

EPA STANDARD SPECIFICATION



Level 4 Sports Coach ST0770 (v1.3)

For delivery from September 2026

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1. Qualification information

1.1 About this standard specification

This End-point Assessment (EPA) specification sets out what is required to complete the EPA in Sports Coach. The document contains information regarding the planning and delivery of the EPA process and is intended for use by all parties involved in the process.

EPA is an independent assessment of the knowledge, skills and behaviours (KSBs) that have been learnt throughout an apprenticeship.

This document should be used in conjunction with the published assessment plan on the Skills England website and the EPA Support Pack provided by Gateway Qualifications for this standard.

Gateway Qualifications is a nationally regulated Awarding Organisation that supports education and training providers through its strong relationships, adaptability and expert team.

Key information	
Standard name	Sports Coach
Standard reference number	ST0770
Assessment plan version	1.3
Level	4
Ofqual QN	610/7773/2
Sector	Health and science
Minimum time on-programme with the provider	8 months
EPA duration	Typically 6 months
EPA methods	Assessment method 1: Work-based project and presentation with questioning Assessment method 2: Coaching session plan and practical observation with questioning Assessment method 3: Professional discussion underpinned by a portfolio of evidence
Overall grade	Fail/Pass/Distinction
EQA organisation	Ofqual

Key information

Gateway requirements

English and Mathematics qualifications in line with the apprenticeship funding rules.

A fully completed and signed Gateway Declaration and authentication statement.
A project outline must be submitted for Assessment method 1.

A coaching session outline must be submitted for Assessment method 2.

A portfolio of evidence must be submitted for Assessment method 3.

1.2 Purpose

The overall purpose of the EPA is to ensure that the apprentice has met the required level of knowledge, skills and behaviours set by employers and approved by Skills England.

1.3 Occupational Standard Pathways

The Sports Coach standard has a core element (Sport Coach), and three pathways: High Performance Coach, Community Sport Coach, School Sport Coach. All apprentices will be registered to the Sport Coach (core) element, and to one of the pathways.

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.

Pathways:

- 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 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.

All apprentices undertake the three assessment methods assigned to this standard regardless of the pathway chosen.

All apprentices will be assessed against the KSBs mapped to the Core element, and the KSBs relevant to their chosen pathway.

2. EPA journey

2.1 On-programme requirements

Full time apprentices will typically spend 21 months on-programme (before the EPA Gateway meeting) working towards the occupational standard. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.

All apprentices must spend a minimum of 12 months on programme. In all cases this will be no less than 366 days but may be longer. For new starts from 1 August 2025, the minimum duration has been reduced to 8 months (from 12 months). This policy change supersedes any reference to 12-month durations as currently set out in End-Point Assessment plans. For those apprentices who started before 1st August 2025, the 12-month minimum duration still applies. This will be checked by the provider before the apprentice is submitted for EPA Gateway.

Learning progress should be supported by regular 1-to-1s between the apprentice and the employer.

These sessions should:

- set learning goals
- track apprentice progress
- create a forum for coaching and guidance
- co-ordinate the required amount of apprentice time being spent in off-the-job training.

Any gaps should be identified that may prevent the apprentice meeting the learning outcomes of the apprenticeship. For example, the training provider and employer can discuss types of work and responsibilities of the apprentice to assess whether this is suitable in meeting the Standard.

The provider should support with tutorials and appropriate resources.

2.2 EPA Gateway

The employer makes the final decision to progress the apprentice to EPA, by reviewing the Portfolio of Learning and performance of the apprentice in meeting the Standard.

If the employer feels that the apprentice has met the learning outcomes, and is competent in the apprenticeship role, they should progress the apprentice to EPA.

The employer must confirm that the apprentice is ready to complete the EPA before they can pass through the EPA Gateway, and this will be documented on EPA Pro via the Gateway

Declaration and Authentication Statement. This notifies Gateway Qualifications that the apprentice is ready for their EPA.

Before the apprentice can enter the EPA Gateway process, the following evidence is required:

- Gateway Declaration and Authentication Statement (this must signed using an e-signature via a document signing service, such as DocuSign, or a wet signature)
- Achievement of English and Maths qualifications, if required, in line with the apprenticeship funding rules
- Reasonable Adjustments Request Form, if applicable (this must be submitted no later than 30 days prior to the EPA Gateway submission)
- Project outline (for Assessment method 1)
- Coaching session outline (for Assessment method 2)
- Portfolio of evidence (for Assessment method 3)

Apprentices will not be accepted at EPA Gateway if the evidence required is not sufficiently met.

For those with an education, health and care plan or a legacy statement, the apprenticeships English and Maths minimum requirement is Entry Level 3. British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.

Before the apprentice enters the EPA Gateway, they should be comfortable with the assessments they will complete and ready to demonstrate they can achieve the standard of the apprenticeship.

2.3 EPA Planning Meeting

Gateway Qualifications will schedule the EPA Planning Meeting with the apprentice and the employer. The meeting will take place once the EPA Gateway evidence has been accepted, and the apprentice has entered the end-point assessment phase of the apprenticeship.

The purpose of the EPA Planning Meeting is to:

- schedule each assessment activity
- identify the requirements of each EPA assessment method
- facilitate the employer's understanding of the EPA process
- answer any questions or concerns the apprentice may have about the EPA process
- aid in the preparation requirements, e.g., arranging access, facilities, and resources
- discuss feedback post EPA
- explain certification upon completion of the apprenticeship
- explain the appeals process

2.4 Assessment overview

The assessment methods for Sports Coach EPA consist of the following:

- Assessment 1: Work-based project and presentation with questioning
- Assessment 2: Coaching session plan and practical observation with questioning
- Assessment 3: Professional discussion underpinned by a portfolio of evidence

2.5 Assessment method 1 – Work-based project and presentation with questioning

The apprentice will complete a significant and defined work-based project that has a real business benefit.

They will then complete both components of Assessment method 1 to allow them to demonstrate the KSBs mapped to this assessment.

Assessment overview	
Mode of assessment	Component 1: Work-based project Component 2: presentation with questioning
Duration	Component 1 - Work-based project: a maximum of 12 weeks Component 2 - Presentation with questioning: 75 minutes in total (+ up to 10% extra time, at the discretion of the IA). Typically: • Presentation – 20 minutes • Questioning – 55 minutes
Grading	Fail/Pass
Assessed by	Independent Assessor (IA)
Assessment method weighting	All assessment methods are equally weighted

Component 1 - The Project:

The project must be undertaken after the apprentice has gone through the gateway. However, at the point of gateway, apprentices must submit a project outline (maximum 500 words) to Gateway Qualifications that scopes out the project and demonstrates that it will provide sufficient opportunity for the KSBs mapped to this assessment method to be met.

The project outline will not be assessed by Gateway Qualifications but will be signed-off to confirm the project is suitable for the apprentice to commence.

The project outline should contain the following:

- the project title and scope
- key activities and milestones
- expected outputs and measures of success

The project must align with the KSBs mapped to this assessment method, meet the needs of the employer's business and be relevant to the apprentice's role.

The project may be based on one of the following:

- development of new coaching strategies, systems and services
- improvements to current coaching strategies, systems and services

Apprentices will have a maximum of 12 weeks to complete their project. This must be submitted to Gateway Qualifications in the form of a paper-based or electronic report. The report must have a word count of **4500 words** (with a tolerance of 10% above/below this, at the apprentice's discretion).

As a minimum, the project report must include:

- an introduction
- project scope, plan and key performance indicators (KPIs)
- research and methods
- results and outcomes
- future recommendations and conclusions

An appendix containing data, results, diagrams and references should also be included. However, this will not count towards the total word limit. The appendix must map how the project report evidences the relevant KSBs for this assessment method.

The apprentice should complete their project independently. Upon submission, both the employer and the apprentice must verify that the project is that of the apprentice

Component 2 – The Presentation with Questioning:

The apprentice must prepare and deliver a presentation that covers:

- a summary of the project report
- a rationale for selected strategies, systems and services
- areas for improvement and recommendations for the future
- a critical evaluation of the project

The presentation must be submitted alongside the project report to Gateway Qualifications.

The apprentice will be given notice of the presentation date. They will deliver their presentation to an IA, either face-to-face or via video conferencing

The apprentice may deliver the presentation in a format of their choice, but should have access to the following:

- AV presentation equipment

- Internet access
- Computer/laptop
- Stationary (e.g. pens, flip chart – if necessary for their presentation)
- Secure video conferencing access (where appropriate).

Component 2 will last for typically **75 minutes**; 20 minutes for the presentation, and 55 minutes for the questioning. The IA has the discretion to increase this time by up to 10%.

Questioning will be used by the IA to assess the KSBs mapped to this assessment method, and a minimum of **10** questions will be asked. IAs may ask follow-up questions where clarification is required.

2.6 Assessment method 2 – Coaching session plan and practical observation with questioning

The apprentice will create a coaching session plan, and be observed delivering the coaching session. Following the observation, the IA will conduct questioning with the apprentice.

Assessment overview	
Mode of assessment	Component 1: Creation of a coaching session plan Component 2: Delivery of the coaching session (observed), and a debrief/question session
Duration	Component 1: Coaching session plan: 10 working days Component 2: Practical observation and questioning: 2 hours (+ up to 10% extra time, at the discretion of the IA). To be conducted as follows: • preparation/set-up – 30 minutes • session delivery – 60 minutes • questioning – 30 minutes
Grading	Fail/Pass
Assessed by	Independent Assessor (IA)
Assessment method weighting	All assessment methods are equally weighted

Component 1 - The Coaching Session Plan:

At the point of gateway, the apprentice must create and submit a coaching session plan (maximum **750 words**) and a risk assessment to Gateway Qualifications. The coaching session plan will not be directly assessed, but it will underpin the practical observation and questioning elements of this assessment method. Gateway Qualifications will sign-off the coaching session plan if they are satisfied the plan ensures sufficient coverage of the KSBs mapped to this assessment method.

The apprentice will need to plan a coaching session that meets the needs of an individual, or a group of participants. The session plan should reflect the planning process required to deliver a safe, inclusive and effective coaching session.

The full session plan should include:

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

The apprentice should be given 10 working days to complete the full session plan, and the employer should also ensure the apprentice has the necessary resources to do this. The apprentice should complete their session plan independently. Upon submission, both the employer and the apprentice must verify that the session plan is that of the apprentice.

Component 2 – The practical observation with questioning:

The apprentice will be given notice of the observation, and will be provided with information regarding the format of the observation (including the timescales they will be working to). The IA will observe and assess the delivery of the coaching session.

The employer must ensure that participants of the coaching session are aware that a coaching assessment is taking place.

The coaching session must be based upon the plan, however, adaptations to coaching methods, activities and timings that happen in the moment to ensure that participants development needs are met is permissible and encouraged.

The observation with questioning will be conducted in a **single 2-hour** face to face session. This will include:

- 30 minutes preparation time to include: facility set-up, equipment organisation and risk assessment
- 60 minutes delivery time
- 30 minutes debrief through questioning

The IA has the discretion to increase this time by up to 10%, and in any proportion across the preparation, delivery and debrief elements.

The observation must take place in the apprentice's work-based environment, and also:

- reflect the typical working conditions in the apprentice's selected coaching environment
- allow the apprentice to demonstrate all aspects of the KSBs mapped to this assessment method

The debrief element of this component consists of a one-to-one question and answer session between the IA and the apprentice. This will take place at the end of the observation.

The IA will ask the apprentice a minimum of **6** questions that are contextualised to the coaching session, and will include:

- the planning of the session
- the preparation and delivery of the session
- adaptations to the coaching process in the moment to enable participants' needs to be met
- a review of the impact of the session on participants' engagement and development in light of their unique needs and profile

The IA may also follow-up questions where clarification is needed. The full time available for this element (30 minutes) must be used.

2.7 Assessment method 3 – Professional discussion underpinned by a portfolio of evidence

The apprentice has a formal two-way conversation (professional discussion) with the IA, which is underpinned by the portfolio of evidence that they have produced.

Assessment overview	
Mode of assessment	Professional discussion underpinned by a portfolio of evidence
Duration	90 minutes (+ up to 10% extra time, at the discretion of the IA)
Grading	Fail/Pass/Distinction
Assessed by	Independent Assessor (IA)
Assessment method weighting	All assessment methods are equally weighted

The Portfolio of Evidence:

The apprentice must compile a portfolio of evidence during the on-programme period of their apprenticeship. This must be submitted to Gateway Qualifications at the point of gateway.

The portfolio of evidence is not directly assessed; its purpose is to support the apprentice in the professional discussion element of this assessment method.

Requirements for the portfolio of evidence:

- should only contain evidence related to the KSBs mapped to this assessment method.
- typically contains **20** discrete pieces of evidence which must be mapped against the KSBs.

- evidence can be used to demonstrate more than one KSB, and may include the following items (**note:** this is not definitive, and other sources can be used):
 - participant profiling records, data and analysis
 - risk assessment records and safe operating procedures
 - curriculum plans, records of adaptations 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
- should **not** include reflective accounts, or any methods of self-assessment
- any employer contributions should focus on direct observation of performance, **not** opinions
- evidence should be valid and attributable to the apprentice – a statement from the employer and apprentice to confirm this should be included in the portfolio

The Professional Discussion:

The apprentice will be given notice of the professional discussion date/time.

The professional discussion must last for **90 minutes**. This time can be increased by up to 10% at the IA's discretion.

The IA will ask the apprentice at least **12** questions to allow the apprentice to demonstrate competence in the KSBs mapped against this assessment method. The apprentice is allowed to refer to, and illustrate their answers with, evidence from their portfolio.

The questions will support the apprentice to draw from their experiences as a coach working with different participants. They must also support:

- an exploration of the apprentices' work, including how it was carried out
- justifications for:
 - the selected participant profiling techniques
 - curriculum plans
 - coaching programmes
 - pedagogies
 - methods
 - adaptations to plans based on participant needs
 - progress and results

2.8 Grading requirements

The Sports Coach apprenticeship standard is graded fail, pass, or distinction, with the final grade based on the apprentice's combined performance in each of the assessment methods.

To achieve a pass overall, the apprentice must achieve a pass in all three assessment methods by meeting all the pass descriptors. To achieve a distinction overall, the apprentice must achieve a distinction in the professional discussion by meeting all the distinction descriptors, and a pass in the other two assessment methods.

Failure of any component of the EPA will result in an overall failure of EPA and the apprenticeship.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Project with presentation and questioning	Coaching session plan and practical observation with questioning	Professional discussion underpinned by a portfolio of evidence	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

3. Results notification and enquiries about results

Gateway Qualifications will send the statement of results notification to the apprentice, employer and provider by email. Results notification will take place once all assessments have been completed. The statement of results will detail the grade for each assessment method and the overall grade of the apprenticeship.

Results will be available for employers and providers on EPA Pro.

For a pass/distinction grade, an internal statement of results is shared with the apprentice and employer. This is not the official apprenticeship certificate.

For a fail grade, the results notification will include details regarding the next steps.

Where an apprentice is not satisfied with the results of their EPA, the employer, apprentice or provider can enquire about the results.

Should an apprentice, employer or provider wish to submit a formal appeal about an assessment decision, please refer to Gateway Qualifications Appeals Policy and procedure.

4. Resits and retakes

An apprentice who fails one or more assessment methods can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

An apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and Gateway Qualifications agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-

take is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

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

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

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a distinction grade.

An apprentice will get a maximum EPA grade of pass for a re-sit or re-take, unless Gateway Qualifications determines there are exceptional circumstances.

5. Access Arrangements, Reasonable Adjustments and Special Considerations

Gateway Qualifications understands its requirement as an Awarding Organisation to make access arrangements and reasonable adjustments for learners with a disability (in accordance with the Equality Act 2010) in order that they are not at a substantial disadvantage in comparison to someone who does not have a disability. Further information is provided in the Gateway Qualifications' [Reasonable Adjustment and Special Consideration Policy](#).

A reasonable adjustment is unique to an individual and should reflect their normal way of working.

Apprentices should be fully involved in any decisions about adjustments/adaptations.

The Gateway Qualifications' [Reasonable Adjustments Form](#) must be completed and submitted to apply for approval. Applications for reasonable adjustments should ideally be submitted to Gateway Qualifications when the learner is registered but no later than 30 days prior to the EPA Gateway submission.

Special Considerations

A special consideration is consideration to be given to a learner who has temporarily experienced an illness or injury, or some other event outside of the learner's control, which has had, or is reasonably likely to have materially affected the learner's ability to: (a) take an assessment, or (b) demonstrate his or her level of attainment in an assessment." (From Ofqual, General Conditions of Recognition)

Apprentices and Employers should always aim to reschedule an assessment in the first instance. Applying a special consideration should be a last resort and must not compromise the integrity of an assessment or the reliability and validity of its outcome.

The Gateway Qualifications' [Special Consideration Request Form](#) must be completed and submitted for approval. Requests for special considerations should be submitted no later than two working days before the assessment or as soon as possible after the assessment, and no later than two working days after the assessment.

Appendix 1 – Mapping of KSBs to assessment methods

Assessment method 1: Work-based project and presentation with questioning

Apprentices must demonstrate **all** of the KSBs from the Core pathway as well as those from their chosen pathway (High Performance Coach, Community Coach, School Coach).

Pathway	KSB Type	KSB Ref	Descriptor
Core	Knowledge	K03	Transformational coaching methods and strategic planning techniques
		K04	Organisational vision, strategies, policies and processes required to ensure legal, ethical, effective and efficient coaching systems. Including current health and safety, safeguarding, data protection and equality laws
		K05	Approaches to organisational workforce structures that underpin best practice and showcase the value of scope within the coaching team
		K06	Coaching team development and deployment techniques aligned to all relevant and current legislation, policy, process, operating standards and scopes of practice
		K07	Coaching service delivery approaches including industry support networks and collaborative, cohesive and competent coaching teams
		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
	Skills	S03	Develop transformational coaching strategies and tactics that consider sector, sport, organisation and participants unique needs
		S04	Comply with legal, ethical, effective and efficient coaching systems that align to the organisational vision, strategies, policies and processes
		S05	Promote the value of the coaching team considering workforce structures and scopes including support staff, coaches, coaching assistants, and volunteers

Pathway	KSB Type	KSB Ref	Descriptor
		S06	Facilitate the development of the coaching team through due diligence, inductions, development and performance monitoring
		S07	Deliver effective coaching services through industry support networks and a collaborative, cohesive and competent coaching team
		S16	Measure the impact of the coaching strategies through analysis of participant, coach, coaching team and organisational perception and performance data
	Behaviours	B01	Advocate: acts as an ambassador for the organisation and sector both internally and externally
		B02	Inspirational: leads by example, acts with integrity, builds trust and demonstrates respect for others
		B04	Collaborative: demonstrates awareness of own and others' working styles and collaborates to achieve positive outcomes
		B07	Results orientated: influences change by soliciting and acting on feedback to deliver results
		B08	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
High Performance	Knowledge	K17	UK sport and sport specific strategies, global data, trends and contemporary issues in high performance sport, including social, economic, educational and technological influences
		K18	UK sport guidelines, high-performance sport stakeholders, organisational context, culture, codes, direction and politics that influence coaching processes
	Skills	S17	Proactively responds to global trends, strategies, and contemporary issues in high performance sport to ensure best practice in coaching

Pathway	KSB Type	KSB Ref	Descriptor
		S18	Embrace the high-performance context, culture, organisational direction, and codes to deliver effective coaching processes
Community	Knowledge	K26	Sport England Professional Workforce Strategies, social change agendas, national trends on national physical activity participation, local data and contemporary influences
		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
	Skills	S26	Proactively responds to sector strategies, social change agendas, national and local trends in physical activity participation and contemporary influences
		S27	Embrace the community category, context, culture, codes, stakeholders and public sector duty to deliver effective coaching pedagogies and processes
School	Knowledge	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
		K36	School stakeholders, context, category, strategies, culture and codes that influence coaching pedagogy and process effectiveness
	Skills	S35	Proactively responds to national trends in education standards, paradigm shifts, strategies and contemporary influences in school and physical education
		S36	Embrace the school category, context, culture, codes, stakeholders, and statutory guidelines to deliver effective coaching pedagogies and processes

Assessment method 2: Coaching session plan and practical observation with questioning

Apprentices must demonstrate **all** of the KSBs from the Core pathway as well as those from their chosen pathway (High Performance Coach, Community Coach, School Coach).

Pathway	KSB Type	KSB Ref	Descriptor
Core	Knowledge	K11	Inclusive coaching techniques that embed human rights, equality laws and conventions to ensure ethical coaching practice
	Skills	S11	Embrace each participants uniqueness, their rights and advocates fairness, equality and diversity within the coaching environment
	Behaviours	B03	Ethical: accepts responsibility and is committed to equality, diversity, human rights and safe practice
		B05	Motivational: considers participants unique needs and tailors solutions to meet their unique needs
High Performance	Knowledge	K21	Session planning techniques that consider high performance athlete's/player's unique needs, goals and curriculum plans
		K22	Session preparation techniques including resource organisation, event risk assessment and safe operating procedures in line with high performance sport policy
		K23	Session delivery and adaptation techniques that motivate high performance players/athletes through tailored coaching and communication methods for maximum impact
		K24	Session evaluation methods that measure sustainable development and performance gains to shape future plans as part of the continuous enquiry cycle
	Skills	S21	Plan sessions that consider high performance athlete's/player's unique needs, goals, curriculum, progressive programmes, practice, and competition schedules
		S22	Prepare for sessions by organising resources, conducting event risk assessment and ensures safe operating procedures in line with high performance sport policy

Community		S23	Deliver safe, inclusive sessions and makes adaptations in the moment to accelerate development and maximise performance gains through relevant coaching and communication methods
		S24	Evaluate sessions to monitor sustainability of athlete/player development and performance gains to shape future plans as part of the continuous enquiry cycle
	Knowledge	K30	Session planning techniques that consider each participant's unique motives, access and development needs, goals and seasonal plans
		K31	Session preparation techniques including resource organisation, event risk assessment and safe operating procedures in line with community organisation health and safety policy
		K32	Session delivery and adaptation techniques including tailored coaching and targeted communication methods for maximum impact on long-term engagement and enrichment
		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
	Skills	S30	Plan targeted and accessible sessions that consider each participant's unique motives, development needs, goals and seasonal plans
		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
		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
		S33	Evaluate sessions to monitor engagement, enrichment and whole child/person development dimensions to shape future plans as part of the continuous enquiry cycle

School	Knowledge	K39	Session planning techniques that consider each child's unique profile, development needs, educational targets, and curriculum plans
		K40	Session preparation techniques including resource organisation, event risk assessment and safe operating procedures in line with school health and safety policy
		K41	Session delivery and adaptation techniques that inspire children through tailored coaching and communication methods for maximum impact
		K42	Session evaluation methods that prioritise children's mastery of physical education standards, psychomotor skills and whole child development and shape future plans as part of the continuous enquiry cycle
	Skills	S39	Plan safe, inclusive and effective sessions that consider each child's unique development needs, educational targets and curriculum plans
		S40	Prepare for sessions by organising resources, conducting event risk assessment and ensures safe operating procedures in line with school health and safety policy
		S41	Delivers safe, inclusive and effective sessions and makes necessary adaptations to develop children's psychomotor skill mastery through tailored coaching and communication methods for maximum impact
		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

Assessment method 3: Professional discussion underpinned by a portfolio of evidence

Apprentices must demonstrate **all** of the KSBs from the Core pathway as well as those from their chosen pathway (High Performance Coach, Community Coach, School Coach).

Pathway	KSB Type	KSB Ref	Descriptor
Core	Knowledge	K01	Coaching philosophies and professional practice that consider key stakeholder needs, sporting contexts and codes
		K02	Professional development planning methods and self-awareness skills training techniques
		K08	Curriculum design methods and coaching pedagogies relevant to the participants unique development needs, the demands of the sport or physical activity and the occupational environment
		K09	Progressive programme design and delivery techniques that prioritises accessibility, duty of care and accelerate whole child/person development and sport specific skill acquisition
		K10	Progressive programme design and delivery techniques that ensure safe practice and support at events and competition and embed learning transfer across situations
		K12	Chief Medical Officer guidelines, Public Health England agendas, organisational, sport specific and holistic approaches to wellbeing considering stressors relevant to the participants context
		K13	Learning theories and skill acquisition techniques relevant to participant's unique development needs, the demands of the sport and occupational environment
		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
		K15	Developments in learning resources including technological advancements and wider industry support mechanisms that maximise engagement, development and performance gains

	Skills	S01	Influence key stakeholders in the sporting context through own coaching philosophy and professional practice
		S02	Enhance coaching competencies and inter-intra-personal skills through continued professional development and self-awareness skills training
		S08	Design high quality curriculum that considers participants' unique profiles, promotes ownership and informs micro, meso and macro plans as relevant to the sporting context
		S09	Designs and delivers progressive programmes and selects coaching pedagogies that maximise engagement, whole child/person development and accelerates sustainable skill acquisition
		S10	Delivers safe and effective coaching support to participants in practice, at events or competitions and influences learning and skill transfer across situations
		S12	Promote holistic wellbeing to control/contain stressors experienced by participants in their own context and environment
		S13	Facilitate participant development by applying learning theory and skill acquisition techniques relevant to participants needs, sport specific demands and context
		S14	Facilitate participant development and skill acquisition through positive learning environments and behaviour management strategies
		S15	Facilitate participant development and skill acquisition through technological advancements and wider industry support mechanisms
High Performance	Behaviours	B06	Resilient: adapts when dealing with challenges by maintaining focus, self-control and is flexible to changing work environment and people demands
	Knowledge	K19	Profiling and enquiry methods designed to measure bio-psycho-social attributes and inform whole person optimisation planning
		K20	Profiling and enquiry methods designed to measure sport specific technical and tactical attributes and inform sustainable development and high-performance goals

	Skills	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
		S19	Profile athletes or players to measure bio-psycho-social attributes and inform whole person optimisation
		S20	Profile athlete/players to measure sport specific technical and tactical attributes and inform sustainable development and high-performance goals
		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
Community	Knowledge	K28	Profiling and enquiry methods designed to measure whole child/person development dimensions considering cognitive, social, emotional and physiological capabilities
		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
		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
	Skills	S28	Profile participants to measure whole child/person development dimensions considering cognitive, social, emotional and physiological capabilities
		S29	Profile participants motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific sport and physical activity contexts to enable goals to be achieved
		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
School	Knowledge	K37	Profiling and enquiry methods designed to measure whole child development dimensions considering

			cognitive, social, emotional and physiological stages of development
		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
		K43	Methods to measure and evaluate the impact of coaching practice on school standards by comparing children's results against local and national benchmarks
	Skills	S37	Profile whole child development dimensions considering cognitive, social, emotional and physiological stages of development
		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
		S43	Measure and evaluates the impact of coaching practice on school standards by comparing children's results against local and national benchmarks

Appendix 2 - Grade descriptors

Assessment method 1: Work-based project and presentation with questioning

Fail – the apprentice does not meet the pass criteria

Pathway	Theme	KSBs	Pass
(all descriptors below must be met in the core pathway, and those of the apprentice's chosen pathway)			
Core	Project Planning	K03 S03	Plans the project in accordance with the agreed title, scope and sets relevant key performance indicators. Evaluates 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. (K03, S03)
	Project Delivery	K04 K05 K06 K07 S04 S05 S06 S07 B01 B02 B04 B07	Develops and deploys the coaching systems, that align to the organisational vision and transformational strategies. (K04, S04) Ensures policy and processes are in place to facilitate compliance with all current legislation, regulation, sector standards and codes (K06, S06) Benchmarks the organisational workforce structure against other industry leading organisations. Applies this insight to promote the value of scope of the coaching team. Facilitates coaching team development through due diligence, inductions, training and performance monitoring. (K05, S05) Evaluates approaches to service delivery and uses this insight to maximise each participant's experience through industry support networks and a cohesive and competent coaching team. (K07, S07)

Pathway	Theme	KSBs	Pass (all descriptors below must be met in the core pathway, and those of the apprentice's chosen pathway)
			Acts as an inspiration, leads by example, acts with integrity, builds trust and respects others. Demonstrates an awareness of own and others' working styles and collaborates to achieve positive outcomes. (B02, B04) Acts as an ambassador for the organisation and sector both internally and externally in the design and delivery of coaching strategies, systems and services. Is results orientated and influences change by soliciting and acting on feedback to deliver results. (B01, B07)
	Project Review	K16 S16 B08	Analyses methods to measure the impact of the coaching strategies. Selects valid perception and performance data to measure key performance indicators and evaluates the impact of the coaching strategies. Critiques the effectiveness of the project, the outcomes and justifies recommendations for future practice. (K16 S16) Ensures that any recommendations are innovative by challenging the status quo to foster new ways of thinking and working and to resolve problems. Identifies opportunities to drive improvements. (B08)
High Performance	Project Plan	K17 S17	Evaluates UK sport and sport specific strategies, global data, trends and contemporary issues in high performance sport. Uses these results to select and justify transformational coaching strategies and to establish the process for measuring impact. (K17, S17)
	Project Delivery and Review	K18 S18	Evaluates UK sport guidelines, high-performance sport stakeholders, organisational context, culture, codes, direction and politics that influence coaching processes and pedagogies in the high-performance sport environment. Uses results to deliver ethical, relevant and efficient coaching systems and services that align to the strategies. Evaluates the effectiveness of the project considering the type of sport, the culture, constraints and scope of the key stakeholders needs. (K18, S18)

Pathway	Theme	KSBs	Pass
(all descriptors below must be met in the core pathway, and those of the apprentice's chosen pathway)			
Community	Project Plan	K26 S26	Evaluates Sport England Professional Workforce Strategies, social change agendas, national trends local data and/or contemporary influences. Uses results to justify the selected coaching strategies and to establish the process for measuring impact. (K26, S26)
	Project Delivery and Review	K27 S27	Evaluates the community initiative or club context, culture, stakeholders, Sport England Coaching Plan, sport specific codes, geographic infrastructure and networks that influence coaching processes and pedagogies in the community environment. Uses the results to deliver ethical, relevant and efficient coaching systems and services that align to the strategies. Evaluates the effectiveness of the project considering the type of community initiative or club, the culture, constraints, and key stakeholders' needs. (K27, S27)
School	Project Plan	K35 S35	Evaluates National trends in education, Statutory Guidelines, and the education paradigm shift. Uses these results to justify the selected coaching strategies and to establish the process for measuring impact. (K35, S35)
	Project Delivery and Review	K36 S36	Evaluates school stakeholders, context, category, strategies, culture and codes that influence coaching processes and pedagogies. Uses the results to deliver ethical, relevant and efficient coaching systems and services that that align to the strategies. Evaluates the effectiveness of the project considering the type of school category, the culture, constraints, and key stakeholders' needs. (K36, S36)

Assessment method 2: Coaching session plan and practical observation with questioning

Fail – the apprentice does not meet the pass criteria

Pathway	KSBs	Pass (all descriptors below must be met in the core pathway, and those of the apprentice's chosen pathway)
Core	K11 S11 B03 B05	Behaves ethically in the design, delivery and review of inclusive coaching sessions. Investigates safety, equality, diversity and human rights laws, conventions and practices. Uses this insight to embrace each participant's uniqueness, rights and advocates equality by encouraging participants to deliver results without prejudice. Motivates participants by considering their unique needs and tailors sessions to maximise their engagement and sustainable development. (K11, S11, B03 B05)
High Performance	K21 K22 K23 K24 S21 S22 S23 S24	Evaluates participants' unique motives, development needs, goals, programmes and seasonal plans. Uses this information to plan high quality sessions. (K21, S21) Prepares for the session by organising the venue and equipment. Conducts a risk assessment and adheres to safe operating procedures. Justifies choice of equipment and operating procedures. (K22, S22) Evaluates best practice in coaching and communication in the high performance sport context. Uses this information to deliver tailored, safe, inclusive and relevant sessions that align to the plan. Makes adaptations in the moment to accelerate development and maximise performance gains. (K23, S23) Explores monitoring and evaluation techniques. Selects the most relevant approach to measure the success of the session and sustainable development and performance gains. Uses this information to shape future plans as part of the continuous enquiry cycle. (K24, S24)
Community	K30 K31 K32 K33 S30 S31 S32 S33	Evaluates each participant's unique motives, accessibility, development needs, goals and seasonal plans. Uses this information to plan high quality sessions. (K30, S30)

Pathway	KSBs	Pass
		(all descriptors below must be met in the core pathway, and those of the apprentice's chosen pathway) Prepares for the session by organising the venue and equipment. Conducts an event risk assessment and adheres to safe operating procedures. Justifies the choice of equipment and operating procedures. (K31, S31) Evaluates best practice in coaching in the community context. Uses this information to deliver targeted, tailored, safe and inclusive sessions that align to the session plan. Makes adaptations in the moment to maximise the impact on long-term engagement and enrichment of participants. (K32, S32) Explores monitoring and evaluation techniques. Selects the most relevant approach to measure the success of the lesson and the impact on sustainable engagement, enrichment and whole child/person development. Uses this information to shape future plans as part of the continuous enquiry cycle. (K33, S33)
School	K39 K40 K41 K42 S39 S40 S41 S42	Evaluates participants' unique profile, development needs, educational targets, and curriculum plans. Uses this information to plan high quality lessons. (K39,S39) Prepares for the lesson by organising resources and equipment. Conducts an event risk assessment and adheres to safe operating procedures. Justifies choice of equipment and operating procedures which align to the physical activities being delivered, the stage of development and needs of the children. (K40, S40) Evaluates best practice in coaching in the physical education context and analyses each child's unique profile, development needs, educational targets, and curriculum plans. Uses this information to delivers safe, inclusive, tailored and inspirational lessons that increasingly challenge the children in line with the lesson plan. Makes adaptations in the moment to maximise sustainable psychomotor skill mastery and whole child development. (K41,S41) Explores monitoring and evaluation techniques. Selects the most relevant evaluation approach to measure the success of the lesson and the impact on children's mastery of physical education standards,

Pathway	KSBs	Pass
		(all descriptors below must be met in the core pathway, and those of the apprentice's chosen pathway)
		psychomotor skills and whole child development. Uses this information to shape plans as part of the continuous enquiry cycle. (K42, S42)

Assessment method 3: Professional discussion underpinned by a portfolio of evidence

Fail – the apprentice does not meet the pass criteria

Pathway	KSBs	Pass (all descriptors below must be met in the core pathway, and those of the apprentice's chosen pathway)	Distinction (all pass statements [as outlined] must be met, PLUS four of the statements below [five from the core pathway, and one from the apprentice's chosen pathway])
Core	K01 S01	Explains own coaching philosophy and factors that informed its development. Evaluates the impact of their philosophy on participants and other key stakeholders, providing work-based examples. (K01, S01)	Justifies the basis, relevance and influence of their coaching philosophy, confirming how it informs their practice and provides clear evidence of results. (K01, S01)
	K02 S02	Evaluates approaches to self-awareness training and continued professional development. Evidences personal development planning to enhance professional coaching competencies and inter-intra-personal skills. (K02, S02)	Justifies their own approach to self-awareness training and the impact on their ability to apply life experiences, professional skills, knowledge and behaviours into coaching practices. (K02, S02)
	K08 S08	Analyses curriculum design methods and coaching pedagogies relevant to the participant's individual development needs, the demands of the sport or physical activity and the occupational environment. Uses this information to design a high quality curriculum that considers participants' unique profiles, promotes participant ownership and informs micro, meso and macro plans relevant to the context. (K08, S08)	Justifies how the curriculum design and selected pedagogies support participant's independence and sustainable development. (K08, S08)

Pathway	KSBs	Pass (all descriptors below must be met in the core pathway, and those of the apprentice's chosen pathway)	Distinction (all pass statements [as outlined] must be met, PLUS four of the statements below [five from the core pathway, and one from the apprentice's chosen pathway])
	K09 K10 K12 S09 S10 S12 B06	Analyses programme design and delivery techniques to develop progressive coaching programmes. Uses this insight to design and deliver programmes that align to wider curriculum plans, prioritise accessibility and duty of care through inclusive and safe practice. Selects coaching pedagogies that maximise engagement, whole child/person development and accelerate sustainable skill acquisition. (K09, S09) Evaluates national guidelines and sport specific approaches to wellbeing. Uses this information to recognise the stressors and promotes holistic wellbeing to control/contain stressors in the delivery of the programmes. (K12, S12) Provides coaching support at events and/or competition and facilitates learning transfer across situations. Is resilient and adaptable when dealing with challenges by maintaining focus and self-control. Responds to the changing environment and participant demands in a flexible and positive manner. (K10, S10, B06)	Critiques own ability to create programmes that are progressive whilst controlling/containing the stressors experienced by the participants in their own context. Uses work-based examples to justify the response. (K09, K10, K12, S09, S10, S12)

Pathway	KSBs	Pass (all descriptors below must be met in the core pathway, and those of the apprentice's chosen pathway)	Distinction (all pass statements [as outlined] must be met, PLUS four of the statements below [five from the core pathway, and one from the apprentice's chosen pathway])
	K13 K14 K15 S13 S14 S15	Investigates learning theories and skill acquisition techniques and applies those which are relevant to their participant's unique development needs, the demands of the sport and occupational environment. (K13, S13) Demonstrates the ability to create a positive learning environment. Identifies relevant behaviour management strategies and provides examples of the impact of these on their participants. (K14, S14) Explores the use of learning resources relevant to the coaching context. Provides examples of the use of technological advancements and wider industry support to maximise engagement, development and/or performance gains. (K15, S15)	Justifies selected learning theory and skill acquisition techniques. Evaluates the success of methods used to facilitate learning and skill acquisition through work-based examples that consider learning theory, environment, contemporary resources and support networks. (K13, K14, K15, S13, S14, S15)
High Performance	K19 K20 K25 S19 S20 S25	Evaluates profiling techniques and explains how this contributes to a continuous enquiry cycle. Evidences valid assessment of bio-psycho-social attributes and explains how this was used to inform whole person optimisation. (K19, S19) Measures sport specific technical and tactical skills. Uses results from the initial profile to	Justifies the selection of profiling and measurement techniques considering participants unique needs and the sporting context. Explains how the continuous enquiry cycle evidences sustainable development and high-performance of athletes/players using work-based examples. (K19, K20, K25, S19, S20, S25)

Pathway	KSBs	Pass (all descriptors below must be met in the core pathway, and those of the apprentice's chosen pathway)	Distinction (all pass statements [as outlined] must be met, PLUS four of the statements below [five from the core pathway, and one from the apprentice's chosen pathway])
		agree sustainable development and high-performance goals. Continuously measures progress towards these goals through progressive coaching programmes. (K20, S20) Explains methods used to measure the impact of the coaching practice by comparing athlete/player results against national and international benchmarks. (K25, S25)	
Community	K28 K29 K34 S28 S29 S34	Evaluates profiling techniques relevant to the community sport and physical activity context and explains how this contributes to a continuous enquiry cycle. Evidences valid assessment of cognitive, social, emotional and physical capabilities and explains how this was used to inform whole person development. (K28, S28) Measures participant motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific physical activity contexts. Uses results from the initial profile to enable process goals to be agreed. Continuously measures progress towards these goals through progressive coaching programmes. (K29, S29)	Justifies the selection of profiling and measurement techniques considering participants unique needs and the community sport and physical activity context. Explains how the continuous enquiry cycle evidences sustainable engagement and enrichment of participants using work-based examples. (K28, K29, K34, S28, S29, S34)

Pathway	KSBs	Pass (all descriptors below must be met in the core pathway, and those of the apprentice's chosen pathway)	Distinction (all pass statements [as outlined] must be met, PLUS four of the statements below [five from the core pathway, and one from the apprentice's chosen pathway])
		Explains methods used to measure the impact of the coaching practice by comparing participant results against national and international benchmarks. (K34, S34)	
School	K37 K38 K43 S37 S38 S43	Evaluates profiling techniques and explains how this contributes to a continuous enquiry cycle. Evidences valid assessment of cognitive, social, emotional and physiological development stages and uses this to inform whole child development. (K37, S37) Measures psychomotor, technical and tactical skills in physical activity contexts. Uses results from the initial profile to agree physical education targets. Measures progress towards targets through progressive coaching programmes. (K38, S38) Explains methods used to measure and evaluate the impact of the coaching practice by comparing children's results against local and national benchmarks. (K43, S43)	Justifies the selection of profiling and measurement techniques used considering the participants unique needs and the school context. Explain how the continuous enquiry cycle evidences sustainable mastery of physical education standards and psychomotor skills using work-based examples. (K37, K38, K43, S37, S38, S43)



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