



Group Award Specification for:

**National Progression Award in Sports Coaching at
SCQF level 5**

Group Award Code: GV78 45

**National Progression Award in Sports Coaching at
SCQF level 6**

Group Award Code: GV78 46

Validation date: April 2025

Date of original publication: April 2025

Version: 01

Contents

Section	Page
1. Introduction	3
2. Qualification structure	12
2.1 Structure	12
3. Aims of the qualifications	13
3.1 General aims of the qualifications	13
3.2 Specific aims of the qualifications	13
4. Recommended entry to the qualifications	15
4.1 Core Skills entry profile	16
5. Additional benefits of the qualification in meeting employer needs	19
5.1 Mapping of qualification aims to units	20
5.2 Mapping of Core Skills development opportunities across the qualifications	22
5.3 Mapping of National Occupational Standards (NOS) and / or trade body standards	26
5.3.1 Chartered Institute for the Management for Sport and Physical Activity (CIMSPA)	26
5.4 Assessment strategy for the qualifications	27
6. Guidance on approaches to delivery and assessment	30
6.1 Sequencing / integration of units	30
6.2 Recognition of prior learning	31
6.2.1 Articulation and / or progression	32
6.2.2 Professional recognition	32
6.3 Opportunities for e-assessment	32
6.4 Resource requirements	33
7. General information for centres	34
8. Glossary of terms	35
9. General information for learners	38
Appendix 1: Sports Coaching NPA (SCQF level 5) CIMSPA mapping	42
Appendix 2: Sports Coaching NPA (SCQF level 6) CIMSPA mapping	63

1. Introduction

The purpose of this document is to:

- Assist centres to implement, deliver and manage the qualification.
- Provide a guide for new staff involved in offering the qualification.
- Inform course managers, teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification.
- Provide details of the range of learners the qualification is suitable for and progression opportunities.

It is well recognised that the global reach and appeal of sport and physical activity contributes to empowering lives through physical and mental health education, contribution to local economies and bringing communities together. In 2022, [Coaching Scotland: A framework to guide the development of coaches, deliverers and coaching in Scotland](#), was published and sets the strategic direction for the sector. The sporting and economic landscape has evolved, and outcomes now address inactivity, physical and mental wellbeing, targeting inequalities around sports participation rates through the transformative power of sport. The workforce, whether volunteers or paid staff, needs to meet these changing requirements of coaching in communities in Scotland. This qualification has been designed to meet these changing needs.

Since 2019, work has been done to better connect sports coaching qualifications in Scotland by using a shared language and scaffolding learning across the levels. There have also been links created between coaching pathways of Scottish Governing Bodies and Sports Coaching qualifications delivered in schools and colleges which gives learners more personalisation and choice and creates new pathways into coaching. This will ultimately grow the workforce of coaches in Scotland.

The sports industry is constantly evolving, and new roles are emerging in response to participant needs. Coaching or development roles are being taken up by people with varied multi-cultural and socio-economic backgrounds, reflecting the individuals and groups they work with. The current style of coaching or leadership is often less about procedure, and more about the experience, developing individuals with effective behaviours, values and attitudes, the so called 'soft' leadership skills are a priority.

[sportscotland's Effective Coaching Map](#) provides the guiding principles to support coaches to be confident and competent in their coaching practice and is built on the three pillars of Knowing Yourself, Knowing Others and Knowing Coaching. This has helped to shift the focus away from the technical and tactical side of sport and emphasises the importance of being person-centred. This helps to build skills as an inclusive coach from the beginning of the coaching pathway.

The level 5 and level 6 National Progressional Awards (NPAs) have been developed to support learners wishing to pursue coaching as a hobby or career. It is suitable for learners who are currently in school or for school leavers or adult returners who have an interest in sport and coaching. It has been designed to be delivered in schools, colleges and external training providers. Within school environments, this qualification can complement the Physical Education (PE) curriculum and or leadership programmes. Within colleges, it can support learners to progress onto the HNC Sports Coaching and Development.

The level 5 NPA is designed to articulate to the NPA in Sports Coaching at level 6.

The level 6 NPA is designed to support progression to the HNC in Sports Coaching and Development. Learners may need additional qualifications to be accepted onto the HNC course.

Both of these NPAs have been designed based on the Sports Governing Body awards (Sports Coaching SCQF level 5 (GR31 45) and Sports Coaching SCQF level 6 (GT0J 46) to ensure consistent learning and language across sports coaching. However, these NPAs will look at broader coaching skills which may not be focused on one sport, discipline or population group. Learners wishing to coach in a particular sport upon completion, could complete a 'technical top-up' through the Sports Governing Body (where available) which will vary across sports as it will need to recognise the sports' pathway and technical demands. Work will be ongoing on the development of technical top-ups in conjunction with the Sports Governing Bodies.

Successful learners may gain employment assisting with coaching sessions with local authorities, leisure trusts or sports clubs either in a paid or voluntary capacity. If the learner plans to work with children, they should complete sportscotland / Children 1st Child Wellbeing Protection in Sport (CWPS) (for those 16+ years), Safeguarding Young Leaders in Sport (for those aged 13 to 15), specific Sports / National Governing Body (SGB / NGB) child protection courses or other suitable equivalent learning. Learners may also have to join the Protecting Vulnerable Groups (PVG) scheme required by their employer, club or organisation. In addition, learners may be asked to complete a technical top-up for coaching a particular sport.

These qualifications are endorsed by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) and are fully mapped to the Coaching Assistant (Occupation) Professional Standard to ensure they are portable across the UK and consider the needs of employers and deployers.

Both NPAs are jointly certificated with sportscotland and CIMSPA.

Pilot delivery in 2024 / 2025

The Sports Coaching level 5 and 6 NPAs were piloted in session 2024 / 2025 with two schools and three colleges delivering the courses.

The pilot required centres and learners to use Brightspace which is a Learning Management System (LMS) platform that facilitates learners creating an e-portfolio of evidence for assessment.

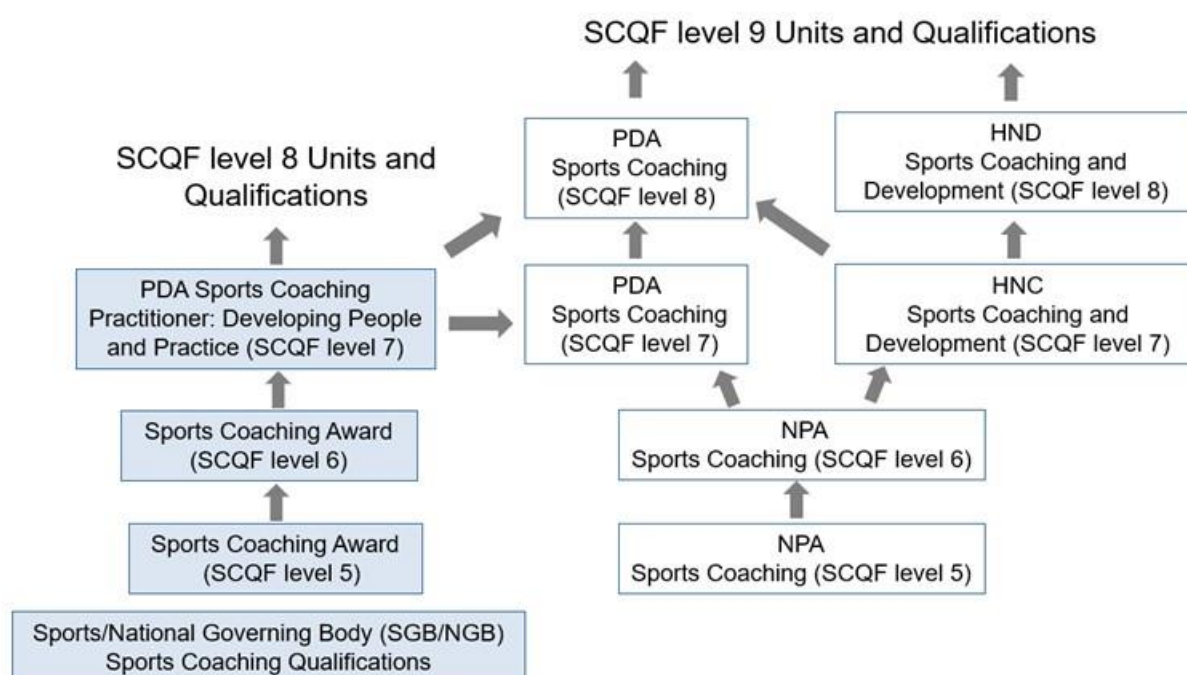
The platform was used:

- by learners to upload, store and tag digital evidence.
- by practitioners to provide feedback.
- by assessors, internal verifiers and external verifiers for assessing learner evidence.

Following successful completion of the pilot, feedback was provided on the content of the courses and the LMS.

Embracing technology is an important theme running through Prospectus for Change, SQA's corporate plan published in 2024. Our aim is to 'transform our business model to deliver digital services that support learners and educators in future' so we would encourage centres when delivering these qualifications to use an LMS where this is possible and appropriate.

Progression routes



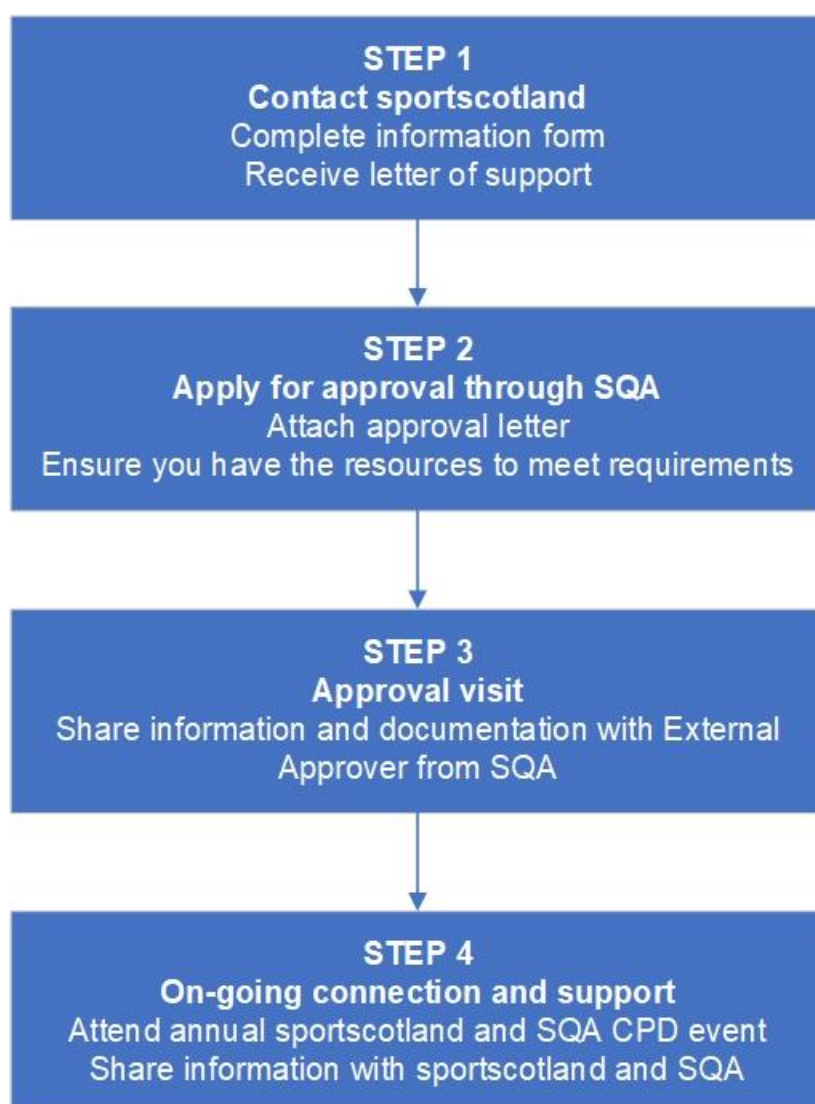
The progression routes within and from the Sports / National Governing Body (SGB / NGB) award and from the NPA at SCQF level 5 and 6 are displayed here. A learner completing the SCQF level 5 SGB / NGB award, could then progress to the level 6 SGB / NGB award. From there the Professional Development Award — ‘Sports Coaching Practitioner: Developing People and Practice’ at SCQF level 7 could be the next step. If a learner completes this level 7 award, there are SCQF level 8 units and qualifications which would provide progression. Alternatively, if a learner has achieved the Professional Development Award in Sports Coaching Practitioner: ‘Developing People and Practice’ at SCQF level 7 it is possible to progress to the Professional Development Awards in Sports Coaching at either level 7 or 8 and from there to SCQF level 9 units and qualifications.

If a learner completes the National Progression Award, Sports Coaching (NPA) SCQF level 5 then the next step would be to study the level 6 award of the same name. On completion of the level 6 Sports Coaching NPA, progression to either the PDA in Sports Coaching at SCQF level 7 or to the Higher National Certificate (HNC) in Sports Coaching and Development at SCQF level 7 would be possible.

From the HNC, progression could be to either the Higher National Diploma (HND) in Sports Coaching and Development at SCQF level 8 or to the Professional Development Award in Sports Coaching at level 8. The progression route for each of these would be to SCQF level 9 units and qualifications.

Resource and approval requirements

Approval applications must be submitted, and approval completed and confirmed prior to commencing delivery of this course.



This diagram illustrates the four steps required to offer these awards. **Step 1** is when centres must contact [sportscotland](#) and complete the required information form to receive a letter of support. **Step 2** is where a centre must apply to SQA for approval to offer the award, supplying a copy of the letter of support from sportscotland and confirmation that resource requirements for delivery are in place within the centre. Following this, **Step 3** is when the approval visit takes place. During this visit all required information and documentation will be shared with the SQA approver. **Step 4** relates to the ongoing connection and support from sportscotland and SQA, the sharing of information and the requirement to attend an annual 'sportscotland and SQA Continuing Professional Development' event.

Centres who wish to deliver this qualification should contact [sportscotland](#) in the first instance (not a specific Scottish / National Governing Body (SGB / NGB), for example Badminton Scotland, Scottish Football Association) to obtain a Letter of Support to seek SQA approval. This sportscotland Letter of Support must be submitted with the Approval Application to SQA. Approval applications without a corresponding Letter of Support will be returned to centres.

Staff delivering this qualification must attend an annual CPD event hosted by sportscotland and SQA.

Centres will require a suitable environment in which learners can perform practical activities in conditions that reflect a sports coaching environment. For level 5, sessions can be observed with an internal group (a group from the learners' own centre) however, for level 6, one observed session must be in an external coaching environment (with a group from outwith the centre) and the other session can be observed with an internal coaching group. The environment will require sufficient equipment and opportunity to coach, to give learners plenty of opportunity for practice to become assessment ready, and for assessment of each unit contained within the NPA in Sports Coaching at SCQF level 5 and level 6.

Learners should have access to ICT, a variety of current publications and online resources to encourage and support a level of independent study.

Alongside having the appropriate qualifications and experience, staff must be occupationally competent and have a basic working knowledge of sportscotland's Effective Coaching Map and CIMSPA's Professional Standards: Coaching Assistant Standard.

If you hold a Professional Graduate Diploma in Education (PGDE) or a Teaching Qualification in Further Education (TQFE) then you can assess and internally verify these qualifications. There is however the requirement that you attend CPD and familiarise yourself with the Effective Coaching Map and the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) standards.

If you do not hold a PGDE or TQFE you would require an appropriate qualification such as the Professional Development Award (PDA) Teaching Practice in Scotland's Colleges (GR5K 49), or a PDA Sport Educator (GL78 47) or the PDA in 'Conduct the Assessment Process' (GF8P 48) along with a minimum of 5 years coaching experience with a recognised SGB / NGB coaching qualification.

To internally verify this award without a PGDE or TQFE the 'Conduct the Internal Verification Process' PDA (GF8R 48) would be necessary.

Please refer to the below link which provides information on non-workplace assessor / internal verifier (IV) qualifications.

[V3-Choosing-appropriate-Assessor-and-Verifier-qualifications.pdf](#)

If you have questions about whether your staff members qualifications or experience is appropriate, please get in touch.

In the context of these qualifications, occupationally competent would be where staff have sufficient operational experience in a sporting environment which is current and relevant to the units being assessed.

To ensure credibility, staff should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and / or its units. These may include those offered by sportscotland, sports governing bodies, the educational establishment, CIMSPA or other recognised and relevant providers in the sector.

Staff should maintain CPD records showing how their practice is in line with current national standards and how they keep up to date with latest information and practices associated with their role.

Staff must have an in-depth technical knowledge of the qualification, units and standards of competencies required. They must be able to interpret current working practices, technologies, and products within the area of work and be committed to upholding the integrity of the qualification.

2. Qualification structure

The NPAs in Sports Coaching at SCQF level 5 and level 6 have both been designed so that they meet the SQA's Design Principles for National Progression Awards (NPAs).

2.1 Structure

NPA in Sports Coaching at SCQF level 5

This NPA has two units. Both must be completed to obtain the group award.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J8M0	45	Sports Coaching: Knowing Yourself and Knowing Others	1	6	5
J8LY	45	Sports Coaching: Knowing Coaching	2	12	5

NPA in Sports Coaching at SCQF level 6

This NPA has two units. Both must be completed to obtain the group award.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J8M0	46	Sports Coaching: Knowing Yourself and Knowing Others	1	6	6
J8LY	46	Sports Coaching: Knowing Coaching	2	12	6

3. Aims of the qualifications

These NPAs have been designed to enable learners, with an interest in sport and physical activity, to develop the knowledge and skills required to enable them to assist and lead in sports coaching sessions. As a result, there may be opportunities for deployment in volunteer and paid roles, as well as undertaking further training in this area.

3.1 General aims of the qualifications

1. Build knowledge, competence and confidence.
2. Develop a sense of personal responsibility.
3. Develop reflective learning skills.
4. Provide opportunities to develop a range of Core Skills.
5. Enhance employment and deployment prospects for learners.
6. Enable progression within the SCQF.

3.2 Specific aims of the qualifications

SCQF level 5

1. Introduce coaching skills in relation to knowing yourself, others and coaching.
2. Introduce assistant coaches to their role in a supervised environment.
3. Develop an understanding of professional practice in sports coaching.
4. Assist in the delivery of planned sports coaching sessions.

SCQF level 6

1. Introduce coaching skills in relation to knowing yourself, others, and coaching.
2. Demonstrate self-awareness in the context of your own roles and responsibilities as a coach practicing while under minimal supervision.
3. Prepare the physical environment and equipment to meet the required safety standards.
4. Identify and respond to the needs and expectations of participants during a session.
5. Develop skills working with others within a coaching team.
6. Lead in the planning, delivery, and review of coaching sessions.

4. Recommended entry to the qualifications

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team (QDT) as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and / or experience:

SCQF level 5:

- An interest in sport, physical activity and coaching
- Leadership award in sport
- Introduction to coaching from a Sports Governing Body, club or school / college programmes

SCQF level 6:

- An interest in sport, physical activity and coaching
- NPA SCQF level 5 in Sports Coaching
- Leadership award in sport
- Introduction to coaching from a Sports Governing Body, club or school / college programmes

Learners must be at least 14 years of age on completion of the SCQF level 5 award and at least 16 years of age upon completion of SCQF level 6.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

SCQF level 5

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	4	Learners will need to be able to share information with their participants which could be delivered in different formats including oral, written and demonstration. Learners will also need to read and write a risk assessment.
Numeracy	4	Learners will use numeracy when planning and delivering coaching activities, and the use of this will be dependent on the specific activity.
Information and Communication Technology (ICT)	4	Research, coaching portfolio and using technology in presentations or group activities.
Problem Solving	4	Critical thinking, planning and evaluation. Learners will need to consider how to adapt their activities to meet the needs of the participant.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Working with Others	4	Group activities which may include discussions and presentations. Learners will need to work cooperatively with participants to agree goals. Learners will work as an assistant to support other coaches and increase participant retention.

SCQF level 6

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Learners will need to be able to share information with their participants which could be delivered in different formats including oral, written and demonstration. Learners will also need to read and write a risk assessment. Learners will need to be able to adapt their communication depending on the participants needs.
Numeracy	5	Learners will use numeracy when planning and delivering coaching activities, and the use of this will be dependent on the specific activity
Information and Communication Technology (ICT)	5	Research, coaching portfolio and using technology in presentations or group activities. Learners may use session plan software in the planning process.
Problem Solving	5	Critical thinking, planning and evaluation. Learners will need to adapt their activities to meet the needs of the participant.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Working with Others	5	Group activities which may include discussions and presentations. Learners will need to work with participants to agree goals. Learners will work as part of a coaching team and lead an assistant

5. Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and / or trade / professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skills, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

1. Build knowledge, competence and confidence.
2. Develop a sense of personal responsibility.
3. Develop reflective learning skills.
4. Provide opportunities to develop a range of Core Skills.
5. Enhance employment and deployment prospects for learners.
6. Enable progression within the SCQF.
7. Introduce coaching skills in relation to knowing yourself, others and coaching.
8. Introduce assistant coaches to their role in a supervised environment.
9. Develop an understanding of professional practice in sports coaching.
10. Assist in the delivery of planned sports coaching sessions.
11. Demonstrate self-awareness in the context of your own roles and responsibilities as a coach practicing while under minimal supervision.
12. Prepare the physical environment and equipment to meet the required safety standards.
13. Identify and respond to the needs and expectations of participants during a session.
14. Develop skills working with others within a coaching team.
15. Lead in the planning, delivery, and review of coaching sessions.

Unit code	Unit title	Aims
J8M0 45	Sports Coaching: Knowing Yourself and Knowing Others (SCQF level 5)	1 to 9
J8LY 45	Sports Coaching: Knowing Coaching (SCQF level 5)	1 to 10, 14
J8M0 46	Sports Coaching: Knowing Yourself and Knowing Others (SCQF level 6)	1 to 7, 9
J8LY 46	Sports Coaching: Knowing Coaching (SCQF level 6)	1 to 7, 9, 11,12, 13, 14, 15

5.2 Mapping of Core Skills development opportunities across the qualifications

Embedded within the unit — which means learners who achieve the unit will automatically have their Core Skills profile updated on their certificate, for example Core Skills embedded at SCQF level 5.

Signposted — which means learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification.

Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J8M0 45	Sports Coaching: Knowing Yourself and Knowing Others (SCQF level 5)	Signposted	Signposted	Signposted
J8LY 45	Sports Coaching: Knowing Coaching (SCQF level 5)	Signposted	Signposted	Signposted
J8M0 46	Sports Coaching: Knowing Yourself and Knowing Others (SCQF level 6)	Signposted	Signposted	Signposted
J8LY 46	Sports Coaching: Knowing Coaching (SCQF level 6)	Signposted	Signposted	Signposted

Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
J8M0 45	Sports Coaching: Knowing Yourself and Knowing Others (SCQF level 5)	Signposted	Not applicable
J8LY 45	Sports Coaching: Knowing Coaching (SCQF level 5)	Signposted	Not applicable
J8M0 46	Sports Coaching: Knowing Yourself and Knowing Others (SCQF level 6)	Signposted	Not applicable
J8LY 46	Sports Coaching: Knowing Coaching (SCQF level 6)	Signposted	Not applicable

Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing / Creating Information
J8M0 45	Sports Coaching: Knowing Yourself and Knowing Others (SCQF level 5)	Signposted	Signposted
J8LY 45	Sports Coaching: Knowing Coaching (SCQF level 5)	Signposted	Signposted
J8M0 46	Sports Coaching: Knowing Yourself and Knowing Others (SCQF level 6)	Signposted	Signposted
J8LY 46	Sports Coaching: Knowing Coaching (SCQF level 6)	Signposted	Signposted

Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J8M0 45	Sports Coaching: Knowing Yourself and Knowing Others (SCQF level 5)	Signposted	Signposted	Signposted
J8LY 45	Sports Coaching: Knowing Coaching (SCQF level 5)	Embedded	Embedded	Embedded
J8M0 46	Sports Coaching: Knowing Yourself and Knowing Others (SCQF level 6)	Signposted	Signposted	Signposted
J8LY 46	Sports Coaching: Knowing Coaching (SCQF level 6)	Embedded	Embedded	Embedded

Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J8M0 45	Sports Coaching: Knowing Yourself and Knowing Others (SCQF level 5)	Signposted	Signposted
J8LY 45	Sports Coaching: Knowing Coaching (SCQF level 5)	Embedded	Embedded
J8M0 46	Sports Coaching: Knowing Yourself and Knowing Others (SCQF level 6)	Signposted	Signposted

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J8LY 46	Sports Coaching: Knowing Coaching (SCQF level 6)	Embedded	Embedded

5.3 Mapping of National Occupational Standards (NOS) and / or trade body standards

5.3.1 Chartered Institute for the Management for Sport and Physical Activity (CIMSPA)

The Sports Coaching NPA SCQF level 5 has been mapped to the Coaching Assistant Professional Standard from the Chartered Institute for the Management for Sport and Physical Activity (CIMSPA) (Appendix 1).

The Sports Coaching NPA SCQF level 6 has been mapped to the Coaching Assistant Professional Standard from the Chartered Institute for the Management for Sport and Physical Activity (CIMSPA) (Appendix 2).

5.4 Assessment strategy for the qualifications

There are no restrictions on the instruments of assessment that can be used within this unit, centres are encouraged to be creative in the methods of assessment they use to generate evidence.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5	Assessment: Outcome 6
Sports Coaching: Knowing Yourself and Knowing Others (SCQF level 5)	Evidence could be gathered through professional discussion or recorded in a written, video or audio format. Learners could also gather evidence through a poster presentation.	Evidence could be gathered through professional discussion or recorded in a written, video or audio format. Learners could also gather evidence through short answer questions or an essay.	Evidence could be gathered through professional discussion or recorded in a written, video or audio format. Learners could also gather evidence through a research task.	Evidence could be gathered through professional discussion or recorded in a written, video or audio format. Learners could also gather evidence through scenario based questions.	Not applicable.	Not applicable.
Sports Coaching: Knowing Coaching (SCQF level 5)	Evidence could be gathered in written, audio or video format. Learners will need to produce a risk assessment and a session plan.	Evidence must be based on observation of performance using an observation checklist.	Evidence could be gathered in written, audio or video format and must inform a personal coaching action plan.	Not applicable.	Not applicable.	Not applicable.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5	Assessment: Outcome 6
Sports Coaching: Knowing Yourself and Knowing Others (SCQF level 6)	Evidence could be gathered through professional discussion or recorded in a written, video or audio format. Learners could complete short answer questions or create a case study.	Evidence could be gathered through professional discussion or recorded in a written, video or audio format. Learners could also gather evidence through a research task.	Evidence could be gathered through professional discussion or recorded in a written, video or audio format. Learners could also gather evidence through a project or production of a diagram to share information.	Evidence could be gathered through professional discussion or recorded in a written, poster, video or audio format. Learners could also gather evidence through a presentation, coaching portfolio or short answer questions.	Not applicable.	Not applicable.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5	Assessment: Outcome 6
Sports Coaching: Knowing Coaching (SCQF level 6)	Evidence could be gathered through professional discussion or recorded in a written, video or audio format.	<p>Evidence could be gathered through professional discussion or recorded in a written, video or audio format.</p> <p>Learners will need to produce two session plans.</p> <p>Learners could also gather evidence through a coaching portfolio or extended answers.</p>	<p>Evidence could be gathered through professional discussion or recorded in a written, video or audio format.</p> <p>Learners must produce a risk assessment. This could be included into a portfolio or logbook.</p> <p>Evidence for performance criteria (c) and (d) should be assessed in a practical activity and could be evidenced with an observation checklist.</p>	<p>Evidence must be based on observation of performance using an observation checklist.</p> <p>The assessment may be recorded by video if appropriate permissions are in place.</p>	<p>Evidence could be gathered through professional discussion or recorded in a written, video or audio format.</p> <p>Evidence for performance criteria (c) and (d) should be assessed in a practical activity and could be evidenced with an observation checklist.</p>	<p>Evidence could be gathered through professional discussion or recorded in a written, video or audio format.</p> <p>Learners could also gather evidence through a coaching portfolio or short answer responses.</p>

6. Guidance on approaches to delivery and assessment

The units place the emphasis on assessing the whole outcome or a combination of outcomes rather than on individual knowledge and skills. This will help reduce the assessment load for both learners and centres. The unit specifications contain guidance on types of assessment and evidence that can be used which incorporate optionality of oral / written evidence, including professional discussion, performance observation and a coaching portfolio.

[SQA's Guide to Assessment](#) advises is that there should normally be one, or in exceptional circumstances two, re-assessment opportunities.

For more information, please refer to Section 8.7 Make opportunities for re-assessment

6.1 Sequencing / integration of units

For the NPA in Sports Coaching at SCQF level 5, it is recommended that the Sports Coaching: Knowing Yourself and Others unit (J8M0 45) should be started before the Sports Coaching: Knowing Coaching unit (J8LY 45).

For the NPA in Sports Coaching at SCQF level 6, it is recommended that the Sports Coaching: Knowing Yourself and Others unit (J8M0 46) should be started before the Sports Coaching: Knowing Coaching unit (J8LY 46). The NPA at this level places a greater emphasis on a holistic approach to assessment which allows combinations of outcomes to be assessed together.

For Sports Coaching: Knowing Coaching at SCQF level 6, outcome 3 performance criteria (c) and (d), outcome 4 and outcome 5 performance criteria (c) and (d) can be combined to holistically assess learner's skills in a practical coaching environment.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- HN Graded Units.
- Course and / or external assessments.
- Other integrative assessment units (which may or not be graded).
- Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit.
- Where there is an existing requirement for a licence to practice.
- Where there are specific health and safety requirements.
- Where there are regulatory, professional or other statutory requirements.
- Where otherwise specified in an assessment strategy.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA units may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and / or progression

The SCQF level 5 NPA articulates to the SCQF level 6 NPA in Sports Coaching.

Learners could also progress onto a sport specific technical top-up (where available) which would allow them to volunteer or work as an assistant coach within a particular sport.

Learners could progress from the SCQF level 6 NPA to HNC Sports Coaching and Development. Entry will be at the centre's discretion and so learners may need to complete additional qualifications.

There is also the option for learners to complete a technical top-up (where available) if they would like to volunteer or work as a coach in a particular sport. Otherwise, with appropriate training in Child protection and PVG check, they may work or volunteer in a multi-sport environment.

6.2.2 Professional recognition

The NPAs are jointly certificated with sportscotland and CIMSPA.

Learners can be professionally recognised by CIMSPA as [Coaching Assistant Practitioners](#) upon completion of the NPAs.

6.3 Opportunities for e-assessment

Some performance criteria in outcomes across the two units may lend themselves to the use of e-portfolios and e-assessment. To support the accessibility of coach education, sportscotland would advocate using online learning platforms and virtual learning spaces to deliver and assess a proportion of these NPAs. However, coaching is a very practical skill and there should be an emphasis on practical delivery alongside online.

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of

gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [SQA e-Assessment](http://www.sqa.org.uk/Guide%20to%20best%20practice.pdf).
([www.sqa.org.uk/Guide to best practice.pdf](http://www.sqa.org.uk/Guide%20to%20best%20practice.pdf)).

6.4 Resource requirements

Centres should ensure that they have the appropriate resources and equipment to deliver these group awards. In particular, suitably qualified staff with up-to-date industry knowledge and expertise within the Sports Coaching industry.

7. General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All assessments used within these qualifications should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in SQA's Guide to Assessment [Guide to Assessment](http://www.sqa.org.uk/files_ccc/Guide_To_Assessment.pdf) (www.sqa.org.uk/files_ccc/Guide_To_Assessment.pdf)

Prior verification

SQA offers prior verification for centres that decide to develop their own instruments of assessment. We strongly recommend that you request prior verification before using a centre devised assessment with learners and their associated marking schemes.

8. Glossary of terms

Embedded Core Skills is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- Learners and / or candidates may not be entered for the group award.
- the group award will continue to exist only as an archive record on the Awards Processing System (APS).

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- the group award will be deleted from the relevant catalogue.
- the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived.
- no new centres may be approved to offer the group award.
- centres should only enter learners and / or candidates whom they expect to complete the group award during the defined lapsing period.

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8, respectively. Higher National Units will normally be at levels 6 to 9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2 to 6 and will normally be made up of National Units which are available from SCQF levels 2 to 7.

Subject unit: Subject units contain vocational / subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: Refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up-to-date qualification structure.

Note: Where a unit is revised by another unit:

- No new centres may be approved to offer the unit which has been revised.
- Centres should only enter learners and / or candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

Template version: February 2025

9. General information for learners

This information will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The NPA Sports Coaching at SCQF level 5 and level 6 contains two mandatory units, 'Sports Coaching: Knowing Yourself and Knowing Others' and 'Sports Coaching: Knowing Coaching'. They are aimed at those interested in sport and coaching and would like to develop their knowledge and skills as a coach. You do not need to have prior coaching experience, but it would help if you regularly participate in sport or physical activity.

In the level 5 NPA:

You must be at least 14 years of age on completion of the SCQF level 5 award.

You will develop your knowledge and understanding of the roles and responsibilities of a coaching assistant. You will enhance your understanding of the attitudes and behaviours required of a coaching assistant as well as knowing how these impact participants during sessions. Understanding what a Duty of Care is and how a coaching assistant works within the guidance of it, will ensure all participants experience safe and enjoyable activities.

You will be able to develop self-awareness of personal coaching practice which will allow you to reflect on what a coaching philosophy is and what motivates you to coach. You will have the opportunity to learn about the steps a coaching assistant needs to take to develop as a coach.

You will understand why a coaching assistant must consider the needs of participants, who they are, why they want to participate, the importance of managing expectations and aspirations as well as considering participant wellbeing and motivations to remain involved in sport.

You will also develop knowledge of how to communicate with participants in an effective and inclusive manner, how to adapt communication for different groups and behaviour requirements whilst ensuring the coaching assistant is able to build a rapport with participants, respecting equality and diversity.

As you start out on your coaching journey, this qualification will allow you the opportunity to assist in the planning, delivery and review of a series of coaching sessions. You will have the opportunity to assist with the coaching process. This will include assisting in the planning of a series of coaching sessions, assisting in the risk assessment process and assisting the delivery of a series of coaching sessions including setting up and tidying away equipment, providing feedback to participants and concluding sessions effectively. Completion of the coaching process will include being involved in the review process where you will record feedback from participants to assist in the review of sessions delivered, which will inform the next steps for your own personal development.

Each assessment for the units will be in a context that allows you to reflect, collaborate and use various sources to support completion of the work. This qualification has been designed to be practical in nature where possible and due to the nature of the coaching process, will be assessed on an on-going basis.

Due to the different aspects of the roles of a coaching assistant there may be different styles of assessment used, such as individual research tasks, question and answer tests, teacher / lecturer observation and scenario-based questions.

You will develop communication skills when working with peers, problem solving skills when trying to determine who their participants are, working with others as they act as part of a coaching team and ICT skills if you utilise any software to present assessment work.

In the level 6 NPA:

You must be 16 years of age upon completion of SCQF level 6 award.

This qualification will enable you to develop knowledge of the roles and responsibilities of a coach and coaching assistant. It will explore what underpins a coaching philosophy and how it can influence coaching practice. You will develop self-awareness of personal coaching practice, knowing why it is important to identify strengths and areas for development and how the National Governing Bodies (NGBs) can create a personal pathway for your own progression as a coach.

You will also enhance your knowledge of participant needs. You will learn about wellbeing, Duty of Care, the participants you are planning activity for and how to meet their expectations and aspirations.

This qualification will allow you to understand key elements of the coaching process and the people involved and to implement this knowledge into a coaching programme. You will develop key planning skills in the design of a short coaching programme. You will then deliver these planned sessions to appropriate coaching groups, developing organisational and communication skills along the way. Within the planning and delivery stages, you will develop knowledge and understanding of Health and Safety requirements needed within a coaching environment as well as learning how to work effectively with coaching assistants.

You will continually review your practice, developing reflective practice skills to further enhance your coaching practice.

Each assessment for the units will be in a context that allows you to reflect, collaborate and use various sources to support completion of the work.

The delivery and assessment of this qualification is designed to be as practicable as possible, however, some short and extended answer responses may be appropriate to demonstrate knowledge. Other assessments may be used such as individual research tasks, case studies, projects, portfolio, teacher / lecturer observation or professional discussion.

Encouraging reflective practice and creating more curious coaches will hopefully be part of the overall experience as you understand how to plan for continual improvement.

You will develop communication skills when working with peers, problem solving skills when trying to determine who their participants are, working with others as they act as part of the coaching team and ICT skills if you utilise any software to present assessment work. Numeracy skills will also be developed when planning timings of sessions or arranging team numbers.

Following on from the NPAs, you may choose to continue the qualification pathway through school, college or through Sports Governing Bodies. If you are interested in working with children, young people or vulnerable adults, you will need to complete the relevant safeguarding training and PVG check before being able to deliver.

Appendix 1: Sports Coaching NPA (SCQF level 5) CIMSPA mapping

The Sports Coaching NPA (SCQF level 5) has been mapped to the Coaching Assistant Professional Standard from the Chartered Institute for the Management for Sport and Physical Activity (CIMSPA).

1. Maximising the participant experience.

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K1.1	Participant needs	Summarise participant expectations and aspirations within the coaching environment.	Unit SC:KYKO - OC3 PC c, e Unit SC:KC - O1 PC a
K1.1	Participant needs	Explain how to build social support and inclusion within the coaching environment.	Unit SC:KYKO - OC4 PC b, c
K1.1	Participant needs	Explain how to obtain feedback to support participant retention.	Unit SC:KYKO - OC2 PC e Unit SC:KC - OC3 PC a
K1.2	Customer service	Explain the organisation's products and offer.	Unit SC:KYKO - OC1 PC d Unit SC:KC - OC1 PC c, d, e
K1.2	Customer service	Describe a typical participant journey in the coaching environment.	Unit SC:KYKO - OC3 PC b, c, e
K1.2	Customer service	Describe how to present themselves in a professional and approachable manner, in line with organisational standards.	Unit SC:KYKO - OC1 PC b
K1.2	Customer service	Explain the importance of participant retention and how to influence it.	Unit SC:KYKO - OC1 PC c

1. Maximising the participant experience. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K1.3	Participant engagement	Identify different methods to engage with participants: for example face-to-face, telephone, written (letters, email, posters), social media and digital technology.	Unit SC:KYKO - OC4 PC a
K1.3	Participant engagement	Identify behaviour management strategies to support ongoing participant engagement.	Unit SC:KYKO - OC2 PC d, SC:KYKO - OC4 PC b
K1.3	Participant engagement	Identify basic learning theory to support personalised learning.	Unit SC:KYKO - OC3 PC b, c
K1.3	Participant engagement	Describe different types of conflict and how to manage them.	Unit SC:KYKO - OC2 PC d SC:KYKO - OC3 PC d SC:KYKO - OC4 PC b
K1.3	Participant engagement	Explain different methods to build rapport in order to maximise the participant experience.	Unit SC:KYKO - OC4 PC c
K1.3	Participant engagement	Explain how to promote safe and enjoyable use of the coaching environment.	Unit SC:KYKO - OC1 PC a, c, d, SC:KC - OC1 PC a, e SC:KC - OC2 PC b
K1.3	Participant engagement	Explain the importance of being accessible and approachable to participants.	Unit SC:KYKO - OC1 PC c SC:KC - OC1 PC b
K1.4	Communication	Describe different communication techniques and how to use them: for example <ul style="list-style-type: none"> • Observation / non-verbal techniques / body language. • Open/closed questioning. • Active listening. 	SC:KYKO - OC4 PC a, b, c SC:KC - OC2 PC c

1. Maximising the participant experience. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K1.4	Communication	Describe how to adapt communication methods to meet the needs of participants from differing backgrounds, cultures and sports / activity experience etc.	Unit SC:KYKO - OC4 PC b SC:KC - OC2 PC c
K1.5	Participant feedback	Summarise different methods to obtain participant feedback and channels of recording and reporting in line with organisational procedures.	Unit SC:KYKO - OC2 PC e SC:KC - OC3 PC a
K1.5	Participant feedback	Explain the feedback cycle.	SC:KC - OC3 PC a, b, c, d, e
K1.5	Participant feedback	Explain the impact of the Coaching Assistant's role on the participant experience.	Unit SC:KYKO - OC1 PC c, d SC:KYKO - OC3 PC d SC:KYKO - OC4 PC c
S1.1	Participant data	Interpret participant data in order to understand the different types of participants and their needs.	SC:KYKO - OC3 PC a, e SC:KC - OC1 PC a
S1.1	Participant data	Use participant data, including feedback, to amend activities appropriately.	Unit SC:KC - OC3 PC a, d
S1.2	Participant engagement	Demonstrate participant engagement: for example induct the participant, deal with participant enquiries.	Unit SC:KC - OC2 PC a, c
S1.2	Participant engagement	Implement behaviour management strategies to support ongoing participant engagement.	SC:KYKO - OC4 PC b
S1.2	Participant engagement	Apply learning theories to support personalised learning.	SC:KYKO - OC3 PC b SC:KC - OC1 PC b, c SC:KC - OC2 PC a

1. Maximising the participant experience. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
S1.3	Customer service	Demonstrate exemplary customer service, for example: problem solving, discretion, influencing, teamwork, suitable language use, etc.	Unit SC:KC - OC2 PC a, b, c
S1.4	Develop rapport with participants	Develop rapport with participants in a friendly and approachable manner whilst respecting equality and diversity.	Unit SC:KYKO - OC4 PC c SC:KC - OC2 PC c
S1.5	Professional demeanour	Demonstrate a professional demeanour: for example dress, personal attributes, positive first impressions.	Unit SC:KC - OC2 PC a
S1.6	Communication	Demonstrate communication methods appropriate to the participant.	Unit SC:KC - OC2 PC c

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

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K2.1	The person	Identify the main things a Coaching Assistant should know about each individual participant: for example motivations, personal background, health background (physical and mental).	Unit SC:KYKO - OC3 PC a, b, c SC:KC - OC1 PC a
K2.2	Inclusive coaching environment	Describe what makes an inclusive coaching environment.	SC:KC - OC1 PC b SC:KC - OC2 PC a SC:KYKO - OC4 PC a, b, c
K2.2	Inclusive coaching environment	Describe what makes an equitable coaching environment.	SC:KC - OC1 PC b SC:KC - OC2 PC a SC:KYKO - OC4 PC a, b, c
K2.2	Inclusive coaching environment	Describe how to positively manage participant's behaviour.	Unit SC:KYKO - OC2 PC d SC:KYKO - OC3 PC d SC:KYKO - OC4 PC b
K2.3	Duty of care	Describe the coaching assistant's role in the duty of care of the participant.	Unit SC:KYKO - OC1 PC d SC:KC - OC1 PC e
K2.4	Specific equipment	Describe the different types of equipment: for example simple, complex, powered.	SC:KC - OC1 PC d SC:KC - OC2 PC b

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K2.5	Safe systems of work	Explain normal operating procedures including: safe assembly, dismantling and storage of equipment, adhering to manufacturers and national governing body (NGB) guidelines, manual handling techniques, safe and serviceable equipment policies, environmental policies and maintenance inspection plans for specific equipment.	Unit SC:KC - OC1 PC d, e SC:KC - OC2 PC b SC:KYKO - OC1 PC a

2. Welfare of participants and providing a safe and inclusive coaching environment. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K2.6	Personal safety	Identify any personal protective equipment required for the coaching assistant and participants.	Unit SC:KC - OC1 PC d, e SC:KC - OC2 PC b
K2.6	Personal safety	Explain normal operating plans (NOP) and emergency action plans (EAP).	SC:KC - OC1 PC d, e
K2.7	Hazards	Identify hazards relating to facility, activity and people: for example weather impact, insufficient protective equipment, sudden cardiac death.	Unit SC:KC - OC1 PC d, e SC:KC - OC2 PC a, b
K2.7	Hazards	Describe how to report a hazard.	Unit SC:KYKO - OC1 PC a SC:KC - OC1 PC d, e
K2.8	Impact of coaching	Describe how coaching has a wider impact upon participants and communities.	Unit SC:KYKO - OC1 PC c, d
S2.1	Engaging participants	Engage with each individual participant in a safe and inclusive way.	Unit SC:KC - OC1 PC e SC:KC - OC2 PC a, c SC:KYKO - OC1 PC a, c, d
S2.1	Engaging participants	Identify basic learning theory to support personalised learning.	SC:KYKO - OC3 PC a, b SC:KC - OC1 PC a
S2.2	Supporting participants	Demonstrate participant needs are being met.	Unit SC:KC - OC2 PC a
S2.3	Positive behaviour management	Implement behaviour management strategies to support ongoing participant engagement.	SC:KYKO - OC4 PC b SC:KC - OC2 PC c, e
S2.4	Preparing for activities	Demonstrate ability to safely prepare coaching activities appropriate to the participants.	Unit SC:KC - OC1 PC c, d, e SC:KC - OC2 PC a, b

2. Welfare of participants and providing a safe and inclusive coaching environment. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
S2.5	Hazards	Demonstrate appropriate action to deal with identified hazards based on the level of risk.	Unit SC:KC - OC 1 PC d, e SC:KC - OC2 PC b
S2.6	Assemble, dismantle and store equipment	Demonstrate the application of safe systems of work for a range of specific equipment.	Unit SC:KC - OC1 PC d, e SC:KC - OC2 PC b
S2.7	Teamwork	Demonstrate teamwork skills when working with others.	Unit SC:KC - OC1 PC c SC:KC - OC2 PC a, b
S2.8	Communication	Demonstrate inclusive verbal, non-verbal and written communication whilst undertaking duties.	Unit SC:KC - OC2 PC a, c SC:KYKO - OC4 PC a

3. The coaching assistant and their role within the organisation.

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K3.1	Organisational structure and goals	Describe the organisation's structure, lines of reporting, vision, mission and goals.	Unit SC:KC - OC1 PC a, b, c, d, e
K3.2	Roles and responsibilities	Describe how the roles and responsibilities of colleagues within the organisation can support an effective coaching environment.	Unit SC:KC - OC2 PC a SC:KYKO - OC1 PC a, d
K3.3	Own role	Describe how to work whilst embracing professional boundaries, codes of conduct, own role, personal responsibilities and contribution: for example coaching the whole person.	Unit SC:KYKO - OC1 PC a, b, d Unit SC:KC - OC1 PC e
K3.4	Organisational role	Explain the Coaching Assistant's role as part of a team in supporting the smooth operation of the coaching environment and coaching activities and services in line with organisational aims and objectives: for example normal operating plans (NOP), emergency action plans (EAP), risk assessments, supervision, customer charter, etcetera.	Unit SC:KYKO - OC1 PC a, b, c, d
K3.5	Motivations for coaching	Express their own coaching motivations, reasons for coaching and what they are trying to achieve.	Unit SC:KYKO - OC2 PC c
S3.1	Problem solving	Demonstrate problem solving skills and use of own initiative, within professional boundaries, to support the smooth running of the coaching environment.	Unit SC:KC - OC2 PC a, b, c, d, e, f
S3.2	Time management	Demonstrate ability to prepare coaching activities to start and finish on time.	Unit SC:KC - OC1 PC c, OC2 PC a, f

3. The coaching assistant and their role within the organisation. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
S3.3	Communication and teamwork	Demonstrate different communication methods and referral to colleagues when outside own professional boundary.	Unit SC:KC - OC1 PC e SC:KC - OC2 PC a SC:KYKO - OC1 PC d
S3.3	Communication and teamwork	Demonstrate teamwork skills.	Unit SC:KC - OC2 a, b, c, d, e, f
S3.4	Interpreting information	Demonstrate processing of information and how to follow instructions using professional judgement.	Unit SC:KC - OC1 PC a, c, d and OC2 PC a, b, c, f
S3.5	Working safely	Demonstrate conscientious working practices.	Unit SC:KC - OC1 PC c, d and OC2 PC a, b, c, e, f
S3.6	Motivations for coaching	Demonstrates that the motivation for coaching matches the participant's motivations.	Unit SC:KC - OC2 PC a, c

4. Professional practice.

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K4.1	Conduct	Describe how to conduct themselves and portray a professional image: for example respectful of participants and other professionals, positive, honest, empowering, motivating, trustworthy, committed, non-judgemental, consistent, a good role model, with professional personal conduct and integrity.	Unit SC:KYKO - OC1 PC a, b, c, d SC:KYKO - OC4 PC a, b, c
K4.2	Ethics	Explain professional ethics related to own role: for example duty of care, professional membership, role boundaries/scope of practice and responsibilities, representation of skills, abilities, and knowledge, interface with other relevant professionals, business practices and professional code of conduct.	Unit SC:KYKO - OC1 PC a, b, c, d Unit SC:KC - OC1 PC e
K4.3	Legislation and organisational procedures	Identify current legislation and organisation procedures relevant to own role for example: data protection, participant confidentiality, conflict of interest, health and safety at work, disclosing and barring service (DBS), safeguarding children and adults at risk, equality and diversity, personal liability insurance, control of substances hazardous to health, reporting of injuries, diseases and dangerous occurrences regulations, electricity at work regulations, first aid regulations, individual organisational policies and procedures.	Unit SC:KYKO - OC1 PC a, b, c, d Unit SC:KC - OC1 PC e

4. Professional practice. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K4.4	Good practice	Identify good practice regarding conduct, ethics and legislation and organisational procedures.	Unit SC:KYKO - OC1 PC a, b, c, d Unit SC:KC - OC1 PC e
K4.5	Developing self	Identify sources of support to develop themselves.	Unit SC:KYKO - OC2 PC d, e Unit SC:KC - OC3 PC e
S4.1	Ensure responsibility and professional duty of care to participants	Ensure participant safety and wellbeing at all times.	Unit SC:KYKO - OC1 PC d Unit SC:KC - OC1 PC d, e and OC2 PC a, b
S4.1	Ensure responsibility and professional duty of care to participants	Demonstrate compliance with relevant legal responsibilities: for example health and safety at work, equality and diversity, safeguarding, data protection, hazard identification, safe working practices, ethical and professional conduct.	Unit SC:KC - OC1 PC a, b, c, d, e and OC2 PC a, b, c, d
S4.1	Ensure responsibility and professional duty of care to participants	Demonstrate appropriate duty of care to participants.	Unit SC:KC - OC1 PC a, b, c, d, e and OC2 PC a, b, c, d
S4.2	Clarify roles and responsibilities	Demonstrate to the participant the Coaching Assistant's role, responsibilities and limitations in providing assistance: for example scope of practice, duty of care.	Unit SC:KC - OC1 PC a, b, c, d, e and OC2 PC a, b, c, d
S4.3	Developing self	Demonstrate a commitment to their own ongoing development.	Unit SC:KYKO - OC2 PC e, f Unit SC:KC - OC3 PC d, e

5. Prepare, deliver and review coaching activities.

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K5.1	Prepare	<p>Describe how to prepare safe and effective coaching activities, under the guidance of a coach, including core elements such as:</p> <ul style="list-style-type: none"> • Organisational requirements linked to the delivery of activities. • Sources of information that a Coaching Assistant can use when planning and preparing activities. • The types of information needed to plan activities. • How to plan and record activities that will help the participants achieve their aims. • How to assess individual needs including those related to disability. • Why goals should be linked, progressive and consistent with the overall aims of the activity. • The process and considerations for planning a balance of activities and coaching methods for each activity that will motivate the participants and achieve the planned goals for individuals and groups. • The importance of planning realistic timings, sequences, intensity and duration of activities. • The types of resources and equipment you need to deliver the activities. 	<p>Unit SC:KC - OC1 PC a, b, c, d, e</p> <p>SC:KYKO - OC3 PC a, b, c, d, e</p>

5. Prepare, deliver and review coaching activities. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K5.1	Prepare (continued)	<ul style="list-style-type: none"> The importance of organising resources for the planned activities, checking that they meet specific rules and regulations. The importance of producing a contingency plan or amending an activity based on a risk assessment. Where to refer any participant whose needs and potential you cannot meet to a competent person or agency. 	
K5.2	Delivery	<p>Describe how to deliver safe and effective coaching activities, under the guidance of a coach, including core elements such as:</p> <ul style="list-style-type: none"> The Coaching Assistant's responsibilities during an activity including: <ul style="list-style-type: none"> Health and safety requirements. Organisational procedures. Techniques. Skill development. Rules and codes for the activities you are leading. How to prepare participants for an activity. The process of starting an activity. How to assess participants' readiness to participate in an activity The importance of confirming and, if necessary, revising the plans for an activity. 	Unit SC:KC - OC2 PC a, b, c, d, e, f

5. Prepare, deliver and review coaching activities. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K5.2	Delivery (continued)	<ul style="list-style-type: none"> • The importance of agreeing the goals with the participants and explaining the rationale, implementation and review process. • The importance of continually providing participants with information about the activity and how it supports their goals and aspirations. • The value, purpose and delivery of warm-up activities and the importance of ensuring the delivery of warm-up activities that are linked to the goals of the activity. • How to identify specific technical content or activities based on participants' needs. • How to deliver planned activities. • The process of setting goals, and awareness of SMART (or other) goals. • How to give clear and correct demonstrations and explanations of skill development and development of mental skills. • The importance of ensuring all participants have the opportunity to take part in the planned activities. • Why it is important to observe the performance of participants during the activity. 	

5. Prepare, deliver and review coaching activities. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K5.2	Delivery (continued)	<ul style="list-style-type: none"> • The importance of taking account of participant feedback and contributing to feedback on the participant's performance. • How to ensure participant and others' safety is maintained. • The importance of adapting your activity where required to meet the needs of the participants. • The value, purpose and delivery of cool-down activities and the importance of ensuring the delivery of cool-down activities that are linked to the goals of the activity. • How to conclude activities. • Why it is important to ensure that participants have the information they require about future activities. • The importance of leaving the venue and equipment in a condition acceptable for future use. 	
K5.3	Evaluation	<p>Describe how to evaluate safe and effective coaching activities, under the guidance of a coach, including core elements such as:</p> <ul style="list-style-type: none"> • The purpose and importance of continual review of activities. • The types of information that a Coaching Assistant needs to collect to review activities. • How to identify valid sources of feedback from others to aid your review. 	Unit SC:KC - OC3 PC a, b, c, d, e

5. Prepare, deliver and review coaching activities. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K5.3	Evaluation (continued)	<ul style="list-style-type: none"> • How to improve the preparation and delivery of future activities for participants and self. • The importance of discussing and agreeing the outcome of the review with participants and others. • The importance of reviewing all aspects of the planning and delivery of activities. • How to use self-reflective processes to quality assure and identify any development actions that may be required. • Factors that impact on the ability to identify own development needs. • The types of development activities that are available to Coaching Assistants and how to access these. • How to complete a development plan and the importance of recording the outcomes of your review for future reference. • How to use information taken from the review to improve future activities. • When and how you would adapt future activities to meet the outcomes of your review. • How to measure the quality of the coaching experience and participants' development. 	

5. Prepare, deliver and review coaching activities. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
S5.1	Prepare	<p>Prepare delivery of safe and effective coaching activities, under the guidance of a Coach, to include the Coaching Assistant's ability to:</p> <ul style="list-style-type: none"> • Collect and record the information needed to prepare activities. • Identify participant needs and implications for preparation. • Identify the overall activity aims. • Prepare activities that will help the participants achieve their aims. • Ensure goals are linked, progressive and consistent with the overall aims. • Prepare tasks for each activity that will motivate the participants and achieve the planned goals. • Agree the overall aims of the activity with the participants and others. • Organise resources for your planned activities. • Support the implementation of a contingency plan or amend the activity, based on a risk assessment, and professional boundaries. • Refer any participants whose needs you cannot meet to a competent person or agency. 	<p>Unit SC:KC - OC1 PC a, b, c, d, e</p> <p>SC:KYKO - OC3 PC a, b, c, d, e</p>

5. Prepare, deliver and review coaching activities. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
S5.2	Delivery	<p>Deliver safe and effective coaching activities, under the guidance of a coach, to include Coaching Assistant's ability to:</p> <ul style="list-style-type: none"> • Adhere to the guidelines and procedures for safeguarding and protecting children and vulnerable adults at risk. • Prepare participants for activities. • Assess participants' readiness to participate. • Confirm and, if necessary, revise your plans for the activity. • Explain and agree the goals with the participants. • Provide participants with information about the activity and how it supports their goals. • Deliver warm-up activities linked to the goals of the activity. • Provide technical explanations and demonstrations that meet the needs of the participants. • Identify specific technical content or activities based on participants' needs. • Ensure all participants have the opportunity to take part in the planned activities. • Observe and analyse the participants' performance. • Provide the participants with feedback on their performance. 	Unit SC:KC - OC2 PC a, b, c, d, e, f

5. Prepare, deliver and review coaching activities. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
S5.2	Delivery (continued)	<ul style="list-style-type: none"> • Ensure the maintenance of the safety of participants and others. • Adapt your coaching activity where required to meet the needs of the participants. • Deliver cool down activities linked to the goals of the activity. • Agree personal development needs with the participants. • Make sure the participants have the information they require about future activities. • Leave the venue and equipment in a condition acceptable for future use. 	
S5.3	Ongoing review	<p>Review safe and effective coaching activities, under the guidance of a coach, to include the Coaching Assistant's ability to:</p> <ul style="list-style-type: none"> • Conduct reviews at timely opportunities. • Collate evidence to support the review of the activities. • Identify how to improve the planning and delivery of future activities for participants and self. • Discuss and agree your review with participants and others. • Record your review. • Adapt future activities to meet the outcomes of your review. 	Unit SC:KC - OC3 PC a, b, c, d, e

6. Industry legislation and guidance, organisational policies and procedures.

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K6.1	Organisational policies and procedures	<p>Explain organisational policy and procedures including:</p> <ul style="list-style-type: none"> • Normal operating plans (NOP). • Emergency action plans (EAP). • Risk assessment. • Admissions policy. • Equality and diversity. 	Unit SC:KC - OC1 PC e
K6.2	Legal and regulatory requirements	<p>Understand key legal and regulatory requirements: for example</p> <ul style="list-style-type: none"> • Equality Act 2010. • Children's Act 1989. • Children's Act 2004. • The Care Act 2014. • Mental Capacity Act 2005. • Data Protection Act 1998. • General Data Protection Regulations. 	Unit SC:KC - OC1 PC e
S6.1	Sector guidance	<p>Demonstrate adherence to sector guidance including:</p> <ul style="list-style-type: none"> • National governing body. • Health and Safety Executive. • Sport England. • Child Protection in Sport Unit. 	Unit SC:KC - OC1 PC e

Appendix 2: Sports Coaching NPA (SCQF level 6) CIMSPA mapping

The Sports Coaching NPA (SCQF level 6) has been mapped to the Coaching Assistant Professional Standard from the Chartered Institute for the Management for Sport and Physical Activity (CIMSPA).

1. Maximising the participant experience.

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K1.1	Participant needs	Summarise participant expectations and aspirations within the coaching environment.	Unit SC:KC - OC2 PC a, b SC:KYKO - OC4 PC d
K1.1	Participant needs	Explain how to build social support and inclusion within the coaching environment.	Unit SC:KC - OC1 PC b Unit SC:KC - OC2 PC b Unit SC:KYKO - OC1 PC b, f
K1.1	Participant needs	Explain how to obtain feedback to support participant retention.	Unit SC:KC - OC6 PC a, b, c, d Unit SC:KYKO - OC3 PC b
K1.2	Customer service	Explain the organisation's products and offer.	Unit SC:KYKO - OC1 PC f Unit SC:KC - OC2 PC b Unit SC:KC - OC3 PC a, b, c, d, e
K1.2	Customer service	Describe a typical participant journey in the coaching environment.	Unit SC:KYKO OC4 PC b
K1.2	Customer service	Describe how to present themselves in a professional and approachable manner, in line with organisational standards.	Unit SC:KYKO - OC1 PC a, f

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K1.2	Customer service	Explain the importance of participant retention and how to influence it.	Unit SC:KYKO - OC4 PC c

1. Maximising the participant experience. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K1.3	Participant engagement	Identify different methods to engage with participants: for example face-to-face, telephone, written (letters, email, posters), social media and digital technology.	Unit SC:KC - OC4 PC c
K1.3	Participant engagement	Identify behaviour management strategies to support ongoing participant engagement.	Unit SC:KC - OC4 PC b
K1.3	Participant engagement	Identify basic learning theory to support personalised learning.	Unit SC:KC - OC1 PC d
K1.3	Participant engagement	Describe different types of conflict and how to manage them.	Unit SC:KC - OC4 PC b
K1.3	Participant engagement	Explain different methods to build rapport in order to maximise the participant experience.	Unit SC:KC - OC4 PC b, c
K1.3	Participant engagement	Explain how to promote safe and enjoyable use of the coaching environment.	Unit SC:KC - OC1 PC b
K1.3	Participant engagement	Explain the importance of being accessible and approachable to participants.	Unit SC:KC - OC1 PC b Unit SC:KC - OC2 PC c SC:KYKO - OC1 PC a, b
K1.4	Communication	Describe different communication techniques and how to use them: for example <ul style="list-style-type: none"> • Observation / non-verbal techniques / body language. • Open / closed questioning. • Active listening. 	Unit SC:KC - OC4 PC c

1. Maximising the participant experience. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K1.4	Communication	Describe how to adapt communication methods to meet the needs of participants from differing backgrounds, cultures and sports / activity experience etc.	Unit SC:KC - OC1 PC a Unit SC:KC - OC4 PC a, b
K1.5	Participant feedback	Summarise different methods to obtain participant feedback and channels of recording and reporting in line with organisational procedures.	Unit SC:KYKO - OC3 PC b Unit SC:KC - OC6 PC a, b, c, d
K1.5	Participant feedback	Explain the feedback cycle.	Unit SC:KYKO - OC3 PC b Unit SC:KC - OC6 PC a, b, c, d
K1.5	Participant feedback	Explain the impact of the Coaching Assistant's role on the participant experience.	Unit SC:KC - OC6 PC d
S1.1	Participant data	Interpret participant data in order to understand the different types of participants and their needs.	Unit SC:KC - OC2 PC d SC:KYKO - OC4 PC a
S1.1	Participant data	Use participant data, including feedback, to amend activities appropriately	Unit SC:KYKO - OC3 PC b, c SC:KYKO - OC4 PC a Unit SC:KC - OC2 PC a, b
S1.2	Participant engagement	Demonstrate participant engagement: for example induct the participant, deal with participant enquiries.	Unit SC:KYKO - OC1 PC a, b Unit SC:KC - OC3 PC a, b, c
S1.2	Participant engagement	Implement behaviour management strategies to support ongoing participant engagement.	Unit SC:KC - OC4 PC a, b, c

1. Maximising the participant experience. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
S1.2	Participant engagement	Apply learning theories to support personalised learning.	Unit SC:KC - OC1 PC d Unit SC:KC - OC2 PC a, c, d Unit SC:KC - OC4 PC b
S1.3	Customer service	Demonstrate exemplary customer service, for example: problem solving, discretion, influencing, teamwork, suitable language use, etc.	Unit SC:KC - OC4 PC c, e
S1.4	Develop rapport with participants	Develop rapport with participants in a friendly and approachable manner whilst respecting equality and diversity.	Unit SC:KC - OC4 PC a, b, c, d
S1.5	Professional demeanour	Demonstrate a professional demeanour: for example dress, personal attributes, positive first impressions.	Unit SC:KC - OC4 PC a, b, c, d
S1.6	Communication	Demonstrate communication methods appropriate to the participant.	Unit SC:KC - OC4 PC c

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

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K2.1	The person	Identify the main things a Coaching Assistant should know about each individual participant: for example motivations, personal background, health background (physical and mental).	Unit SC:KC - OC2 PC a, b, c, d, e Unit SC:KYKO - OC4 PC a, b, c, d
K2.2	Inclusive coaching environment	Describe what makes an inclusive coaching environment.	Unit SC:KC - OC1 PC b Unit SC:KC - OC4 PC b, c
K2.2	Inclusive coaching environment	Describe what makes an equitable coaching environment.	Unit SC:KC - OC1 PC b Unit SC:KC - OC4 PC b, c
K2.2	Inclusive coaching environment	Describe how to positively manage participant's behaviour.	Unit SC:KC - OC4 PC b, c
K2.3	Duty of care	Describe the coaching assistant's role in the duty of care of the participant.	Unit SC:KYKO - OC1 PC a, b
K2.4	Specific equipment	Describe the different types of equipment: for example simple, complex, powered.	SC:KC - OC2 PC b SC:KC - OC3 PC a, b, c
K2.5	Safe systems of work	Explain normal operating procedures including: safe assembly, dismantling and storage of equipment, adhering to manufacturers and national governing body (NGB) guidelines, manual handling techniques, safe and serviceable equipment policies, environmental policies and maintenance inspection plans for specific equipment.	SC:KC - OC3 PC a, b, c, d, e

2. Welfare of participants and providing a safe and inclusive coaching environment. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K2.6	Personal safety	Identify any personal protective equipment required for the coaching assistant and participants.	SC:KC - OC3 PC a, b, c, d, e
K2.6	Personal safety	Explain normal operating plans (NOP) and emergency action plans (EAP).	SC:KC - OC3 PC a, b, c, d, e
K2.7	Hazards	Identify hazards relating to facility, activity and people: for example weather impact, insufficient protective equipment, sudden cardiac death.	SC:KC - OC3 PC a, b, c, d, e
K2.7	Hazards	Describe how to report a hazard.	SC:KC - OC3 PC e
K2.8	Impact of coaching	Describe how coaching has a wider impact upon participants and communities.	SC:KYKO - OC1 PC e SC:KYKO - OC4 PC d
S2.1	Engaging participants	Engage with each individual participant in a safe and inclusive way.	SC:KC - OC4 PC b
S2.1	Engaging participants	Identify basic learning theory to support personalised learning.	SC:KC - OC1 PC d
S2.2	Supporting participants	Demonstrate participant needs are being met.	SC:KC - OC4 PC b, c
S2.3	Positive behaviour management	Implement behaviour management strategies to support ongoing participant engagement.	SC:KC - OC4 PC b, c, e SC:KYKO - OC4 PC c
S2.4	Preparing for activities	Demonstrate ability to safely prepare coaching activities appropriate to the participants.	SC:KC - OC3 PC a, b, c, d, SC:KYKO - OC1 PC b
S2.5	Hazards	Demonstrate appropriate action to deal with identified hazards based on the level of risk.	SC:KC - OC3 PC e

2. Welfare of participants and providing a safe and inclusive coaching environment. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
S2.6	Assemble, dismantle and store equipment	Demonstrate the application of safe systems of work for a range of specific equipment.	SC:KC - OC3 PC e
S2.7	Teamwork	Demonstrate teamwork skills when working with others.	SC:KC - OC5 PC a, b, c, d
S2.8	Communication	Demonstrate inclusive verbal, non-verbal and written communication whilst undertaking duties.	SC:KC - OC4 PC c

3. The coaching assistant and their role within the organisation.

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K3.1	Organisational structure and goals	Describe the organisation's structure, lines of reporting, vision, mission and goals.	Unit SC:KYKO - OC1 PC a, b, c, d, f Unit SC:KC - OC3 PC a, b, c, d, e
K3.2	Roles and responsibilities	Describe how the roles and responsibilities of colleagues within the organisation can support an effective coaching environment.	SC:KC - OC5 PC a, b, c, d
K3.3	Own role	Describe how to work whilst embracing professional boundaries, codes of conduct, own role, personal responsibilities and contribution: for example coaching the whole person.	SC:KC - OC3 PC d SC:KC - OC5 PC a, b, c SC:KYKO - OC1 PC a
K3.4	Organisational role	Explain the Coaching Assistant's role as part of a team in supporting the smooth operation of the coaching environment and coaching activities and services in line with organisational aims and objectives: for example normal operating plans (NOP), emergency action plans (EAP), risk assessments, supervision, customer charter, etc.	SC:KC - OC5 PC d
K3.5	Motivations for coaching	Express their own coaching motivations, reasons for coaching and what they are trying to achieve.	SC:KYKO - OC2 PC b
S3.1	Problem solving	Demonstrate problem solving skills and use of own initiative, within professional boundaries, to support the smooth running of the coaching environment.	SC:KC - OC4 PC a, b, c, d, e, f

3. The coaching assistant and their role within the organisation. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
S3.2	Time management	Demonstrate ability to prepare coaching activities to start and finish on time.	SC:KC - OC2 PC b
S3.3	Communication and teamwork	Demonstrate different communication methods and referral to colleagues when outside own professional boundary.	SC:KC - OC3 PC e SC:KC - OC4 PC c SC:KYKO - OC1 PC b
S3.3	Communication and teamwork	Demonstrate teamwork skills.	SC:KC - OC5 PC b, c, d
S3.4	Interpreting information	Demonstrate processing of information and how to follow instructions using professional judgement.	SC:KC - OC2 PC a, b, c, d SC:KYKO - OC4 PC a
S3.5	Working safely	Demonstrate conscientious working practices.	SC:KYKO - OC1 PC f
S3.6	Motivations for coaching	Demonstrates that the motivation for coaching matches the participant's motivations.	SC:KYKO - OC2 PC c SC:KYKO - OC4 PC d SC:KC - OC4 PC a

4. Professional practice.

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K4.1	Conduct	Describe how to conduct themselves and portray a professional image: for example respectful of participants and other professionals, positive, honest, empowering, motivating, trustworthy, committed, non-judgemental, consistent, a good role model, with professional personal conduct and integrity.	SC:KYKO - OC1 PC f
K4.2	Ethics	Explain professional ethics related to own role: for example duty of care, professional membership, role boundaries / scope of practice and responsibilities, representation of skills, abilities, and knowledge, interface with other relevant professionals, business practices and professional code of conduct.	SC:KYKO - OC1 PC a, b, f SC:KC - OC3 PC d
K4.3	Legislation and organisational procedures	Identify current legislation and organisation procedures relevant to own role for example: data protection, participant confidentiality, conflict of interest, health and safety at work, disclosing and barring service (DBS), safeguarding children and adults at risk, equality and diversity, personal liability insurance, control of substances hazardous to health, reporting of injuries, diseases and dangerous occurrences regulations, electricity at work regulations, first aid regulations, individual organisational policies and procedures.	SC:KYKO - OC1 PC a, b, f SC:KC - OC3 PC d

4. Professional practice. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K4.4	Good practice	Identify good practice regarding conduct, ethics and legislation and organisational procedures.	SC:KYKO - OC1 PC a, b, f
K4.5	Developing self	Identify sources of support to develop themselves.	SC:KC - OC5 PC a SC:KC - OC6 PC c SC:KYKO - OC3 PC d
S4.1	Ensure responsibility and professional duty of care to participants	Ensure participant safety and wellbeing at all times.	SC:KYKO - OC1 PC a, b SC:KC - OC1 PC b SC:KC - OC2 PC e SC:KC - OC4 PC b
S4.1	Ensure responsibility and professional duty of care to participants	Demonstrate compliance with relevant legal responsibilities: for example health and safety at work, equality and diversity, safeguarding, data protection, hazard identification, safe working practices, ethical and professional conduct.	SC:KC - OC3 PC a, b, c, d, e SC:KYKO - OC1 PC b
S4.1	Ensure responsibility and professional duty of care to participants	Demonstrate appropriate duty of care to participants.	SC:KYKO - OC1 PC b SC:KC - OC4 PC b
S4.2	Clarify roles and responsibilities	Demonstrate to the participant the Coaching Assistant's role, responsibilities and limitations in providing assistance: for example scope of practice, duty of care.	SC:KYKO - OC1 PC a, d SC:KC - OC5 PC d
S4.3	Developing self	Demonstrate a commitment to their own ongoing development.	SC:KYKO - OC3 PC a, b, c, d

5. Prepare, deliver and review coaching activities.

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K5.1	Prepare	<p>Describe how to prepare safe and effective coaching activities, under the guidance of a coach, including core elements such as:</p> <ul style="list-style-type: none"> • Organisational requirements linked to the delivery of activities. • Sources of information that a Coaching Assistant can use when planning and preparing activities. • The types of information needed to plan activities. • How to plan and record activities that will help the participants achieve their aims. • How to assess individual needs including those related to disability. • Why goals should be linked, progressive and consistent with the overall aims of the activity. • The process and considerations for planning a balance of activities and coaching methods for each activity that will motivate the participants and achieve the planned goals for individuals and groups. • The importance of planning realistic timings, sequences, intensity and duration of activities. • The types of resources and equipment you need to deliver the activities. 	<p>SC:KC - OC1 PC a, b, c, d, e</p> <p>SC:KC - OC2 PC a, b, c, d, e</p> <p>SC:KC - OC3 PC a, b, c, d, e</p> <p>SC:KC - OC5 PC d</p> <p>SC:KYKO - OC4 PC a</p>

5. Prepare, deliver and review coaching activities. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K5.1	Prepare (continued)	<ul style="list-style-type: none"> The importance of organising resources for the planned activities, checking that they meet specific rules and regulations. The importance of producing a contingency plan or amending an activity based on a risk assessment. Where to refer any participant whose needs and potential you cannot meet to a competent person or agency. 	
K5.2	Delivery	<p>Describe how to deliver safe and effective coaching activities, under the guidance of a coach, including core elements such as:</p> <ul style="list-style-type: none"> The Coaching Assistant's responsibilities during an activity including: <ul style="list-style-type: none"> Health and safety requirements. Organisational procedures. Techniques. Skill development. Rules and codes for the activities you are leading. How to prepare participants for an activity. The process of starting an activity. How to assess participants' readiness to participate in an activity 	<p>SC:KC - OC4 PC a, b, c, d, e, f SC:KC - OC5 PC d</p>

5. Prepare, deliver and review coaching activities. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K5.2	Delivery (continued)	<ul style="list-style-type: none"> • The importance of confirming and, if necessary, revising the plans for an activity. • The importance of agreeing the goals with the participants and explaining the rationale, implementation and review process. • The importance of continually providing participants with information about the activity and how it supports their goals and aspirations. • The value, purpose and delivery of warm-up activities and the importance of ensuring the delivery of warm-up activities that are linked to the goals of the activity. • How to identify specific technical content or activities based on participants' needs. • How to deliver planned activities. • The process of setting goals, and awareness of SMART (or other) goals. • How to give clear and correct demonstrations and explanations of skill development and development of mental skills. • The importance of ensuring all participants have the opportunity to take part in the planned activities. 	

5. Prepare, deliver and review coaching activities. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K5.2	Delivery (continued)	<ul style="list-style-type: none"> • Why it is important to observe the performance of participants during the activity. • The importance of taking account of participant feedback and contributing to feedback on the participant's performance. • How to ensure participant and others' safety is maintained. • The importance of adapting your activity where required to meet the needs of the participants. • The value, purpose and delivery of cool-down activities and the importance of ensuring the delivery of cool-down activities that are linked to the goals of the activity. • How to conclude activities. • Why it is important to ensure that participants have the information they require about future activities. • The importance of leaving the venue and equipment in a condition acceptable for future use. 	

5. Prepare, deliver and review coaching activities. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K5.3	Evaluation	<p>Describe how to evaluate safe and effective coaching activities, under the guidance of a coach, including core elements such as:</p> <ul style="list-style-type: none"> • The purpose and importance of continual review of activities. • The types of information that a Coaching Assistant needs to collect to review activities. • How to identify valid sources of feedback from others to aid your review. • How to improve the preparation and delivery of future activities for participants and self. • The importance of discussing and agreeing the outcome of the review with participants and others. • The importance of reviewing all aspects of the planning and delivery of activities.# • How to use self-reflective processes to quality assure and identify any development actions that may be required. • Factors that impact on the ability to identify own development needs. • The types of development activities that are available to Coaching Assistants and how to access these. • How to complete a development plan and the importance of recording the outcomes of your review for future reference. 	<p>SC:KC - OC5 PC d</p> <p>SC:KC - OC6 PC a, b, c, d</p> <p>SC:KYKO - OC3 PC a, b, c, d</p> <p>SC:KYKO - OC4 PC c</p>

5. Prepare, deliver and review coaching activities. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K5.3	Evaluation (continued)	<ul style="list-style-type: none"> How to use information taken from the review to improve future activities. When and how you would adapt future activities to meet the outcomes of your review. How to measure the quality of the coaching experience and participants' development. 	
S5.1	Prepare	<p>Prepare delivery of safe and effective coaching activities, under the guidance of a Coach, to include the Coaching Assistant's ability to:</p> <ul style="list-style-type: none"> Collect and record the information needed to prepare activities. Identify participant needs and implications for preparation. Identify the overall activity aims. Prepare activities that will help the participants achieve their aims. Ensure goals are linked, progressive and consistent with the overall aims. Prepare tasks for each activity that will motivate the participants and achieve the planned goals. Agree the overall aims of the activity with the participants and others. Organise resources for your planned activities. 	<p>SC:KC - OC1 PC a, b, c, d, e</p> <p>SC:KC - OC2 PC a, b, c, d, e</p> <p>SC:KC - OC3 PC a, b, c, d, e</p> <p>SC:KC - OC5 PC a, b, c, d</p> <p>SC:KYKO - OC1 PC a, b</p>

5. Prepare, deliver and review coaching activities. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
S5.1	Prepare (continued)	<ul style="list-style-type: none"> Support the implementation of a contingency plan or amend the activity, based on a risk assessment, and professional boundaries. Refer any participants whose needs you cannot meet to a competent person or agency. 	
S5.2	Delivery	<p>Deliver safe and effective coaching activities, under the guidance of a coach, to include Coaching Assistant's ability to:</p> <ul style="list-style-type: none"> Adhere to the guidelines and procedures for safeguarding and protecting children and vulnerable adults at risk. Prepare participants for activities. Assess participants' readiness to participate. Confirm and, if necessary, revise your plans for the activity. Explain and agree the goals with the participants. Provide participants with information about the activity and how it supports their goals. Deliver warm-up activities linked to the goals of the activity. Provide technical explanations and demonstrations that meet the needs of the participants. Identify specific technical content or activities based on participants' needs. 	<p>SC:KC - OC4 PC a, b, c, d, e, f</p> <p>SC:KC - OC5 PC a, b, c, d</p> <p>SC:KYKO - OC1 PC a, b</p>

5. Prepare, deliver and review coaching activities. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
S5.2	Delivery (continued)	<ul style="list-style-type: none"> • Ensure all participants have the opportunity to take part in the planned activities. • Observe and analyse the participants' performance. • Provide the participants with feedback on their performance. • Ensure the maintenance of the safety of participants and others. • Adapt your coaching activity where required to meet the needs of the participants. • Deliver cool down activities linked to the goals of the activity. • Agree personal development needs with the participants. • Make sure the participants have the information they require about future activities. • Leave the venue and equipment in a condition acceptable for future use. 	
S5.3	Ongoing review	<p>Review safe and effective coaching activities, under the guidance of a coach, to include the Coaching Assistant's ability to:</p> <ul style="list-style-type: none"> • Conduct reviews at timely opportunities. • Collate evidence to support the review of the activities. 	<p>SC:KC - OC5 PC a, b, c, d</p> <p>SC:KC - OC6 PC a, b, c, d</p> <p>SC:KYKO - OC3 PC a, b, c, d</p> <p>SC:KYKO - OC4 PC c</p>

5. Prepare, deliver and review coaching activities. (continued)

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
S5.3	Ongoing review	<ul style="list-style-type: none">• Identify how to improve the planning and delivery of future activities for participants and self.• Discuss and agree your review with participants and others.• Record your review.• Adapt future activities to meet the outcomes of your review.	

6. Industry legislation and guidance, organisational policies and procedures.

Ref	Knowledge and understanding / Skills	Professional Standard Content	Evidence (specification reference)
K6.1	Organisational policies and procedures	<p>Explain organisational policy and procedures including:</p> <ul style="list-style-type: none"> • Normal operating plans (NOP). • Emergency action plans (EAP). • Risk assessment. • Admissions policy. • Equality and diversity. 	<p>SC:KC - OC3 PC a, b, c, d, e</p> <p>SC:KYKO - OC1 PC a, b</p>
K6.2	Legal and regulatory requirements	<p>Understand key legal and regulatory requirements: for example</p> <ul style="list-style-type: none"> • Equality Act 2010. • Children's Act 1989. • Children's Act 2004. • The Care Act 2014. • Mental Capacity Act 2005. • Data Protection Act 1998. • General Data Protection Regulations. 	<p>SC:KC - OC3 PC a, b, c, d, e</p> <p>SC:KYKO - OC1 PC a, b</p>
S6.1	Sector guidance	<p>Demonstrate adherence to sector guidance including:</p> <ul style="list-style-type: none"> • National governing body. • Health and Safety Executive. • Sport England. • Child Protection in Sport Unit. 	<p>SC:KC - OC3 PC a, b, c, d, e</p> <p>SC:KYKO - OC1 PC a, b</p>