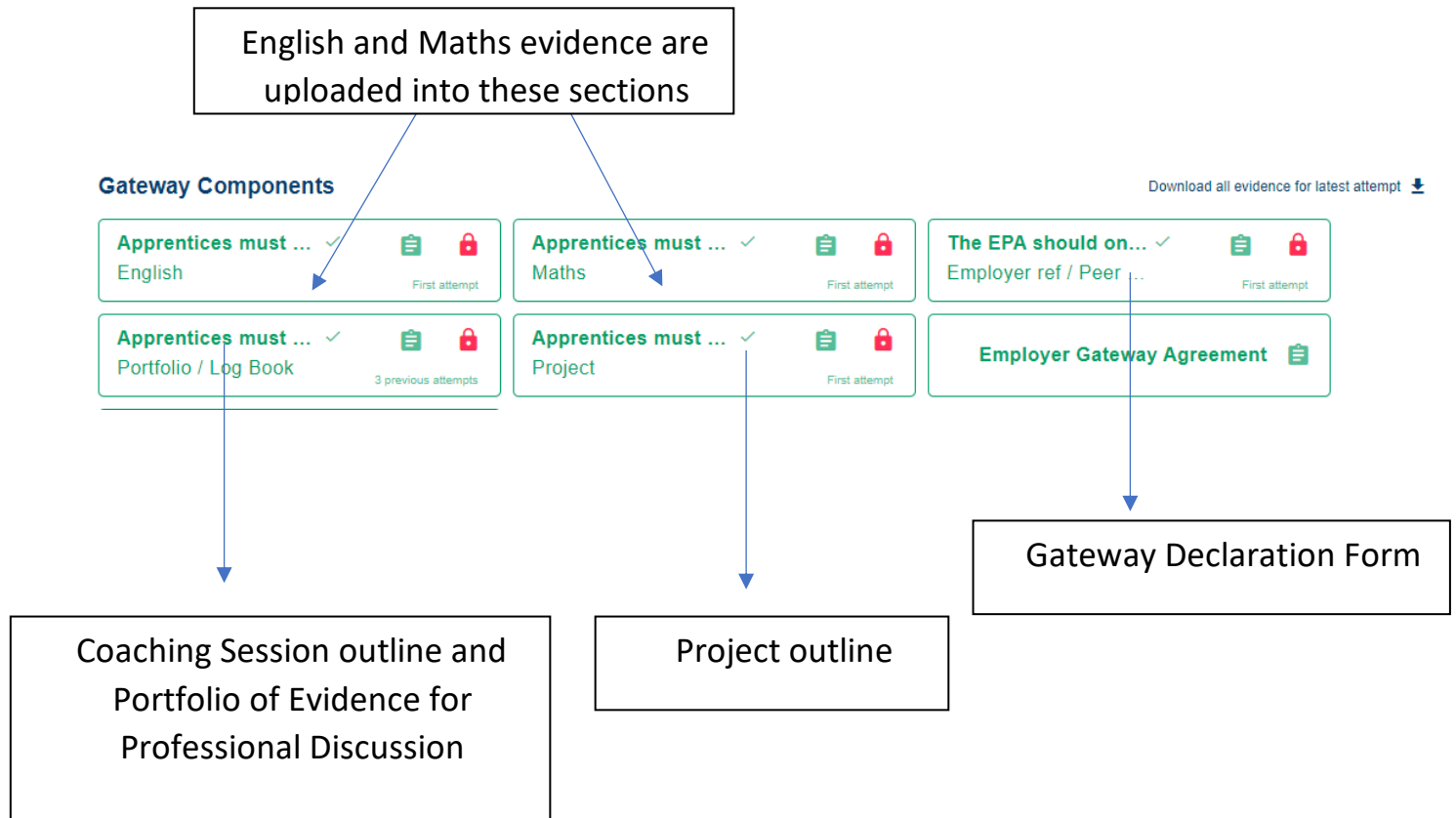
The following are the documents that are required for Gateway. When uploaded, our team will check to approve the apprentice for EPA.

	DOCUMENT	Yes / No
1	Evidence of Functional Skills Level 2 for English and maths or the equivalent (GCSE Level 4 or above) Link to acceptable qualifications document: https://1drv.ms/b/s!AiYs99l3ZDgJhPceDvIKqajyHaACag?e=dXytJ4 Link to acceptable evidence for Gateway: https://1drv.ms/b/s!AiYs99l3ZDgJhPcfZWclNr-upUiTg?e=Q7J2fy	
2	Gateway Declaration form Can be found on ACE360 in the knowledge base area and the Gateway folder in the Training Provider Toolkit	
3	Project outline template. Location: Apprentice Toolkit (Work Based Project folder)	
4	Coaching session outline template. Location: Apprentice Toolkit (Practical Observation folder)	
5	Portfolio of evidence template. Location: Apprentice Toolkit (Professional Discussion folder)	

UPLOADING THE EVIDENCE ONTO ACE360



The evidence should be uploaded into the relevant sections as below



THE END POINT ASSESSMENT PROCESS

The End-Point Assessment for the Level 4 Sports Coach Apprenticeship standard is as follows:



EXAMPLE OF ASSESSMENT TIMINGS

Option 1

Day 1

1. PRACTICAL OBSERVATION

FACE TO FACE
ASSESSMENT

Day 2

2. WORK BASED PROJECT WITH
PRESENTATION AND QUESTIONING

FACE TO FACE
OR REMOTE
ASSESSMENT

3. PROFESSIONAL DISCUSSION

Option 2

Day 1

1. PRACTICAL OBSERVATION

FACE TO FACE
ASSESSMENT

2. WORK BASED PROJECT WITH
PRESENTATION AND QUESTIONING

FACE TO FACE
OR REMOTE
ASSESSMENT

Day 2

3. PROFESSIONAL DISCUSSION

FACE TO FACE
OR REMOTE
ASSESSMENT

WORK BASED PROJECT WITH PRESENTATION AND QUESTIONING

This assessment has two components.

1. The first is a project which must be based around the:

- development of new coaching strategies, systems and services or
OR
- improvements to current coaching strategies, systems and services within their role and specialism.

The project should have a real world application and the apprentice will be required to submit a 4500 word (+/- 10%) report within 12 weeks of passing through the gateway.

2. The second part of this assessment is the presentation with questioning which will take place two weeks after the submission of the project. This part of the assessment will last for 75 minutes (+10% at the assessor's discretion), with 20 minutes for the presentation and 55 minutes for the questioning, during which time the apprentice will be asked at least 10 questions by their assessor.

The presentation may take place remotely or face to face.

The apprentice will need to complete the following 4 tasks for this assessment:

- Project outline that will be submitted at gateway
- Work-based project
- Presentation based on the project
- Question and answer session

Planning for the work-based project and submission of the outline

The apprentice must undertake a project within their specific coaching environment, which aims to either:

- **Introduce new coaching systems, strategies and/or services**
or
- **Improve current coaching systems, strategies and/or services**

At gateway, an outline must be submitted of the planned project to the End-point Assessor. The project outline will not be marked but the assessor will check that the project has enough breadth and depth to meet the assessment requirements before they begin the End-point Assessment. If they do not think the plan has enough scope then they will provide feedback before the gateway is signed off.

A template for the project outline is the Apprentice Toolkit (in the WBP folder). The outline must include the following information and be no more than 500 words:

- Project title and scope
- Key activities and milestones
- Expected outputs and measure of success

Work-based Project

The work-based project should have real life application and relevant to the apprentice's role and the needs of their organisation.

After the submission of the outline at gateway and it has been signed off by the End-Point Assessor, the apprentice will then have 12 weeks in which to complete the full project.

The project must:

- Be completed within this 12-week period
- Be 4500 words (+/- 10%)

The project should be structured to include:

- ✓ Introduction
- ✓ Project scope, plan and key performance indicators (KPIs)
- ✓ Research and methods. Including research into community environments
- ✓ Results and outcomes
- ✓ Future recommendations and conclusions
- ✓ Appendix that includes data, results, diagrams and references (this does not count towards the word count)
- ✓ Appendix that maps to the KSBs to show full coverage (this does not count towards the word count)

You must map your project against the knowledge, skills and behaviours that should be covered in this assessment. A template for this mapping has been provided in the Apprentice Toolkit (WBP folder)

Presentation with question and answer session

The apprentice must prepare and deliver a presentation based on the work-based project.

The presentation **must**:

- Be submitted to the assessor with the project, 12 weeks after Gateway

The presentation **must** include:

- A summary of the project
- A rationale for selected strategies, systems and services
- Areas for improvement and recommendations for the future
- A critical evaluation of the project

The presentation will last for 75 minutes in total and will take place two weeks after the submission of the project. The apprentice will have 20 minutes to deliver your presentation and a further 55 minutes of questioning by your assessor. This time may be extended by 10% at the discretion of the assessor, for example to allow the apprentice to finish a response. During this time, they will be asked a minimum of ten questions to give them the opportunity to cover all of the relevant knowledge, skills and behaviours mapped to this assessment.

The presentation may take place remotely or face to face.

How will the work based project and presentation be assessed?

The table below identifies the grading requirements for this assessment and example questions.

To pass the work-based project and presentation the apprentice must meet all of the pass descriptors.

Grade descriptor – to pass this element the apprentice must:
CORE
Plan the project in accordance with the agreed title, scope and sets relevant key performance indicators. Evaluate industry best practice in coaching to create transformational coaching strategies and tactics that consider sector, sport, organisation and participants' unique needs. These must be aligned to the organisational vision. (K3, S3) Questions that may be asked: <i>What strategic planning techniques did you use to plan your project?</i>
Develop and deploy the coaching systems, that align to the organisational vision and transformational strategies. (K4, S4) Questions that may be asked <i>How does your project align with your organisation's values?</i> <i>How did you make sure your planned coaching system met ethical and legislative requirements?</i>
Ensure policy and processes are in place to facilitate compliance with all current legislation, regulation, sector standards and codes. (K6, S6) Questions that may be asked: <i>How did you ensure relevant policies and procedures were in place, to comply with legislation, regulation and sector standards and codes within the scope of your project aims?</i>
Benchmark the organisational workforce structure against other industry leading organisations. Apply this insight to promote the value of scope of the coaching team. Facilitate coaching team development through due diligence, inductions, training and performance monitoring. (K5, S5) Questions that may be asked: <i>How are similar organisations set up in terms of their staffing structure?</i>
Evaluate approaches to service delivery and use this insight to maximise each participant's experience through industry support networks and a cohesive and competent coaching team. (K7, S7) Questions that may be asked: <i>After speaking with participants, what was your opinion of the organisation's original coaching provision?</i>

Act as an inspiration, lead by example, act with integrity, build trust and respect others. Demonstrate an awareness of own and others' working styles and collaborate to achieve positive outcomes. (B2, B4) Questions that may be asked: <i>How did you consider the working styles of the wider team within your organisation in the proposed actions for your project?</i>
Act as an ambassador for the organisation and sector both internally and externally in the design and delivery of coaching strategies, systems and services. Be results orientated and influence change by soliciting and acting on feedback to deliver results. (B1, B7) Questions that may be asked: <i>How did you gather feedback on existing services to inform your project and planned actions?</i>
Analyse methods to measure the impact of the coaching strategies. Select valid perception and performance data to measure key performance indicators and evaluate the impact of the coaching strategies. Critique the effectiveness of the project, the outcomes and justify recommendations for future practice. (K16, S16) Questions that may be asked: <i>Why did you use your chosen methods to measure the success of KPIs?</i> <i>Can you explain/expand upon the key indicators you analysed – both perception and data – from participants and other stakeholders.</i>
Ensure that any recommendations are innovative by challenging the status quo to foster new ways of thinking and working and to resolve problems. Identify opportunities to drive improvements (B8) Questions that may be asked: <i>Based on your project and its findings/success, what would be your recommendations for future practice?</i> <i>What are your reasons for making these recommendations?</i>
HIGH PERFORMANCE
Evaluate UK sport and sport specific strategies, global data, trends and contemporary issues in high performance sport. Use these results to select and justify transformational coaching strategies and to establish the process for measuring impact. (K17, K18) Questions that may be asked: <i>Can you expand upon the impact that current contemporary issues could have on high performance sport in the UK?</i>

<i>What impact did your findings regarding high performance coaching methods/ strategies have on decisions you subsequently made, as a coach?</i>
Evaluate 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. Analyse results to deliver ethical, relevant and efficient coaching systems and services that align to the strategies. Evaluate the effectiveness of the project considering the type of sport, the culture, constraints and scope of the key stakeholders needs. (K18, S18) Questions that may be asked: <i>Can you expand upon some issues that can influence coaching processes in high performance sport?</i> <i>What impact did your findings regarding high performance coaching have on decisions you subsequently made, as a coach in the context of your project?</i>
COMMUNITY
Evaluate Sport England Professional Workforce Strategies, social change agendas, national trends local data and/or contemporary influences. Use results to justify the selected coaching strategies and to establish the process for measuring impact. (K26, S26) Questions that may be asked: <i>Can you expand upon the issues you identified that impact on community sport?</i> <i>How do your findings regarding the impact of the project link to national trends in community sport and coaching?</i>
Evaluate 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. Use the results to deliver ethical, relevant and efficient coaching systems and services that align to the strategies. Evaluate the effectiveness of the project considering the type of community initiative or club, the culture, constraints, and key stakeholders' needs (K27, S27) Questions that may be asked: <i>Can you expand upon issues that influence community sports coaching?</i> <i>What impact did your findings regarding the community sport agenda have on decisions you subsequently made, as a coach in the context of your project?</i>
SCHOOLS
Evaluate National trends in education, Statutory Guidelines, and the education paradigm shift. Use these results to justify the selected coaching strategies and to establish the process for measuring impact. (K35, S35)

Questions that may be asked:

Can you expand upon the national trends you have identified which affect school sport?

How do your findings regarding the impact of the project link to national trends in school sport and coaching?

Evaluate school stakeholders, context, category, strategies, culture and codes that influence coaching processes and pedagogies.

Use the results to deliver ethical, relevant and efficient coaching systems and services that embrace the school category, culture, constraints and key stakeholders' needs **(K36, S36)**

Questions that may be asked:

Can you expand upon issues that influence sports coaching in schools?

What impact did your findings regarding the coaching in schools have on decisions you subsequently made, as a coach in the context of your project?

PRACTICAL OBSERVATION WITH QUESTIONING

This assessment has two components. Following sign off of the session outline at gateway, the apprentice must:

1. Submit a full session plan for their observation to the assessor. The apprentice will have 10 days to complete their plan and this, together with the supporting risk assessment must be submitted to the assessor five days ahead of the observation.
2. The second part is the observation with questioning. The apprentice will be observed delivering a two hour coaching session. The session must include
 - 30 minutes preparation (including facilities, equipment and risk assessment),
 - 60 minutes delivery
 - 30 minutes debrief and questioning. The debrief will be carried out on a one to one basis with the assessor during which they will ask the apprentice a minimum of six questions.

The observation with questioning will take place face to face in the apprentice's place of employment, or premises agreed with the employer that replicate their normal working conditions.

Planning for the observation

Ahead of the observation the apprentice will need to prepare a session plan, an outline of which must be submitted at gateway. The outline must:

- be no more than 750 words
- include the title and scope of their coaching session
- Include a summary of the profile of the participant/s who will be taking part
- Include a summary of the session's position in the coaching programme and/or curriculum plans

This outline will be reviewed by the End-Point Assessor as part of the Gateway review to ensure the scope of the planned activities will give the apprentice the opportunity to meet the assessment requirements. If they have any concerns, they will be notified before the assessments are booked.

A template for the session plan outline is provided in the Apprentice Toolkit (Practical Observation folder).

Once the session outline has been signed off the apprentice must produce a full coaching session plan that includes:

- the location of the session
- session start and finish times (the coaching of the session must last for 60 minutes)
- the aim and objectives for the session
- participant profiles including learning preferences and development stages
- coaching activities including warm up, preparation, main session and closing activities for cool down
- coaching methods and differentiation techniques
- links to the coaching programme and curriculum plans

The full session plan must be submitted to the End-Point Assessor within 10 days, a minimum of five days before the session observation.

Together with the plan the apprentice must also submit a copy of the risk assessment for the session. This should be completed on the risk assessment forms they would normally use within their place of work or for the setting in which the session is being held.

A template for the session plan is provided in the Apprentice Toolkit (Practical Observation folder)

Practical Observation

The observation with question and answers will take 2 hours in total (+10% at the EPA's discretion). The assessment will be broken down in to:

- 30 minute observation of session set up, equipment organisation and risk assessment
- 60 minute observation of a coaching session for a selected individual or group of participants
- 30 minute Q&A, after the end of the coaching session

Question and Answer

The 30 minute question and answer will be used to review the effectiveness of the planning, delivery, adaptations in the moment and overall impact of the session.

The End-Point Assessor will ask the apprentice a minimum of 6 questions, plus supplementary questions as required. They will use these questions to seek out any evidence they have not yet seen or heard and/or to ensure that evidence that has been given, fully meets the requirements of the pass criteria.

How will the practical observation be assessed?

The table below identifies the KSBs that are linked to the apprentice's practical observation with questioning, as well as the pass criteria that they will be assessed against during this component.

We have included how the apprentice might demonstrate the grading criteria. The criteria underpins their coaching practice and they will have the opportunity to demonstrate them across the assessment.

Grade descriptor – to pass this element the apprentice must:
CORE
Behave ethically in the design, delivery and review of inclusive coaching sessions. Investigate safety, equality, diversity and human rights laws, conventions and practices. Use this insight to embrace each participant's uniqueness, rights and advocate equality by encouraging participants to deliver results without prejudice. Motivate participants by considering their unique needs and tailor sessions to maximise their engagement and sustainable development. (K11, S11, B3, B5) How the apprentice might demonstrate the grading criteria For example, how they respect the rights of the participants during the session, identifying participants' needs in the session plans and showing that these are recognised and supported during delivery. The apprentice needs to think about how they motivate participants to get the most out of their sessions.
HIGH PERFORMANCE
Evaluate participants' unique motives, development needs, goals, programmes and seasonal plans. Use this information to plan high quality sessions. (K21, S21) How the apprentice might demonstrate the grading criteria

Developing a session plan which considers the athletes/players:

- Development needs
- Goals
- Motivations
- Progressive curriculum plans/programmes
- Practice and competition schedule
- Seasonal plans

Prepare for the session by organising the venue and equipment.

Conduct a risk assessment and adhere to safe operating procedures.

Justifies choice of equipment and operating procedures. **(K22, S22)**

How the apprentice might demonstrate the grading criteria

Preparing for the session in an organised way, ensuring the venue, and any equipment or resources are available, safe and ready to use.

Completing the risk assessment as part of the session planning.

Ensuring that safe operating procedures are adhered to at all stages.

Evaluate best practice in coaching and communication in the high-performance sport context.

Use this information to deliver tailored, safe, inclusive and relevant sessions that align to the plan.

Make adaptations in the moment to accelerate development and maximise performance gains. **(K23, S23)**

How the apprentice might demonstrate the grading criteria

Delivering a high performance session, that is:

- safe
- inclusive
- relevant
- aligned to the session plan

and including the use of:

- adaptation in the moment to accelerate development
- relevant coaching that maximises performance
- motivation techniques
- tailored coaching
- appropriate communication methods

Explore monitoring and evaluation techniques.

Select the most relevant approach to measure the success of the session and sustainable development and performance gains.

Use this information to shape future plans as part of the continuous enquiry cycle **(K24, S24)**

How the apprentice might demonstrate the grading criteria

Monitoring the session against the participant's goals and aims.

Evaluating the session to measure the participant's sustained development and performance gains.

Reflecting on how the results of the session will shape future plans

COMMUNITY

Evaluate each participant's unique motives, accessibility, development needs, goals and seasonal plans.

Use this information to plan high quality sessions **(K30, S30)**

How the apprentice might demonstrate the grading criteria

Developing a session plan which considers the participants':

- access and development needs
- goals
- progression
- motivation
- seasonal plans

Prepare for the session by organising the venue and equipment. Conduct an event risk assessment and adheres to safe operating procedures.

Justify the choice of equipment and operating procedures. **(K31, S31)**

How the apprentice might demonstrate the grading criteria

Preparing for the session in an organised way, ensuring the venue, and any equipment or resources are available, safe and ready to use.

Completing the risk assessment as part of the session planning.

Ensuring that safe operating procedures are adhered to at all stages.

Evaluate best practice in coaching in the community context.

Use this information to deliver targeted, tailored, safe and inclusive sessions that align to the session plan.

Make adaptations in the moment to maximise the impact on long-term engagement and enrichment of participants. **(K32, S32)**

How the apprentice might demonstrate the grading criteria

Delivering a community-based session that is:

- safe
- inclusive
- targeted
- aligned to the session plan

and including the use of:

- adaptation in the moment to impact the long term engagement and enrichment of participants
- tailored coaching
- targeted communication

Explore monitoring and evaluation techniques.

Select the most relevant approach to measure the success of the lesson and the impact on sustainable engagement, enrichment and whole child/person development.

Use this information to shape future plans as part of the continuous enquiry cycle. **(K33, S33)**

How the apprentice might demonstrate the grading criteria

Monitoring the session against participant goals and aims.

Evaluating the session to measure the impact on sustainable engagement, enrichment and whole child/person development.

Reflecting on how the results of the session will shape future plans

SCHOOLS

Evaluate best practice in coaching in the physical education context and analyses each child's unique profile, development needs, educational targets, and curriculum plans.

Use this information to plan high quality lessons. **(K39, S39)**

How the apprentice might demonstrate the grading criteria

Developing a session plan which considers the participants':

- profile
- development needs
- educational targets
- curriculum plans/programmes

Prepare for the lesson by organising resources and equipment.

Conduct an event risk assessment and adhere to safe operating procedures.

Justify choice of equipment and operating procedures which align to the physical activities being delivered, the stage of development and needs of the children. **(K40, S40)**

How the apprentice might demonstrate the grading criteria

Preparing for the lesson in an organised way, ensuring the venue, and any equipment or resources are available, safe and ready to use.

Completing the risk assessment as part of the lesson planning.

Ensuring that safe operating procedures are adhered to at all stages.

Deliver safe, inclusive, tailored and inspirational lessons that increasingly challenge the children in line with the lesson plan.

Make adaptations in the moment to maximise sustainable psychomotor skill mastery and whole child development **(K41, S41)**

How the apprentice might demonstrate the grading criteria

Delivering a school-based lesson that is:

- safe

- inclusive
- tailored
- inspirational
- effective

and including the use of:

- adaptation in the moment to maximise sustainable psychomotor skill mastery and whole child development
- increasing challenge
- tailored coaching
- appropriate communication methods for maximum impact

Explore monitoring and evaluation techniques.

Select 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.

Use this information to shape plans as part of the continuous enquiry cycle. **(K42, S42)**

How the apprentice might demonstrate the grading criteria

Methods to monitor and evaluate children's:

- mastery of physical education standards
- psychomotor skills
- whole child development

Reflecting on how the results of the lesson will shape future plans

PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO

The professional discussion is a one to one discussion with the assessor that will last for 90 minutes (+10% at their discretion) during which time the apprentice will be asked a minimum of 12 questions. The discussion will be based on the portfolio of evidence the apprentice submits at gateway, which the assessor will review ahead of this assessment.

The professional discussion may take place remotely or face to face.

How will the professional discussion be assessed?

The table below identifies the KSBs that are included in the apprentice's professional discussion with portfolio, as well as the pass and distinction criteria that they will be assessed against during these components. To achieve a pass, apprentices must meet all of the pass descriptors. To achieve a distinction, apprentices must meet all of the pass and four distinction descriptors: three from the core descriptors and one from their chosen pathway.

Grade descriptor – to achieve a pass the apprentice must:	Grade descriptor – to achieve a distinction the apprentice must:
CORE	
- Explain own coaching philosophy and factors that informed its development. - Evaluate the impact of own philosophy on participants and other key stakeholders, providing work-based examples. (K1, S1) Questions that the apprentice may be asked: Can you explain your coaching philosophy, using examples from your practice? How have you developed your coaching practice?	Justify the basis, relevance and influence of your coaching philosophy, confirming how it informs your practice and provides clear evidence of results (K1, S1) Questions that the apprentice may be asked: How has your coaching philosophy influenced your own practice? What evidence do you have of the impact your philosophy has had on results?
- Evaluate approaches to self-awareness training and continued professional development. - Evidence personal development planning to enhance professional coaching competencies and inter-intra-personal skills. (K2, S2) Questions that the apprentice may be asked: What has been your approach to your own self-awareness and CPD/personal development planning? In what ways have these things benefited your coaching practice and inter/intra-personal skills?	Justify your own approach to self-awareness training and the impact on your ability to apply life experiences, professional skills, knowledge and behaviours into coaching practices. (K2, S2) Questions that the apprentice may be asked: How do you think your coaching practice has been influenced by your own life experience and professional skills?
Analyse 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.	Justify how the curriculum design and selected pedagogies support participant's independence and sustainable development. (K8, S8)

• Use 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. (K8, S8) Questions that the apprentice may be asked: How does your curriculum support planning and delivery at all levels; individuals and their skills, group and team development and the wider training programme?	Questions that the apprentice may be asked: How has your curriculum design supported participants' development?
• Analyse programme design and delivery techniques to develop progressive coaching programmes. • Use this insight to design and deliver programmes that align to wider curriculum plans, prioritise accessibility and duty of care through inclusive and safe practice. • Select coaching pedagogies that maximise engagement, whole child/person development and accelerate sustainable skill acquisition. (K9, S9) Questions that the apprentice may be asked: Using an example of your choice, analyse the ways in which your curriculum and coaching programme design has been progressive and supported participants' development.	• Critique own ability to create programmes that are progressive whilst controlling/containing the stressors experienced by the participants in their own context. Use work-based examples to justify the response. (K9, K10, K12, S9, S10, S12) Questions that the apprentice may be asked: How successful have you been in creating progressive programme which control stressors for the participant in their environment?
• Provide coaching support at events and/or competition and facilitate learning transfer across situations. • Be resilient and adaptable when dealing with challenges by maintaining focus and self-control. • Respond to the changing environment and participant demands in a flexible and positive manner (K10, S10, B6) Questions that the apprentice may be asked: Using examples, can you explain how you have provided coaching support at events and/or competitions, in particular, commenting on the ways in which you showed you were/are: • able to facilitate learning transfer across situations • resilient and adaptable • able to maintain focus and self-control • flexible and positive	

• Evaluate national guidelines and sport specific approaches to wellbeing. • Use this information to recognise the stressors and promotes holistic wellbeing to control/contain stressors in the delivery of the programmes. (K12, S12) Questions that the apprentice may be asked: How have you used national guidelines and sports specific approaches to support participants' well-being? How have you promoted holistic well-being in programme delivery?	
• Investigate learning theories and skill acquisition techniques and apply those which are relevant to your participant's unique development needs, the demands of the sport and occupational environment (K13, S13) Questions that the apprentice may be asked: What have you learnt, during your apprenticeship, about learning theories and skill acquisition techniques?	• Justify selected learning theory and skill acquisition techniques. • Evaluate the success of methods used to facilitate learning and skill acquisition through work based examples that consider learning theory, environment, contemporary resources and support networks. (K13, K14, K15, S13, S14, S15) Questions that the apprentice may be asked:
• Demonstrate the ability to create a positive learning environment. • Identify relevant behaviour management strategies and provide examples of the impact of these on your participants. (K14, S14) Questions that the apprentice may be asked: How have you created a positive learning environment? What behaviour management strategies have you used?	How successful have these methods been in support the learning and skills acquisition of your participants?
• Explore the use of learning resources relevant to the coaching context. • Provide examples of the use of technological advancements and wider industry support to maximise engagement, development and/or performance gains. (K15, S15) Questions that the apprentice may be asked: Using examples, explain the learning resources and technology you have used in your practice	

HIGH PERFORMANCE	
Grade descriptor – to achieve a pass the apprentice must:	Grade descriptor – to achieve a distinction the apprentice must:
- Evaluate profiling techniques and explain how this contributes to a continuous enquiry cycle. - Evidence valid assessment of bio-psycho-social attributes and explain how this was used to inform whole person optimisation. (K19, S19) Questions that the apprentice may be asked: What profiling techniques did you use and what were their advantages and disadvantages? How did you use profiling techniques to support regular reviews?	- Justify the selection of profiling and measurement techniques considering participants unique needs and the sporting context. - Highlight how the continuous enquiry cycle evidences sustainable development and high-performance of athletes/players using work-based examples. (K19, K20, K25, S19, S20, S25) Questions that the apprentice may be asked: How would you justify the profiling and measuring techniques you've used? How have you used continuous monitoring and measuring of achievement to support the development of high performance athletes/players?
- Measure sport specific technical and tactical skills. - Use results from the initial profile to agree sustainable development and high-performance goals. - Continuously measure progress towards these goals through progressive coaching programmes. (K20, S20) Questions that the apprentice may be asked: How have you measured participants' skills? How did you use results to agree sustainable development and performance goals? How have you tracked progress with your participants?	
Explain methods used to measure the impact of the coaching practice by comparing athlete/player results against national and international benchmarks. (K25, S25) Questions that the apprentice may be asked: How have you measured the impact of your coaching practice?	
COMMUNITY	
Grade descriptor – to achieve a pass the apprentice must:	Grade descriptor – to achieve a distinction the apprentice must:
Evaluate profiling techniques relevant to the community sport and physical activity context and explain how this contributes to a continuous enquiry cycle.	Justify the selection of profiling and measurement techniques considering participants unique needs and the community sport and physical activity context.

Evidence valid assessment of cognitive, social, emotional and physical capabilities and explain how this was used to inform whole person development. (K28, S28) Questions that the apprentice may be asked: How have you evaluated profiling techniques to identify tools relevant to your community programmes? How have you assessed the cognitive, social, emotional and physical capabilities of participants? How did you use these findings to inform whole person development?	Highlight how the continuous enquiry cycle evidences sustainable engagement and enrichment of participants using work-based examples. (K28, K29, K34, S28, S29, S34) Questions that the apprentice may be asked: How would you justify the profiling and measuring techniques you've used? How have you used continuous improvement to support sustained engagement of participants?
- Measure participant motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific physical activity contexts. - Use results from the initial profile to enable process goals to be agreed. - Continuously measure progress towards these goals through progressive coaching programmes. (K29, S29) Questions that the apprentice may be asked: How have you measured participants' motives, behaviour, psychomotor skills and tactical awareness in your sessions? How have you set goals with your participants?	
Explain methods used to measure the impact of the coaching practice by comparing athlete or player results against national and international benchmarks. (K34, S34) Questions that the apprentice may be asked: How have you measured the impact of your coaching practice?	
SCHOOLS	
Grade descriptor – to achieve a pass the apprentice must:	Grade descriptor – to achieve a distinction the apprentice must:
- Evaluate profiling and explain how this contributes to a continuous enquiry cycle. - Evidence valid assessment of cognitive, social, emotional and physiological development stages and use this to inform whole child development. (K37, S37)	- Justify the selection of profiling techniques used considering the participants unique needs and the school context. - Use the continuous enquiry cycle to evidence sustainable mastery of physical education

Questions that the apprentice may be asked: In what ways did you use profiling techniques to support regular reviews? How did you use these findings to inform whole child development?	standards and psychomotor skills using work-based examples (K37, K38, K43, S37, S38, S43) Questions that the apprentice may be asked: How would you justify the profiling and measuring techniques you've used? How have you used continuous improvement to support sustained mastery of physical education standards and psychomotor skills?
• Measure psychomotor, technical and tactical skills in physical activity contexts. • Use results from the initial profile to agree physical education targets. • Measure progress towards targets through progressive coaching programmes. (k38, S38) Questions that the apprentice may be asked: How have you measured participants' skills and awareness in your sessions? How did you use the results from profiling to agree physical education targets? How did you measure participants' ongoing progress towards these goals?	
• Measure the impact of the coaching practice by comparing children's results against local and national benchmarks (K43, S43) Questions that the apprentice may be asked: How have you measured the impact of your coaching practice?	

END-POINT ASSESSMENT TASKS AND GRADING

Each assessment will be graded individually and the grades combined as outlined below to give the overall grade for the apprenticeship.

To pass their End-point Assessment the apprentice must achieve a minimum of a pass in each component. To gain a distinction overall, they must also achieve a distinction in the professional discussion.

Assessment method 1 Project with presentation and questions	Assessment method 2 Practical demonstration with questioning	Assessment method 3 Professional discussion underpinned by portfolio	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Distinction

AFTER ASSESSMENT – WHAT HAPPENS NEXT?

GRADING AND CERTIFICATION

During the assessment, the assessor will administer the three tasks and complete the evidence records before submitting these to the ELITE EPA team.

This submission will include the observation records, presentation records and the report from the professional discussion.

They may also record the quality of the project, session planning and portfolio.

The assessor will not discuss grading with you, the apprentice, or their employer.

The apprentice's results will be available within 10 working days of the assessment. Normally, the following will occur in 5-7 working days:

- the final grade will be given to you, the employer and the apprentice via email. This will contain assessment feedback and a grade breakdown. This information can also be gained from ACE360.
- a re-sit or a retake is booked if needed. Re-sit or retake must take place within 35 days of the first attempt.

On successful completion, the apprentice's certificate will be sent to their employer. Elite reserves the right to retain all assessment materials for quality assurance processes for a period of 12 months.

RESITS/RETAKES

Should the apprentice fail one or more assessment method, they will be offered the opportunity to take a resit or a retake.

A re-take involves a need for further learning before an assessment is taken, while a re-sit does not.

When the result notification recommends a retake, the employer and you, the training provider, should consider a supportive action plan that responds to the weaknesses identified from the original EPA result notification.

The action plan should clearly state the nature and extent of the re-training and include the estimated time to prepare them for the retake. In this instance, the grade for a retake will be capped at a pass. The timescales and fee for a retake must be agreed between the employer and EPAO. Elite Awarding will usually charge for a retake.

A resit involves the apprentice sitting one or more failed assessment components again, without the need to undertake further training.

A resit may be undertaken if the EPA believes there are extenuating circumstances (for example illness). The apprentice may have a serious problem outside of their control that affects their ability to attend an assessment/s. Apprentices resitting (with an approved special consideration application from Elite Awarding) will have all grades available to them. The employer will need to agree that a resit is an appropriate course of action. It is recommended that the resit takes place within a 2 month period.

After dates have been agreed in the planning meeting, if the apprentice fails to attend the agreed EPA appointment without reasonable notice (see cancellation policy) or providing evidence for extenuating circumstances, the assessment will be graded as a fail. Training providers must work with the apprentice to gather appropriate evidence to complete a special consideration application form. This can be found on Elite Awarding website www.eliteawarding.co.uk

A resit cannot be taken with the intention of increasing the original grade if the apprentice has passed their EPA.

APPEALS

The ELITE Appeals Procedure for End-Point Assessment is available from the EPA area of the website in the client area. If the apprentice wishes **to appeal, they must do so within 10 days** of receiving the disputed assessment decision and are advised to keep copies of all documents relating to their appeal.

REASONABLE ADJUSTMENTS

A reasonable adjustment relates to an adjustment that helps to reduce the effect of a disability or a physical or mental health condition, which may place the apprentice at a disadvantage compared with others. If an apprentice requires any adjustment to their assessment, this must be recorded within the ACE360 system to support the discussion at the EPA planning meeting. Elite Awarding will apply the Reasonable adjustment matrix published by the Institute for Apprenticeships and Technical Education (IfATE).

Grading Criteria and Assessment Specification

Below are the knowledge, skills, and behaviours (KSBs) for each of the assessment methods. Under the KSBs you will find the grading criteria. The assessment specification examples have also been included.

Work based project with questioning

Knowledge	Skills
K3 Transformational coaching methods and strategic planning techniques	S3 Develop transformational coaching strategies and tactics that consider sector, sport, organisation and participants unique needs
Pass - Plan the project in accordance with the agreed title, scope and sets relevant key performance indicators. Evaluate industry best practice in coaching to create transformational coaching strategies and tactics that consider sector, sport, organisation and participants' unique needs. These must be aligned to the organisational vision.	
K4 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	S4 Comply with legal, ethical, effective and efficient coaching systems that align to the organisational vision, strategies, policies and processes
Pass - Develop and deploy the coaching systems, that align to the organisational vision and transformational strategies.	
K5 Approaches to organisational workforce structures that underpin best practice and showcase the value of scope within the coaching team	S5 Promote the value of the coaching team considering workforce structures and scopes including support staff, coaches, coaching assistants, and volunteers
Pass - Benchmark the organisational workforce structure against other industry leading organisations. Apply this insight to promote the value of scope of the coaching team.	
K6 Coaching team development and deployment techniques aligned to all relevant and current legislation, policy, process, operating standards and scopes of practice	S6 Facilitate the development of the coaching team through due diligence, inductions, development and performance monitoring
Pass - Ensure policy and processes are in place to facilitate compliance with all current legislation, regulation, sector standards and codes. Facilitate coaching team development through due diligence, inductions, training and performance monitoring.	
K7 Coaching service delivery approaches including industry support networks and collaborative, cohesive and competent coaching teams	S7 Deliver effective coaching services through industry support networks and a collaborative, cohesive and competent coaching team
Pass - Evaluate approaches to service delivery and use this insight to maximise each participant's experience through industry support networks and a cohesive and competent coaching team.	
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	S16 Measure the impact of the coaching strategies through analysis of participant, coach, coaching team and organisational perception and performance data
Pass - Analyse methods to measure the impact of the coaching strategies. Select valid perception and performance data to measure key performance indicators and evaluate the impact of the coaching strategies. Critique the effectiveness of the project, the outcomes and justify recommendations for future practice.	
High Performance Environment (K17/S17, K18/K19)	

K17 UK sport and sport specific strategies, global data, trends and contemporary issues in high performance sport, including social, economic, educational and technological influences	S17 Proactively responds to global trends, strategies, and contemporary issues in high performance sport to ensure best practice in coaching
Pass - Evaluate UK sport and sport specific strategies, global data, trends and contemporary issues in high performance sport. Use these results to select and justify transformational coaching strategies and to establish the process for measuring impact.	
K18 UK sport guidelines, high-performance sport stakeholders, organisational context, culture, codes, direction and politics that influence coaching processes	S18 Embrace the high-performance context, culture, organisational direction, and codes to deliver effective coaching processes
Pass - Evaluate 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. Analyse results to deliver ethical, relevant and efficient coaching systems and services that align to the strategies. Evaluate the effectiveness of the project considering the type of sport, the culture, constraints and scope of the key stakeholders needs.	
Community Environment (K26, S26, K27/S27)	
K26 Sport England Professional Workforce Strategies, social change agendas, national trends on national physical activity participation, local data and contemporary influences	S26 Proactively responds to sector strategies, social change agendas, national and local trends in physical activity participation and contemporary influences
Pass - Evaluate Sport England Professional Workforce Strategies, social change agendas, national trends local data and/or contemporary influences. Use results to justify the selected coaching strategies and to establish the process for measuring impact.	
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	S27 Embrace the community category, context, culture, codes, stakeholders and public sector duty to deliver effective coaching pedagogies and processes
Pass - Evaluate 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. Use the results to deliver ethical, relevant and efficient coaching systems and services that align to the strategies. Evaluate the effectiveness of the project considering the type of community initiative or club, the culture, constraints, and key stakeholders' needs	
School Environment (K35/S35, K36/S36)	
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	S35 Proactively responds to national trends in education standards, paradigm shifts, strategies and contemporary influences in school and physical education
Pass - Evaluate National trends in education, Statutory Guidelines, and the education paradigm shift. Use these results to justify the selected coaching strategies and to establish the process for measuring impact.	
K36 School stakeholders, context, category, strategies, culture and codes that influence coaching pedagogy and process effectiveness	S36 Embrace the school category, context, culture, codes, stakeholders, and statutory guidelines to deliver effective coaching pedagogies and processes
Pass - Evaluate school stakeholders, context, category, strategies, culture and codes that influence coaching processes and pedagogies. Use the results to deliver ethical, relevant and efficient coaching systems and services that embrace the school category, culture, constraints and key stakeholders' needs	

Behaviours	Pass criteria
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B4 Collaborative: demonstrates awareness of own and others' working styles and collaborates to achieve positive outcomes	Act as an inspiration, lead by example, act with integrity, build trust and respect others. Demonstrate an awareness of own and others' working styles and collaborate to achieve positive outcomes.
B2 Inspirational: leads by example, acts with integrity, builds trust and demonstrates respect for others	
B7 Results orientated: influences change by soliciting and acting on feedback to deliver results	Act as an ambassador for the organisation and sector both internally and externally in the design and delivery of coaching strategies, systems and services. Be results orientated and influence change by soliciting and acting on feedback to deliver results.
B1 Advocate: acts as an ambassador for the organisation and sector both internally and externally	
B8 Innovative: challenges the status quo to foster new ways of thinking and working and to resolve problems. Seeks out opportunities for continuous improvement in participants, the coaching system, services, the organisation and the sector.	Ensure that any recommendations are innovative by challenging the status quo to foster new ways of thinking and working and to resolve problems. Identify opportunities to drive improvements

Practical observation with questioning

Knowledge	Skills
K11 Inclusive coaching techniques that embed human rights, equality laws and conventions to ensure ethical coaching practice	S11 Embrace each participants uniqueness, their rights and advocates fairness, equality and diversity within the coaching environment
B3 Ethical: accepts responsibility and is committed to equality, diversity, human rights and safe practice	
B5 Motivational: considers participants unique needs and tailors solutions to meet their unique needs	
Pass - Behaves ethically in the design, delivery and review of inclusive coaching sessions. Investigate safety, equality, diversity and human rights laws, conventions and practices. Use this insight to embrace each participant's uniqueness, rights and advocates equality by encouraging participants to deliver results without prejudice. Motivate participants by considering their unique needs and tailor sessions to maximise their engagement and sustainable development.	
High Performance Environment (K21/K22/K23/K24)	
K21 Session planning techniques that consider high performance athlete's/player's unique needs, goals and curriculum plans	S21 Plan sessions that consider high performance athlete's/player's unique needs, goals, curriculum, progressive programmes, practice, and competition schedules
Pass - Evaluate participants' unique motives, development needs, goals, programmes and seasonal plans. Use this information to plan high quality sessions.	
K22 Session preparation techniques including resource organisation, event risk assessment and safe operating procedures in line with high performance sport policy	S22 Prepare for sessions by organising resources, conducting event risk assessment and ensures safe operating procedures in line with high performance sport policy
Pass - Prepare for the session by organising the venue and equipment. Conduct a risk assessment and adhere to safe operating procedures. Justify choice of equipment and operating procedures.	
K23 Session delivery and adaptation techniques that motivate high performance players/athletes through tailored coaching and communication methods for maximum impact	S23 Deliver safe, inclusive sessions and makes adaptations in the moment to accelerate development and maximise performance gains through relevant coaching and communication methods

Pass - Evaluate best practice in coaching and communication in the high-performance sport context. Use this information to deliver tailored, safe, inclusive and relevant sessions that align to the plan. Make adaptations in the moment to accelerate development and maximise performance gains	
K24 Session evaluation methods that measure sustainable development and performance gains to shape future plans as part of the continuous enquiry cycle	S24 Evaluate sessions to monitor sustainability of athlete/player development and performance gains to shape future plans as part of the continuous enquiry cycle
Pass - Explore monitoring and evaluation techniques. Select the most relevant approach to measure the success of the session and sustainable development and performance gains. Use this information to shape future plans as part of the continuous enquiry cycle	
Community Environment (K30/K31/K32/K33)	
K30 Session planning techniques that consider each participant's unique motives, access and development needs, goals and seasonal plans	S30 Plan targeted and accessible sessions that consider each participant's unique motives, development needs, goals and seasonal plans
Pass - Evaluate each participant's unique motives, accessibility, development needs, goals and seasonal plans. Use this information to plan high quality sessions	
K31 Session preparation techniques including resource organisation, event risk assessment and safe operating procedures in line with community organisation health and safety policy	S31 Prepare for sessions by organising resources, conducting event risk assessment and ensures safe operating procedures in line with community organisation health and safety policy
Pass - Prepare for the session by organising the venue and equipment. Conduct an event risk assessment and adheres to safe operating procedures. Justify the choice of equipment and operating procedures.	
K32 Session delivery and adaptation techniques including tailored coaching and targeted communication methods for maximum impact on long-term engagement and enrichment	S32 Deliver safe and inclusive and effective sessions and makes adaptations in the moment to engage and enrich participants through tailored coaching and targeted communication methods for maximum impact
Pass - Evaluate best practice in coaching in the community context. Use this information to deliver targeted, tailored, safe and inclusive sessions that align to the session plan. Make adaptations in the moment to maximise the impact on long-term engagement and enrichment of participants	
K33 Session evaluation methods that measure engagement, enrichment and whole child/person development dimensions to shape future plans as part of the continuous enquiry cycle	S33 Evaluate sessions to monitor engagement, enrichment and whole child/person development dimensions to shape future plans as part of the continuous enquiry cycle
Pass - Explore monitoring and evaluation techniques. Select the most relevant approach to measure the success of the lesson and the impact on sustainable engagement, enrichment and whole child/person development. Use this information to shape future plans as part of the continuous enquiry cycle	
Schools Environment (K39/40/41/K42)	
K39 Session planning techniques that consider each child's unique profile, development needs, educational targets, and curriculum plans	S39 Plan safe, inclusive and effective sessions that consider each child's unique development needs, educational targets and curriculum plans
Pass - Evaluate best practice in coaching in the physical education context and analyses each child's unique profile, development needs, educational targets, and curriculum plans. Use this information to plan high quality lessons.	
K40 Session preparation techniques including resource organisation, event risk assessment and safe operating procedures in line with school health and safety policy	S40 Prepare for sessions by organising resources, conducting event risk assessment and ensures safe operating procedures in line with school health and safety policy
Pass - Prepare for the lesson by organising resources and equipment. Conduct an event risk assessment and adhere to safe operating procedures. Justify choice of equipment and operating procedures which align to the physical activities being delivered, the stage of development and needs of the children.	

K41 Session delivery and adaptation techniques that inspire children through tailored coaching and communication methods for maximum impact	S41 Delivers safe, inclusive and effective sessions and makes necessary adaptations to develop children's psychomotor skill mastery through tailored coaching and communication methods for maximum impact
Pass - Deliver safe, inclusive, tailored and inspirational lessons that increasingly challenge the children in line with the lesson plan. Make adaptations in the moment to maximise sustainable psychomotor skill mastery and whole child development	
K42 Session evaluation methods that prioritise children's mastery of physical education standards, psychomotor skills and whole child development and shape future plans as part of the continuous enquiry cycle	S42 Evaluate sessions to monitor children's mastery of physical education standards, psychomotor skills and whole child development to shape plans as part of the continuous enquiry cycle
Pass - Explore monitoring and evaluation techniques. Select 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. Use this information to shape plans as part of the continuous enquiry cycle.	

Professional discussion underpinned by a portfolio

Knowledge	Skills
K1 Coaching philosophies and professional practice that consider key stakeholder needs, sporting contexts and codes	S1 Influence key stakeholders in the sporting context through own coaching philosophy and professional practice
Pass - Explain own coaching philosophy and factors that informed its development. Evaluate the impact of own philosophy on participants and other key stakeholders, providing work-based examples. Distinction - Justify the basis, relevance and influence of your coaching philosophy, confirming how it informs your practice and provides clear evidence of results	
K2 Professional development planning methods and self-awareness skills training techniques	S2 Enhance coaching competencies and inter-intra-personal skills through continued professional development and self-awareness skills training
Pass - Evaluate approaches to self-awareness training and continued professional development. Evidence personal development planning to enhance professional coaching competencies and inter-intra-personal skills. Distinction - Justify your own approach to self-awareness training and the impact on your ability to apply life experiences, professional skills, knowledge and behaviours into coaching practices.	
K8 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	S8 Design high quality curriculum that considers participants' unique profiles, promotes ownership and informs micro, meso and macro plans as relevant to the sporting context
Pass - Analyse 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. Use 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. Distinction - Justify how the curriculum design and selected pedagogies support participant's independence and sustainable development.	
K9 Progressive programme design and delivery techniques that prioritises accessibility, duty of care and accelerate	S9 Designs and delivers progressive programmes and selects coaching pedagogies that maximise

whole child/person development and sport specific skill acquisition	engagement, whole child/person development and accelerates sustainable skill acquisition
Pass - Analyse programme design and delivery techniques to develop progressive coaching programmes. Use this insight to design and deliver programmes that align to wider curriculum plans, prioritise accessibility and duty of care through inclusive and safe practice. Select coaching pedagogies that maximise engagement, whole child/person development and accelerate sustainable skill acquisition. Distinction - Critique own ability to create programmes that are progressive whilst controlling/containing the stressors experienced by the participants in their own context. Use work-based examples to justify the response.	
K10 Progressive programme design and delivery techniques that ensure safe practice and support at events and competition and embed learning transfer across situations	S10 Delivers safe and effective coaching support to participants in practice, at events or competitions and influences learning and skill transfer across situations
B6 Resilient: adapts when dealing with challenges by maintaining focus, self-control and is flexible to changing work environment and people demands	
Pass - Provide coaching support at events and/or competition and facilitate learning transfer across situations. Be resilient and adaptable when dealing with challenges by maintaining focus and self-control. Respond to the changing environment and participant demands in a flexible and positive manner Distinction - Critique own ability to create programmes that are progressive whilst controlling/containing the stressors experienced by the participants in their own context. Use work-based examples to justify the response.	
K12 Chief Medical Officer guidelines, Public Health England agendas, organisational, sport specific and holistic approaches to wellbeing considering stressors relevant to the participants context	S12 Promote holistic wellbeing to control/contain stressors experienced by participants in their own context and environment
Pass - Evaluate national guidelines and sport specific approaches to wellbeing. Use this information to recognise the stressors and promotes holistic wellbeing to control/contain stressors in the delivery of the programmes. Distinction - Critique own ability to create programmes that are progressive whilst controlling/containing the stressors experienced by the participants in their own context. Use work-based examples to justify the response.	
K13 Learning theories and skill acquisition techniques relevant to participant's unique development needs, the demands of the sport and occupational environment	S13 Facilitate participant development by applying learning theory and skill acquisition techniques relevant to participants needs, sport specific demands and context
Pass - Investigate learning theories and skill acquisition techniques and apply those which are relevant to your participant's unique development needs, the demands of the sport and occupational environment Distinction - Evaluate 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.	
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	S14 Facilitate participant development and skill acquisition through positive learning environments and behaviour management strategies
Pass - Demonstrate the ability to create a positive learning environment. Identify relevant behaviour management strategies and provide examples of the impact of these on your participants. Distinction - Evaluate 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.	

K15 Developments in learning resources including technological advancements and wider industry support mechanisms that maximise engagement, development and performance gains	S15 Facilitate participant development and skill acquisition through technological advancements and wider industry support mechanisms
Pass - Explore the use of learning resources relevant to the coaching context. Provide examples of the use of technological advancements and wider industry support to maximise engagement, development and/or performance gains. Distinction - Evaluate 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.	
High Performance Environment	
K19 Profiling and enquiry methods designed to measure bio-psycho-social attributes and inform whole person optimisation planning	S19 Profile athletes or players to measure bio-psycho-social attributes and inform whole person optimisation
Pass - Evaluate profiling techniques and explain how this contributes to a continuous enquiry cycle. Evidence valid assessment of bio-psycho-social attributes and explain how this was used to inform whole person optimisation. Distinction - Justify the selection of profiling and measurement techniques considering participants unique needs and the sporting context. Highlight how the continuous enquiry cycle evidences sustainable development and high-performance of athletes/players using work-based examples.	
K20 Profiling and enquiry methods designed to measure sport specific technical and tactical attributes and inform sustainable development and high-performance goals	S20 Profile athlete/players to measure sport specific technical and tactical attributes and inform sustainable development and high-performance goals
Pass - Measure sport specific technical and tactical skills. Use results from the initial profile to agree sustainable development and high-performance goals. Continuously measure progress towards these goals through progressive coaching programmes. Distinction - Justify the selection of profiling and measurement techniques considering participants unique needs and the sporting context. Highlight how the continuous enquiry cycle evidences sustainable development and high-performance of athletes/players using work-based examples.	
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	S25 Measure the impact of the coaching practice on the national and international positioning of the sport by comparing athlete or player results against national and international benchmarks
Pass - Explain methods used to measure the impact of the coaching practice by comparing athlete/player results against national and international benchmarks. Distinction - Justify the selection of profiling and measurement techniques considering participants unique needs and the sporting context. Highlight how the continuous enquiry cycle evidences sustainable development and high-performance of athletes/players using work-based examples.	
Community Environment	
K28 Profiling and enquiry methods designed to measure whole child/person development dimensions considering cognitive, social, emotional and physiological capabilities	S28 Profile participants to measure whole child/person development dimensions considering cognitive, social, emotional and physiological capabilities
Pass - Evaluate profiling techniques relevant to the community sport and physical activity context and explain how this contributes to a continuous enquiry cycle. Evidence valid assessment of cognitive, social, emotional and physical capabilities and explain how this was used to inform whole person development.	

Distinction - Justify the selection of profiling and measurement techniques considering participants unique needs and the community sport and physical activity context. Highlight how the continuous enquiry cycle evidences sustainable engagement and enrichment of participants using work-based examples.	
K29 Profiling and enquiry methods designed to measure participant motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific sport and physical activity contexts to enable process goals to be agreed	S29 Profile participants motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific sport and physical activity contexts to enable goals to be agreed
Pass - Measure participant motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific physical activity contexts. Use results from the initial profile to enable process goals to be agreed. Continuously measure progress towards these goals through progressive coaching programmes. Distinction - Justify the selection of profiling and measurement techniques considering participants unique needs and the community sport and physical activity context. Highlight how the continuous enquiry cycle evidences sustainable engagement and enrichment of participants using work-based examples.	
K34 Methods to measure the impact of coaching practice on social change associated with access, participation, performance, equality and wellbeing by comparing results against local and national benchmarks	S34 Measure the impact of coaching practice on social change associated with access, participation, performance, equality and wellbeing by comparing results against local and national benchmarks
Pass - Explain methods used to measure the impact of the coaching practice by comparing athlete or player results against national and international benchmarks. Distinction - Justify the selection of profiling and measurement techniques considering participants unique needs and the community sport and physical activity context. Highlight how the continuous enquiry cycle evidences sustainable engagement and enrichment of participants using work-based examples.	
School Environment	
K37 Profiling and enquiry methods designed to measure whole child development dimensions considering cognitive, social, emotional and physiological stages of development	S37 Profile whole child development dimensions considering cognitive, social, emotional and physiological stages of development
Pass - Evaluate profiling and explain how this contributes to a continuous enquiry cycle. Evidence valid assessment of cognitive, social, emotional and physiological development stages and use this to inform whole child development. Distinction - Justify the selection of profiling techniques used considering the participants unique needs and the school context. Use the continuous enquiry cycle to evidence sustainable mastery of physical education standards and psychomotor skills using work-based examples	
K38 Profiling and enquiry methods designed to measure psychomotor, technical and tactical skills in physical activity contexts drawn from the Department for Education National Curriculum and enable physical education targets to be agreed	S38 Profile children's psychomotor, technical and tactical skills in physical activity contexts drawn from the DfE National Curriculum to enable physical education targets to be agreed
Pass - Measure psychomotor, technical and tactical skills in physical activity contexts. Use results from the initial profile to agree physical education targets. Measure progress towards targets through progressive coaching programmes.	

Distinction - Justify the selection of profiling techniques used considering the participants unique needs and the school context. Use the continuous enquiry cycle to evidence sustainable mastery of physical education standards and psychomotor skills using work-based examples	
K43 Methods to measure and evaluate the impact of coaching practice on school standards by comparing children's results against local and national benchmarks	S43 Measure and evaluates the impact of coaching practice on school standards by comparing children's results against local and national benchmarks
Pass - Measure the impact of the coaching practice by comparing children's results against local and national benchmarks Distinction - Justify the selection of profiling techniques used considering the participants unique needs and the school context. Use the continuous enquiry cycle to evidence sustainable mastery of physical education standards and psychomotor skills using work-based examples	



COACH



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AWARDING

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