

Apprenticeships in

Health and Science

Pearson Level 4 End-point Assessment for
Sports Coach



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Issue 3

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This specification is *Issue 3*. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Summary of changes to Pearson Level 4 End-point Assessment for Sports Coach specification Issue 3

Summary of changes made between previous Issue 2 and this Issue 3	Page number
Annexe B Assessment Plan updated to version ST0770/V1.3	Annexe B

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, please contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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1 The Level 4 Sports Coach Apprenticeship

What are Pearson End-point assessments?

End-point assessment (EPA) takes place at the end of the apprenticeship programme when the apprentice has passed through the gateway and been signed off by their employer as ready for the assessment. It is a synoptic assessment of the knowledge, skills and behaviours (KSBs) outlined in the apprenticeship standard learned throughout the apprenticeship programme.

Purpose

The purpose of the EPA is to confirm that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and that they are competent in their role as a Sports Coach.

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

The apprenticeship offers three pathways, allowing apprentices to specialise in a specific coaching environment that meets their career aspirations:

- High-performance Coach: developing athletes and players in high-performance settings, including those on talent or development pathways, national or international programmes and professional or podium environments.
- Community Sports Coach: motivating and engaging people of all ages and abilities in community sports and physical activity settings. Community sport includes local authority, charity and national governing body of sport community initiatives or clubs.
- School Sports Coach: collaborating with teachers to develop pupils' mastery of psychomotor skills by applying a whole child approach in their coaching. Coaches work in all categories of school and registered childcare environments.

Successful completion of the apprenticeship provides 'practitioner membership' with the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).

Industry support and recognition

Pearson has worked in close collaboration with employers, other assessment organisations and experts from professional bodies and training providers in developing the assessment tools for this EPA. We are grateful to all who have generously shared their time and expertise to help us in the development process.

2 Summary of End-point Assessment

EPA title	Pearson Level 4 End-point Assessment for Sports Coach
Qualification number (QN)	610/0455/8
Regulation start date	27/01/2022
First Pearson assessment	01/06/2022
Assessment methods	<ul style="list-style-type: none"> ● Work-based Project and Presentation with Questioning ● Practical Observation with Questioning (coaching session) ● Professional Discussion underpinned by a Portfolio <p><i>Refer to Section 5 for detailed information about each assessment method.</i></p>
Grading	<p>Pass/Distinction.</p> <p><i>Refer to Section 3 for detailed information.</i></p>
Duration of apprenticeship programme	<p>The typical duration for this apprenticeship is 18 months but this will depend on the individual apprentice's experience and access to opportunities to gain the full range of competencies.</p>
Gateway requirements	<ul style="list-style-type: none"> ● Employer confident that the apprentice is ready. ● Maths and English requirements. ● Work-based project outline. ● Coaching session outline. ● Portfolio of evidence.
Time period for completion of EPA	<p>The EPA will be completed within an EPA period lasting typically six months, after the EPA gateway.</p>
Apprenticeship certification	<p>The certificate for the apprenticeship is awarded by the Institute for Apprenticeships and Technical Education (IfATE), through a process administered by the Education and Skills Funding Agency (ESFA). As the end-point assessment organisation (EPAO), Pearson will claim certificates on behalf of apprentices.</p>

3 EPA structure

Pearson Level 4 End-point Assessment for Sports Coach

The EPA for the Sports Coach apprenticeship consists of the following three assessment methods:

- Work-based Project and Presentation with Questioning
- Practical Observation with Questioning (coaching session)
- Professional discussion underpinned by a Portfolio.

The table below gives a summary of the structure of the end-point assessment.

End-point assessment method	Duration	Assessment method grading
Work-based Project and Presentation with Questioning	Gateway requirement: Project outline. 12 weeks to complete project/ presentation. 75 minutes to deliver presentation and for questioning.	Pass
Practical Observation with Questioning (coaching session)	Gateway requirement: Coaching session outline. 120 minutes to prepare and complete coaching session and for debrief questioning.	Pass
Professional Discussion underpinned by a Portfolio	90 minutes.	Pass/Distinction

The assessment methods can be delivered in any order. The outcome of one method does not need to be known before starting another.

EPA grading

The grading for this EPA is Pass/Distinction.

Apprentices must achieve a pass in each of the three assessment methods to gain a pass overall. Apprentices must gain a distinction in the professional discussion to gain a distinction overall. Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment method 1: Work-based Project and Presentation with Questioning	Assessment method 2: Practical Observation with Questioning (coaching session)	Assessment method 3: Professional Discussion underpinned by a Portfolio	Overall grading
Fail	Pass	Any grade	Fail
Pass	Fail	Any grade	Fail
Pass	Pass	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Distinction

4 Assessment

Assessment plan

Pearson's approach to assessing this EPA is set by the assessment plan for the apprenticeship standard. This document is available in *Annexe B*.

Language of assessment

Apprentices must use English only during the assessment of this EPA.

An apprentice taking the EPA may be assessed in British Sign Language for the purpose of reasonable adjustment.

Further information on the use of language in assessment is available in our *Use of languages in qualifications policy*, available on our website.

Gateway

Before progressing to the EPA from on-programme, all apprentices must be signed off by their employer, through the 'gateway'. This gateway sign off confirms that apprentices have the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship.

The EPA-specific requirements for the gateway are stated in *Section 2: Summary of End-point Assessment* and the assessment plan in *Annexe B*.

Employers must complete a *Gateway Declaration Form* (see *Annexe A*) with the apprentice. The form and the associated gateway evidence to prove apprentices have met the requirements must be supplied to Pearson before the EPA can take place.

5 End-point Assessment Methods

Assessment method 1: Work-based Project and Presentation with Questioning

Structure

The Work-based Project and Presentation with Questioning assesses apprentices' knowledge, skills and behaviours from the apprenticeship standard, in line with the assessment plan requirements. It is assessed by a Pearson independent end-point assessor (IEA).

Project	
<p>Gateway: submission of project outline.</p> <p>Component 1: create and submit project report and presentation.</p> <p>Component 2: delivery of project presentation with IEA questioning.</p>	<p>The project involves apprentices completing a significant and defined piece of work linked to their specialist pathway and that has a real business benefit. The project may be based on one of the following:</p> <ul style="list-style-type: none"> • Development of new coaching strategies, systems, and services. • Improvements to current coaching strategies, systems, and services. <p>At the gateway, apprentices submit to Pearson their project outline. Once this is signed off, they complete their 4500-word project and supporting presentation (report summary). On an agreed date and time, they deliver their presentation to the IEA, who will ask questions.</p>
Duration	<p>12 weeks to complete project and presentation.</p> <p>75 minutes for presentation delivery and IEA questioning (typically 20 minutes for the presentation and 55 minutes of IEA questioning).</p>
Grading	<p>Fail/Pass.</p> <p>The grading criteria for this assessment method can be found in the assessment plan in <i>Annexe B</i>.</p>

Project	
Preparation	<p>Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation.</p> <p>Employers will ensure apprentices have sufficient time and the necessary resources, within this period to plan and conduct the project.</p>
	<p>The project outline sign off is carried out in consultation with employers. The process and timelines for this will be discussed with employers ahead of the gateway.</p>
Delivery and conduct	<p>Apprentices have a maximum of 12 weeks to complete the work-based project and presentation (starting when their project outline is signed off after the gateway).</p> <p>The project is submitted to Pearson in the form of a 4500-word report, together with their supporting presentation.</p> <p>The apprentice delivers the presentation of their report to the IEA at a date/time agreed, either face-to-face or via online video. The IEA will also ask questions to ensure full coverage of the mapped KSBs.</p>
Assessment	<p>The IEA assesses the evidence from the project, presentation and questions holistically against the grade criteria mapped to this assessment method, using the associated assessment guidance (published in the <i>EPA Resource Pack</i>).</p>

Standards assessed

The Work-based Project and Presentation with Questioning assesses the following areas from the Apprenticeship Standard (including core and one relevant pathway).

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

Standard area	KSB ref	Apprenticeship standard outcomes
Pathway knowledge (<i>continued</i>)		
School	K35	National trends in education, the Department for Education strategies, statutory guidelines, DfE National Curriculum, the Ofsted Education Inspection Framework and the educational paradigm shift.
School	K36	School stakeholders, context, category, strategies, culture and codes that influence coaching pedagogy and process effectiveness.
Core skills		
S03	Develop transformational coaching strategies and tactics that consider sector, sport, organisation and participants' unique needs.	
S04	Comply with legal, ethical, effective and efficient coaching systems that align to the organisational vision, strategies, policies and processes.	
S05	Promote the value of the coaching team considering workforce structures and scopes including support staff, coaches, coaching assistants, and volunteers.	
S06	Facilitate the development of the coaching team through due diligence, inductions, development and performance monitoring.	
S07	Deliver effective coaching services through industry support networks and a collaborative, cohesive and competent coaching team.	
S16	Measure the impact of the coaching strategies through analysis of participant, coach, coaching team and organisational perception and performance data.	
Pathway skills		
High-performance	S17	Proactively responds to global trends, strategies, and contemporary issues in high-performance sport to ensure best practice in coaching.
	S18	Embrace the high-performance context, culture, organisational direction, and codes to deliver effective coaching processes.
Community	S26	Proactively responds to sector strategies, social change agendas, national and local trends in physical activity participation and contemporary influences.
	S27	Embrace the community category, context, culture, codes, stakeholders and public sector duty to deliver effective coaching pedagogies and processes.

Standard area	KSB ref	Apprenticeship standard outcomes
Pathway skills (continued)		
School	S35	Proactively responds to national trends in education standards, paradigm shifts, strategies and contemporary influences in school and physical education.
	S36	Embrace the school category, context, culture, codes, stakeholders, and statutory guidelines to deliver effective coaching pedagogies and processes.
Behaviours		
B01	Advocate: acts as an ambassador for the organisation and sector both internally and externally.	
B02	Inspirational: leads by example, acts with integrity, builds trust and demonstrates respect for others.	
B04	Collaborative: demonstrates awareness of own and others' working styles and collaborates to achieve positive outcomes.	
B07	Results orientated: influences change by soliciting and acting on feedback to deliver results.	
B08	Innovative: challenges the status quo to foster new ways of thinking and working and to resolve problems. Seeks out opportunities for continuous improvement in participants, the coaching system, services, the organisation and the sector.	

Assessment method 2: Practical Observation with Questioning (coaching session)

Structure

The Practical Observation with Questioning of a planned coaching session assesses apprentices' knowledge, skills and behaviours from the apprenticeship standard, in line with the assessment plan requirements. It is assessed by a Pearson independent end-point assessor (IEA).

Practical Observation with Questioning (coaching session)	
<p>Gateway: submission of coaching session outline.</p> <p>Component 1: create and submit full coaching session plan and risk assessment.</p> <p>Component 2: practical observation with questioning (debrief with IEA).</p>	<p>Apprentices are observed working in their normal working environment delivering a pre-planned coaching session (including facility/equipment set up and risk assessment).</p> <p>There is a question-and-answer session (debrief) at the end of the observation that allows the IEA to ask questions about any part of the standard that they have not been able to directly observe. Apprentices create and submit their full coaching session plan to Pearson within the EPA period. This is based on a session outline that is submitted to Pearson at the gateway.</p> <p>A normal working environment must reflect the typical working conditions in the apprentice's selected coaching environment and allow them to demonstrate all aspects of the KSBs being assessed. If the assessment cannot be conducted at the employer premises, the employer will need to hire an appropriate venue (supported by equipment relevant to the nature of the activity) to enable the coaching session to take place.</p>
Duration	<p>120 minutes:</p> <ul style="list-style-type: none"> • 30 minutes: session preparation - facility/equipment set up and risk assessment. • 60 minutes: session delivery. • 30 minutes: debrief (questioning).
Grading	<p>Fail/Pass</p> <p>The grading criteria for this assessment method can be found in the assessment plan in <i>Annexe B</i>.</p>

Practical Observation with Questioning (coaching session) (continued)	
Preparation	<p>Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation.</p> <p>Employers must ensure that the session's participants are aware that a coaching assessment is taking place.</p>
Delivery and conduct	<p>The full session plan is submitted to Pearson.</p> <p>The apprentice is directly observed preparing and delivering their coaching session at a date/time agreed.</p> <p>The apprentice is asked questions by the IEA during the debrief.</p>
Assessment	<p>The IEA assesses the evidence from the session plan, risk assessment, observation and responses to questions within the debrief holistically against the grade criteria mapped to this assessment method, using the associated assessment guidance (published in the <i>EPA Resource Pack</i>).</p>

Standards assessed

The observation assesses the following areas of the apprenticeship standard (including core and one relevant pathway).

Standard area	KSB ref	Apprenticeship standard outcomes
Core knowledge		
K11		Inclusive coaching techniques that embed human rights, equality laws and conventions to ensure ethical coaching practice.
Pathway knowledge		
High-performance	K21	Session planning techniques that consider high-performance athlete's/player's unique needs, goals and curriculum plans.
	K22	Session preparation techniques including resource organisation, event risk assessment and safe operating procedures in line with high-performance sport policy.
	K23	Session delivery and adaptation techniques that motivate high-performance players/athletes through tailored coaching and communication methods for maximum impact.
	K24	Session evaluation methods that measure sustainable development and performance gains to shape future plans as part of the continuous enquiry cycle.
Community	K30	Session planning techniques that consider each participant's unique motives, access and development needs, goals and seasonal plans.
	K31	Session preparation techniques including resource organisation, event risk assessment and safe operating procedures in line with community organisation health and safety policy.
	K32	Session delivery and adaptation techniques including tailored coaching and targeted communication methods for maximum impact on long-term engagement and enrichment.
	K33	Session evaluation methods that measure engagement, enrichment and whole child/person development dimensions to shape future plans as part of the continuous enquiry cycle.

Standard area	KSB ref	Apprenticeship standard outcomes
Pathway knowledge (<i>continued</i>)		
School	K39	Session planning techniques that consider each child's unique profile, development needs, educational targets, and curriculum plans.
	K40	Session preparation techniques including resource organisation, event risk assessment and safe operating procedures in line with school health and safety policy.
	K41	Session delivery and adaptation techniques that inspire children through tailored coaching and communication methods for maximum impact.
	K42	Session evaluation methods that prioritise children's mastery of physical education standards, psychomotor skills and whole child development and shape future plans as part of the continuous enquiry cycle.
Core skills		
S11	Embrace each participant's uniqueness, their rights and advocates fairness, equality and diversity within the coaching environment.	
Pathway skills		
High-performance	S21	Plan sessions that consider high-performance athlete's/player's unique needs, goals, curriculum, progressive programmes, practice, and competition schedules.
	S22	Prepare for sessions by organising resources, conducting event risk assessment and ensures safe operating procedures in line with high-performance sport policy.
	S23	Deliver safe, inclusive sessions and makes adaptations in the moment to accelerate development and maximise performance gains through relevant coaching and communication methods.
	S24	Evaluate sessions to monitor sustainability of athlete/player development and performance gains to shape future plans as part of the continuous enquiry cycle.
Community	S30	Plan targeted and accessible sessions that consider each participant's unique motives, development needs, goals and seasonal plans.
	S31	Prepare for sessions by organising resources, conducting event risk assessment and ensures safe operating procedures in line with community organisation health and safety policy.

Standard area	KSB ref	Apprenticeship standard outcomes
Community (continued)	S32	Deliver safe and inclusive and effective sessions and makes adaptations in the moment to engage and enrich participants through tailored coaching and targeted communication methods for maximum impact.
	S33	Evaluate sessions to monitor engagement, enrichment and whole child/person development dimensions to shape future plans as part of the continuous enquiry cycle.
School	S39	Plan safe, inclusive and effective sessions that consider each child's unique development needs, educational targets and curriculum plans.
	S40	Prepare for sessions by organising resources, conducting event risk assessment and ensures safe operating procedures in line with school health and safety policy.
	S41	Delivers safe, inclusive and effective sessions and makes necessary adaptations to develop children's psychomotor skill mastery through tailored coaching and communication methods for maximum impact.
	S42	Evaluate sessions to monitor children's mastery of physical education standards, psychomotor skills ad whole child development to shape plans as part of the continuous enquiry cycle.
Behaviours		
B03	Ethical: accepts responsibility and is committed to equality, diversity, human rights and safe practice.	
B05	Motivational: considers participants' unique needs and tailors solutions to meet their unique needs.	

Assessment method 3: Professional Discussion underpinned by a Portfolio

Structure

The Professional Discussion underpinned by a Portfolio assesses apprentices' knowledge, skills and behaviours from the apprenticeship standard, in line with the assessment plan requirements. It is assessed by a Pearson independent end-point assessor (IEA).

Professional Discussion underpinned by a Portfolio	
Summary	<p>The professional discussion is a planned, structured discussion between the apprentice and the IEA. It is designed to draw out the best of the apprentice's competence and excellence to cover the mapped KSBs.</p> <p>The discussion is underpinned by a portfolio of evidence that apprentices prepare during the on-programme part of their apprenticeship. The portfolio is not directly assessed, it supports the discussion.</p>
Duration	90 minutes.
Portfolio	Apprentices are required to provide work-based evidence in a portfolio to validate and support their responses in the professional discussion. This portfolio is submitted at the gateway.
Grading	<p>Fail/Pass/Distinction.</p> <p>The grading criteria for this assessment method can be found in the assessment plan in <i>Annexe B</i>.</p>
Preparation	Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation.
Delivery and conduct	<p>The Professional Discussion underpinned by a Portfolio will be conducted face to face or remotely.</p> <p>The IEA asks the apprentice a range of broad questions and apprentices present their work-based evidence in response.</p> <p>This must take place in a quiet environment away from the apprentice's normal working environment.</p> <p>The IEA will take notes and will audio or video record the assessment.</p>
Assessment	The IEA will review the apprentice's responses against the grade criteria mapped to this assessment method, using the associated assessment guidance (published in the <i>EPA Resource Pack</i>). Apprentices must meet three of the five core distinction criteria and their pathway distinction criterion to achieve a distinction.

Standards assessed

The professional discussion assesses the following areas of the Apprenticeship Standard (including core and one relevant pathway).

Standard area	KSB ref	Apprenticeship standard outcomes
Core knowledge		
K01		Coaching philosophies and professional practice that consider key stakeholder needs, sporting contexts and codes.
K02		Professional development planning methods and self-awareness skills training techniques.
K08		Curriculum design methods and coaching pedagogies relevant to the participants unique development needs, the demands of the sport or physical activity and the occupational environment.
K09		Progressive programme design and delivery techniques that prioritises accessibility, duty of care and accelerate whole child/person development and sport specific skill acquisition.
K10		Progressive programme design and delivery techniques that ensure safe practice and support at events and competition and embed learning transfer across situations.
K12		Chief Medical Officer guidelines, Public Health England agendas, organisational, sport specific and holistic approaches to wellbeing considering stressors relevant to the participants context.
K13		Learning theories and skill acquisition techniques relevant to participant's unique development needs, the demands of the sport and occupational environment.
K14		Positive learning environment attributes and behaviour management strategies relevant to the participant's unique development needs, demands of the sport and the occupational environment.
K15		Developments in learning resources including technological advancements and wider industry support mechanisms that maximise engagement, development and performance gains.

Standard area	KSB ref	Apprenticeship standard outcomes
Pathway knowledge		
High-performance	K19	Profiling and enquiry methods designed to measure bio-psycho-social attributes and inform whole person optimisation planning.
	K20	Profiling and enquiry methods designed to measure sport specific technical and tactical attributes and inform sustainable development and high-performance goals.
	K25	Methods to measure the impact of the coaching practice on the national and international positioning of the sport by comparing athlete/player results against national and international benchmarks.
Community	K28	Profiling and enquiry methods designed to measure whole child/person development dimensions considering cognitive, social, emotional and physiological capabilities.
	K29	Profiling and enquiry methods designed to measure participant motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific sport and physical activity contexts to enable process goals to be agreed.
	K34	Methods to measure the impact of coaching practice on social change associated with access, participation, performance, equality and wellbeing by comparing results against local and national benchmarks.
School	K37	Profiling and enquiry methods designed to measure whole child development dimensions considering cognitive, social, emotional and physiological stages of development.
	K38	Profiling and enquiry methods designed to measure psychomotor, technical and tactical skills in physical activity contexts drawn from the Department for Education National Curriculum and enable physical education targets to be agreed.
	K43	Methods to measure and evaluate the impact of coaching practice on school standards by comparing children's results against local and national benchmarks.

Standard area	KSB ref	Apprenticeship standard outcomes
Core skills		
S01		Influence key stakeholders in the sporting context through own coaching philosophy and professional practice.
S02		Enhance coaching competencies and inter-intra-personal skills through continued professional development and self-awareness skills training.
S08		Design high quality curriculum that considers participants' unique profiles, promotes ownership and informs micro, meso and macro plans as relevant to the sporting context.
S09		Designs and delivers progressive programmes and selects coaching pedagogies that maximise engagement, whole child/person development and accelerates sustainable skill acquisition.
S10		Delivers safe and effective coaching support to participants in practice, at events or competitions and influences learning and skill transfer across situations.
S12		Promote holistic wellbeing to control/contain stressors experienced by participants in their own context and environment.
S13		Facilitate participant development by applying learning theory and skill acquisition techniques relevant to participants needs, sport specific demands and context.
S14		Facilitate participant development and skill acquisition through positive learning environments and behaviour management strategies.
S15		Facilitate participant development and skill acquisition through technological advancements and wider industry support mechanisms.
Pathway skills		
High-performance	S19	Profile athletes or players to measure bio-psycho-social attributes and inform whole person optimisation.
	S20	Profile athlete/players to measure sport specific technical and tactical attributes and inform sustainable development and high-performance goals.
	S25	Measure the impact of the coaching practice on the national and international positioning of the sport by comparing athlete or player results against national and international benchmarks.

Standard area	KSB ref	Apprenticeship standard outcomes
Pathway skills (continued)		
Community	S28	Profile participants to measure whole child/person development dimensions considering cognitive, social, emotional and physiological capabilities.
	S29	Profile participants motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific sport and physical activity contexts to enable goals to be agreed.
	S34	Measure the impact of coaching practice on social change associated with access, participation, performance, equality and wellbeing by comparing results against local and national benchmarks.
School	S37	Profile whole child development dimensions considering cognitive, social, emotional and physiological stages of development.
	S38	Profile children's psychomotor, technical and tactical skills in physical activity contexts drawn from the DfE National Curriculum to enable physical education targets to be agreed.
	S43	Measure and evaluates the impact of coaching practice on school standards by comparing children's results against local and national benchmarks.
Behaviours		
B06	Resilient: adapts when dealing with challenges by maintaining focus, self-control and is flexible to changing work environment and people demands.	

6 Delivery of End-point Assessment

End-point assessment planning and scheduling

Employers and/or training providers must have an agreement in place to conduct EPAs with Pearson and apprentices must be registered on the ACE360 system. Once the gateway evidence has been uploaded to ACE360, this will alert the IEA to review the evidence and start the planning and scheduling process.

The purpose of the EPA planning meeting is to share information with the IEA in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The IEA will agree a plan and schedule for each assessment activity. The end-point assessment planning meeting can be conducted remotely using appropriate technology.

All assessment methods of the end-point assessment must be completed within the time period specified in *Section 2: Summary of End-point Assessment*.

Reassessment

Reassessment, including both resit and retake, is permitted in agreement between Pearson and the employer. The timescale will be agreed on a case-by-case basis with Pearson. As part of that agreement, any reassessments must not give an apprentice an unfair advantage over others.

For additional EPA-specific requirements, refer to the assessment plan in *Annexe B*.

Booking reassessment

Reassessment is requested using the ACE360 system. Once the request is confirmed, the allocated IEA will liaise with the key contact to start the scheduling process.

Appeals

The *End-point assessment enquiries and appeals policy* is available on the Pearson website and ACE360 Knowledge base. This has full information about what will happen if an apprentice or centre wishes to query the result of an assessment.

7 Access to assessment

Access to assessment for apprentices with disabilities or specific needs

Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all apprentices to have equal opportunity to access our assessments, and that our EPAs are awarded in a way that is fair to every apprentice.

We are committed to making sure that:

- apprentices with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our assessments, disadvantaged in comparison with apprentices who do not share that characteristic
- all apprentices achieve the recognition they deserve from their EPA and that this achievement can be compared fairly with the achievement of their peers.

For apprentices with disabilities and specific needs, the assessment of their potential to achieve the EPA must identify, where appropriate, the support that will be made available to them during delivery and assessment.

Centres must deliver the EPA in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk

Reasonable adjustments

A reasonable adjustment relates to an adjustment that helps to reduce the effect of a disability or a physical or mental health condition, which may place the apprentice at a disadvantage compared with others. If an apprentice requires any adjustment to their assessment, this must be recorded within the ACE360 system to support the discussion at the EPA planning meeting.

Pearson will apply the *Reasonable adjustment matrix* published by the Institute for Apprenticeships and Technical Education (IfATE).

8 Malpractice

Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see *Pearson's Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of

malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2 Form* (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners

- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet (www.jcq.org.uk/exams-office/appeals).

9 Further information

Edexcel, BTEC and Pearson Work Based Learning contact details:

- <https://qualifications.pearson.com/en/contact-us.html>

Books, software and online resources for UK schools and colleges:

- www.pearsonschoolsandcolleges.co.uk

Documents that further support the information in this specification:

- *EPA Service Guide* (Pearson, this is made available to approved centres).

10 Glossary

Term	Description
Apprenticeship Standard	A short document prepared by a Trailblazer group that sets out concisely the requirements to be competent in a job role. All apprenticeship standards are published on www.gov.uk .
Assessment plan	This document is also prepared by a Trailblazer group and sets out the requirements that end-point assessment organisations must follow when assessing the EPA.
Competence	The minimum knowledge, skills and behaviours (KSBs) required to perform a job role effectively.
Assessment methods	The different assessments that form the overarching EPA. Most EPAs will typically have between two and four assessment methods that assess set parts of the overarching standard.
Component	Assessment methods may be made up of one or more 'components'.
End-point Assessment	A synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard that have been learned throughout the apprenticeship programme. The apprentice has to pass the EPA to be successful in their apprenticeship programme and demonstrate competence.
Gateway	The point at which the apprentice is identified as being competent by their employer and therefore ready to plan to take their end-point assessment. There are requirements for maths and English to enter the gateway and there may be other requirements, such as mandatory qualifications, that vary depending on the apprenticeship standard.
Independent End-point Assessor	The assessor appointed by Pearson to work with the apprentice and employer to plan their EPA during the gateway and then assess the apprentice in the final EPA.
On-programme	The first and main part of the apprenticeship when the apprentice is developing their KSBs towards competence. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.
Retake	An apprentice requires further learning after failing a assessment method before they can be re-entered for it.
Resit	An apprentice fails an assessment method but may be re-entered immediately without any further learning.

Term	Description
Trailblazer group	A group of employers who have worked together to agree the apprenticeship standard and write the associated assessment plan.
Institute for Apprenticeships and Technical Education (IfATE)	IfATE is a non-departmental public body that oversees the development, approval and publication of apprenticeship standards and assessment plans. In addition, the institute is responsible for technical education, including T Levels.

Annexe A: Gateway Declaration Form

Apprentice name:		
Apprenticeship Standard	Level 4 Sports Coach	
On-programme start date:		
Gateway date:		
Evidence	Y/N	Comments (if applicable)
English and maths certificates (at L2 or above)		
Work-based project outline		
Coaching session outline		
Portfolio of evidence		

<p>Employer declaration</p> <p>I confirm that the apprentice has:</p> <ul style="list-style-type: none"> • achieved the occupational knowledge, skills and behaviours required to achieve the apprenticeship • achieved the prerequisites listed above and is ready for their end-point assessment. <p>Name: _____ Date: _____</p> <p>Signature: _____</p>
<p>Apprentice declaration</p> <p>I confirm the gateway evidence is my own and I agree to be put forward for my EPA.</p> <p>Signature: _____ Date: _____</p>

Annexe B: Assessment Plan

End-point assessment plan for Sports Coach apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0770/V1.3	4	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Sports Coach apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how the EPA for this apprenticeship must operate. It will also be of interest to Sports Coach apprentices, their employers and training providers. Sports Coach is a core and options apprenticeship standard. Apprentices must be trained and assessed against the core and one environmental specific option, either:

- High-performance environment
- Community environment
- School environment

Full time apprentices will typically spend 18 months on-programme (before the gateway) working towards the occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.

The EPA period should only start, and the EPA arranged once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO. For level 3 apprenticeships and above apprentices without English and Mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 6 months, after the EPA gateway. The EPA consists of 3 discrete assessment methods. The individual assessment methods will have the following grades:

Assessment method 1: Work based project and presentation with questioning

- Fail
- Pass

Assessment method 2: Coaching Session Plan and Practical Observation with Questioning

- Fail
- Pass

Assessment method 3: Professional discussion underpinned by a portfolio

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- Fail
- Pass
- Distinction

EPA summary table

On-programme (typically, 18 months)	<p>Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).</p> <p>Training towards English and mathematics Level 2, if required. Compiling a portfolio of evidence.</p>
End-point assessment gateway	<p>Employer is satisfied the apprentice is consistently working at or above the level of the occupational standard.</p> <p>Apprentices must have achieved English and mathematics at Level 2.</p> <p>Apprentices must submit a project outline.</p> <p>Apprentices must submit a coaching session outline in preparation for the practical observation with questioning.</p> <p>Apprentices must submit a portfolio of evidence. The portfolio will not be directly assessed but will underpin the professional discussion.</p>
End-point assessment (typically, 6 months)	<p>Assessment method 1: Work based project and presentation with questioning, graded:</p> <ul style="list-style-type: none"> • Fail • Pass <p>Assessment method 2: Coaching Session Plan and Practical Observation with Questioning, graded:</p> <ul style="list-style-type: none"> • Fail • Pass <p>Assessment method 3: Professional discussion underpinned by a portfolio, graded:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically for 6 months, after the EPA gateway. Any supporting material which underpins an assessment method must be submitted at the gateway.

Order of assessment methods

The assessment methods can be delivered in any order. The outcome of one method does not need to be known before starting another.

EPA gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider, but the decision must ultimately be made solely by the employer.

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

Gateway requirement 01: English and mathematics

The apprentice must achieve a minimum of Level 2 English and mathematics. For those with an education, health and care plan or a legacy statement the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language qualifications are an alternative to English qualifications for those who have BSL as their primary language.

Gateway requirement 02: Project outline in preparation for the project and presentation

The apprentice will scope out and provide a project outline and submit this to the EPAO at the gateway. This should demonstrate that the project will provide sufficient opportunity for the KSBs to be met. The project outline is not assessed and will typically be no longer than 500 words.

The project outline should contain the following information:

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

The EPAO will sign off the project outline in consultation with the employer within 2 weeks of the gateway.

Gateway requirement 03: Coaching session outline for practical observation with questioning

The apprentice is required to submit a coaching session outline at the gateway which should typically be no more than 750 words. This session will be required to meet the needs of an individual or group of participants. The outline must include:

- the title and scope of the coaching session
- a summary of the profile of participants who will attend the session
- a summary of the session's position in the coaching programme and curriculum plans

This must be submitted to the EPAO at the gateway. It will not be directly assessed but will underpin the practical observation and questioning. EPAOs should review the coaching session outline in preparation for the practical observation and questioning but are not required to provide feedback after the review.

Gateway requirement 04: Portfolio of evidence to underpin the professional discussion

The apprentice is required to compile a portfolio of evidence during the on-programme period of the apprenticeship. The evidence provided must be valid and attributable to the apprentice. The portfolio of evidence must therefore contain a statement from the employer and apprentice confirming this. The portfolio of evidence must be submitted to the EPAO at the gateway.

The portfolio must:

- contain only evidence which is valid and attributable to the apprentice and which is supported by a statement from the employer confirming this
- contain typically no more than 20 discrete pieces of evidence
- contain evidence which is mapped against the KSBs that will be assessed by the professional discussion. The evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is recommended
- contain evidence sources which may include the following, noting that the list is not exhaustive:
 - Participant profiling records, data and analysis
 - Risk assessment records and safe operating procedures
 - Curriculum plans, records of adaptations and reviews
 - Programme plans, records of adaptations and reviews
 - Lesson plans, records of adaptations and reviews
 - Participant development plans and progress reviews
 - Participant feedback and employer observations
 - Participation and performance reports and analysis of results

Employer and any other third-party contributions should focus on direct observation of competence and must not be subjective or opinions based.

Reflective accounts or any methods of self-assessment should not be included as evidence.

The portfolio of evidence must be submitted to the EPAO at the gateway. It will not be directly assessed but will underpin the professional discussion. EPAOs should review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after the review.

Assessment methods

Assessment method 1: Work Based Project and Presentation with Questioning

This assessment method has 2 components.

Component 1: Work based Project and report

Overview

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

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

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

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

The rationale for this assessment method is:

That the occupation of a sports coach involves the development of coaching strategies, systems and services within the constraints of legislation, guidelines and policy as part of their day-to-day role. They also have a duty to support the development and deployment of the coaching team and wider support networks. This is supported by regular reviews and reporting of data and feedback using a range of communication and presentation techniques. The use of a project for assessment is therefore considered a valid assessment method as it reflects the occupation and will enable practical KSBs to be evidenced.

Delivery

Apprentices will have a maximum of 12 weeks to complete their project. The project commences after the EPAO has signed off the project outline after the gateway. The project may be based on one of the following:

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

The project should be submitted to the EPAO in the form of a 4500-word paper based or electronic report (+ or -10% at the discretion of the apprentice). This must be submitted a maximum of 12 weeks after the start date of the EPA period (once the EPAO has signed off the project outline at the gateway). The employer will ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and conduct the project. As a minimum all project reports must include:

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

An appendix containing data, results, diagrams, and references should be included but will not count towards the total word limit for the report.

The project must map, in the appendix, how it evidences the relevant KSBs for this assessment method.

The apprentice should complete their project unaided. When the project is submitted, the employer and the apprentice should verify the submitted work is that of the apprentice.

Assessment Method 1 Component 2: Presentation with Questioning

Delivery

Apprentices will prepare and deliver a presentation that covers a summary of the project report.

The presentation must be submitted with the project report 12 weeks after the start of the EPA period. The apprentice will be given 2 weeks' notice of the presentation date to allow sufficient time to prepare. The apprentice will deliver the presentation to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to verify the identity of the apprentice and prevent misrepresentation.

The presentation will be based on the content of the project and will cover:

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

The presentation will last for 75 minutes typically including a presentation of 20 minutes and questioning for 55 minutes. The independent assessor has the discretion to increase the time by up to 10%. The discretionary additional 10% time can be allocated in any proportion across the presentation and questioning.

Questioning should be used to assess knowledge, skills and behaviours mapped to this method. A minimum of 10 questions should be asked to ensure full coverage of the KSBs for this method.

The independent assessor will use the questions from a question bank supplied by the EPAO as a guide to tailor their own questions based on the presentation. They may ask follow-up questions where clarification is required. The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence at the highest level available unless the apprentice has already achieved the highest grade available.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the presentation and questioning. The apprentice may deliver the presentation in a format of their choice and the EPAO must ensure that they have access to the following:

- AV presentation equipment
- Internet access
- Computer or laptop
- Stationery [pens and a flip chart dependent upon the nature of the presentation]
- Secure video conferencing access [where appropriate]. Where it is agreed that the apprentice can deliver the presentation remotely via remote video conferencing the EPAO must ensure appropriate measures are in place to verify the identity of the learner and prevent any misrepresentation.

Assessment Venue

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- employer's premises
- another suitable venue selected by the EPAO such as a training provider's premises

The venue should be a quiet room, free from distraction and external influence. If using an online platform, EPAOs must ensure appropriate measures are in place to verify the identity of the apprentice and prevent misrepresentation.

Assessment Marking

The independent assessor will review and mark the project, presentation and questions holistically and in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. Similarly, all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

Assessment Materials

EPAOs will produce the following materials to ensure that this assessment method is marked consistently and accurately:

- assessment specification
- assessment marking materials
- assessment marking guidance
- assessment feedback templates
- assessment guidance for employers

The feedback template must be completed for all apprentices. Those who fail this assessment method must be given enough detail to allow the apprentice to understand the rework required.

Assessment Standardisation

A question bank must be developed by EPAOs. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes. Independent assessors must be developed and trained by the EPAO in the conduct of presentations with questions, how to design their own questions from reviewing presentations, and in reaching consistent judgement by their EPAO.

Assessment Method 2: Coaching Session Plan and Practical Observation with questioning

This assessment method has two components

Overview

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

The assessment process is as follows:

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

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

The rationale for this assessment method is that:

It allows for practical coaching skills to be observed, that could not be assessed through a professional discussion or project with presentation and questions. It enables the practical role of the sports coach to be best demonstrated through session delivery in a realistic work setting. It is a valid method of assessment for a sports coach as coaching sessions are a critical aspect of the job role.

Assessment Method 2 Component 1: Coaching session plan

Apprentices will be required to submit a session outline to the EPAO at the gateway and following EPAO sign off will produce a full session plan based on the outline submitted. The full session plan should reflect the planning process required to deliver a safe, inclusive and effective coaching session. The full session plan together with the risk assessment must be submitted to the EPAO a minimum of 5 working days before the session takes place to allow the independent assessor time to review it. The full session plan must include:

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

- the links to the coaching programme and curriculum plans

The apprentice should be given 10 working days to complete the full session plan. The employer should ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and complete the session plan. The apprentice should complete the session plan unaided. When the session plan is submitted, the apprentice and their employer must verify that the submitted session plan is the apprentice's own work. It must be signed by the apprentice and their employer.

The independent assessor must review the session plan prior to the observation and ask questions about the planning process in the questioning element. The independent assessor will review and assess the session plan and risk assessment holistically together with the other components of this assessment method.

The independent assessor will make all grading decisions.

Assessment Method 2 Component 2: Practical observation with questioning

The independent assessor will observe and assess the delivery of the coaching session. Apprentices must be given at least two weeks' notice ahead of the observation and this must be agreed with the employer to enable them to facilitate the activity. Apprentices must be provided with information on the format of the observation, including the timescales they will be working to before the start of the observation. The time taken to give this information is exclusive of the assessment time. The employer will ensure that participants are aware that a coaching assessment is taking place.

The session will be based upon the plan and adaptations to coaching methods, activities and timings will be made in the moment to ensure that participants' development needs are met.

The observation will be covered in a single 2-hour face to face session. This will include an assessment of 30-minutes preparation to include facility set up, equipment organisation and risk assessment, 60 minutes delivery and 30 minutes debrief through questioning. The independent assessor has the discretion to increase the time by up to 10%. The discretionary additional 10% time can be allocated in any proportion across the preparation, delivery and debrief. Further time may be granted for apprentices with appropriate needs, in-line with the EPAO's Reasonable Adjustments policy.

The observation must:

- Reflect the typical working conditions in the apprentice's selected coaching environment
- Allow the apprentice to demonstrate all aspects of the KSBs being assessed.

The debrief consisting of a question and answer session must be carried out on a one-to-one basis between the apprentice and the independent assessor, at the end of the observation. This will include questions on the planning, preparation and delivery of the session and adaptations to the coaching processes in the moment to enable participants' needs to be met. It will allow the apprentice to review the impact of the session on participants engagement and development in light of their unique needs and profile.

The independent assessor's role is to observe the apprentice and ask questions after the observation to ensure full coverage of the KSBs for this assessment method. The independent assessor must ask contextualised questions and make the final assessment decisions in line with EPAO guidance. A minimum of 6 questions must be asked to ensure full coverage of the KSBs mapped to this assessment method. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor the questions appropriately.

The independent assessor may ask follow-up questions where clarification is required. The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence.

The session plan, risk assessment, performance observed and responses to questions will be assessed holistically. KSBs observed, and answers to questions, must be recorded by the independent assessor. The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the performance observed and response to questions.

The independent assessor will make all grading decisions.

Assessment Venue

The EPAO must ensure that the practical observation with questioning is conducted in the work environment at the employer's premises or at venues hired by the employer to enable the coaching sessions to take place. The venue must be relevant to the sporting activity and supported by equipment relevant to the nature of the activity.

Assessment Materials

EPAOs will produce the following materials to ensure that this assessment method is marked consistently and accurately:

- assessment specification
- assessment marking materials
- assessment marking guidance
- assessment guidance for employers
- independent assessor training materials
- independent assessor bank of questions

Question and resource development

A question bank must be developed by EPAOs. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes. Independent assessors must be developed and trained by the EPAO in the conduct of practical observation with questioning, how to design their own questions from reviewing practical observations, and in reaching consistent judgement by their EPAO.

Assessment method 3: Professional Discussion underpinned by a portfolio

This assessment method has 1 component.

Overview

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

The rationale for this assessment method is that it:

Allows for meaningful dialogue in order to evidence mastery across KSBs that may not occur naturally in the project or practical observation. Is underpinned by a portfolio of evidence, enabling the apprentice to provide context to the KSBs supported by real life actions and results in a valid form of assessment which enables the core aspects of the occupational role to be assessed with a focus on participant profiling, curriculum design, programming and participant development and performance reviews.

The rationale for this assessment method being assessed as fail, pass or distinction is associated with the synoptic nature of the assessment. This method covers the most critical elements of the day-to-day activities of a sports coach and enables them to demonstrate the ability to engage and evolve participants over time through effective coaching pedagogies. The apprentice will have the opportunity to evidence the impact they have made as a coach on their participants' progress in light of their unique profiles. They will be able to draw from evidence in their portfolio in order to evidence the breadth of the KSBs at pass or distinction level.

Assessment Delivery

The independent assessors will conduct and assess the professional discussion. The professional discussion must last for 90 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

The professional discussion is underpinned by the portfolio which is submitted as a gateway requirement. The independent assessor will have a minimum of 2 weeks to review the portfolio. Apprentices must be given 2 weeks' notice for the professional discussion.

The independent assessor must combine questions from the EPAO's question bank and those generated by themselves. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to contextualise and tailor the questions considering the role, environment, technical area and review of the apprentice's portfolio of evidence.

Questioning should be used to assess KSBs mapped to this method and to explore the apprentice's ability to evidence KSBs by drawing from their experiences as a coach working with different participants. Apprentices will be expected to refer to examples in their portfolio to support their answers. A minimum of 12 questions should be asked to ensure full coverage of the KSBs for this method.

The professional discussion can be face to face or via video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to verify the identity of the apprentice and prevent misrepresentation.

The purpose of the professional discussion is to:

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

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

Assessment Venue

EPAOs must ensure that the professional discussion is conducted in a suitably controlled environment in any of the following:

- employer's premises
- another suitable venue selected by the EPAO such as a training provider

The venue should be a quiet room, free from distraction and external influence. If using an online platform, EPAOs must ensure appropriate measures are in place verify the identity of the apprentice and prevent misrepresentation.

Assessment Materials

EPAOs will produce the following materials to ensure that this assessment method is marked consistently and accurately:

- assessment specification
- assessment marking materials
- assessment marking guidance
- assessment guidance for employers
- independent assessor training materials
- independent assessor bank of question

Question and resource development

A question bank must be developed by EPAOs. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes. Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion, how to design their own questions from reviewing portfolio content, and in reaching consistent judgement by their EPAO.

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this end-point assessment plan.

Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Grading descriptors

Assessment method 1: Work based project and presentation with questioning

Role	KSBs	Fail	Pass
Core	K03 S03	Does not meet the pass criteria	<p>Project planning Plans the project in accordance with the agreed title, scope and sets relevant key performance indicators. Evaluates industry best practice in coaching to create transformational coaching strategies and tactics that consider sector, sport, organisation and participants' unique needs. These must be aligned to the organisational vision. [K03, S03]</p>
	K04 K05 K06 S04 S05 S06 B01 B02 B04 B07		<p>Project delivery Develops and deploys the coaching systems, that align to the organisational vision and transformational strategies. [K04, S04]</p> <p>Ensures policy and processes are in place to facilitate compliance with all current legislation, regulation, sector standards and codes [K06, S06]</p> <p>Benchmarks the organisational workforce structure against other industry leading organisations. Applies this insight to promote the value of scope of the coaching team. Facilitates coaching team development through due diligence, inductions, training and performance monitoring. [K05, S05]</p> <p>Evaluates approaches to service delivery and uses this insight to maximise each participant's experience through industry support networks and a cohesive and competent coaching team. [K07, S07]</p> <p>Acts as an inspiration, leads by example, acts with integrity, builds trust and respects others. Demonstrates an awareness of own and others' working styles and collaborates to achieve positive outcomes. [B02, B04]</p> <p>Acts as an ambassador for the organisation and sector both internally and externally in the design and delivery of coaching strategies, systems and services. Is results orientated and influences change by soliciting and acting on feedback to deliver results. [B01, B07]</p>
	K16 S16 B08		<p>Project review Analyses methods to measure the impact of the coaching strategies. Selects valid perception and performance data to measure key performance indicators and evaluates the impact of the coaching strategies. Critiques the effectiveness of the project, the outcomes and justifies recommendations for future practice. [K16 S16]</p>

			Ensures that any recommendations are innovative by challenging the status quo to foster new ways of thinking and working and to resolve problems. Identifies opportunities to drive improvements. [B08]
High performance	K17 K18 S17 S18	Does not meet the pass criteria	<p>Project plan Evaluates UK sport and sport specific strategies, global data, trends and contemporary issues in high performance sport. Uses these results to select and justify transformational coaching strategies and to establish the process for measuring impact. [K17, S17]</p> <p>Project delivery and review Evaluates UK sport guidelines, high-performance sport stakeholders, organisational context, culture, codes, direction and politics that influence coaching processes and pedagogies in the high-performance sport environment. Uses results to deliver ethical, relevant and efficient coaching systems and services that align to the strategies. Evaluates the effectiveness of the project considering the type of sport, the culture, constraints and scope of the key stakeholders needs. [K18, S18]</p>

Community	K26 K27 S26 S27	Does not meet the pass criteria	<p>Project plan Evaluates Sport England Professional Workforce Strategies, social change agendas, national trends local data and/or contemporary influences. Uses results to justify the selected coaching strategies and to establish the process for measuring impact. [K26, S26]</p> <p>Project delivery and review Evaluates the community initiative or club context, culture, stakeholders, Sport England Coaching Plan, sport specific codes, geographic infrastructure and networks that influence coaching processes and pedagogies in the community environment. Uses the results to deliver ethical, relevant and efficient coaching systems and services that align to the strategies. Evaluates the effectiveness of the project considering the type of community initiative or club, the culture, constraints, and key stakeholders' needs. [K27, S27]</p>
Schools	K35 K36 S35 S36	Does not meet the pass criteria	<p>Project plan Evaluates National trends in education, Statutory Guidelines, and the education paradigm shift. Uses these results to justify the selected coaching strategies and to establish the process for measuring impact. [K35, S35]</p> <p>Project delivery and review Evaluates school stakeholders, context, category, strategies, culture and codes that influence coaching processes and pedagogies. Uses the results to deliver ethical, relevant and efficient coaching systems and services that that align to the strategies. Evaluates the effectiveness of the project considering the type of school category, the culture, constraints, and key stakeholders' needs [K36, S36]</p>

Assessment method 2: Coaching Session Plan and Practical Observation with questioning

Role	KSBs	Fail	Pass – must achieve all the following statements in the core and one of the optional pathways
Core	K11 S11 B03 B05	Does not meet the pass criteria	Behaves ethically in the design, delivery and review of inclusive coaching sessions. Investigates safety, equality, diversity and human rights laws, conventions and practices. Uses this insight to embrace each participant's uniqueness, rights and advocates equality by encouraging participants to deliver results without prejudice. Motivates participants by considering their unique needs and tailors sessions to maximise their engagement and sustainable development. [K11, S11, B03 B05] .
High performance	K21 K22 K23 K24 S21 S22 S23 S24	Does not meet the pass criteria	<p>Evaluates participants' unique motives, development needs, goals, programmes and seasonal plans. Uses this information to plan high quality sessions. [K21, S21]</p> <p>Prepares for the session by organising the venue and equipment. Conducts a risk assessment and adheres to safe operating procedures. Justifies choice of equipment and operating procedures. [K22, S22]</p> <p>Evaluates best practice in coaching and communication in the high-performance sport context. Uses this information to deliver tailored, safe, inclusive and relevant sessions that align to the plan. Makes adaptations in the moment to accelerate development and maximise performance gains. [K23, S23]</p> <p>Explores monitoring and evaluation techniques. Selects the most relevant approach to measure the success of the session and sustainable development and performance gains. Uses this information to shape future plans as part of the continuous enquiry cycle. [K24, S24]</p>
Community	K30 K31 K32 K33 S30 S31 S32 S33		<p>Evaluates each participant's unique motives, accessibility, development needs, goals and seasonal plans. Uses this information to plan high quality sessions. [K30, S30]</p> <p>Prepares for the session by organising the venue and equipment. Conducts an event risk assessment and adheres to safe operating procedures. Justifies the choice of equipment and operating procedures. [K31, S31]</p> <p>Evaluates best practice in coaching in the community context. Uses this information to deliver targeted, tailored, safe and inclusive sessions that align to the session plan. Makes adaptations in the moment to maximise the impact on long-term engagement and enrichment of participants. [K32, S32]</p>

		Explores monitoring and evaluation techniques. Selects the most relevant approach to measure the success of the lesson and the impact on sustainable engagement, enrichment and whole child/person development. Uses this information to shape future plans as part of the continuous enquiry cycle. [K33, S33]
Schools	K39 K40 K41 K42 S39 S40 S41 S42	<p>Evaluates participants' unique profile, development needs, educational targets, and curriculum plans. Uses this information to plan high quality lessons[K39,S39]</p> <p>Prepares for the lesson by organising resources and equipment. Conducts an event risk assessment and adheres to safe operating procedures. Justifies choice of equipment and operating procedures which align to the physical activities being delivered, the stage of development and needs of the children. [K40, S40]</p> <p>Evaluates best practice in coaching in the physical education context and analyses each child's unique profile, development needs, educational targets, and curriculum plans. Uses this information to delivers safe, inclusive, tailored and inspirational lessons that increasingly challenge the children in line with the lesson plan. Makes adaptations in the moment to maximise sustainable psychomotor skill mastery and whole child development. [K41,S41]</p> <p>Explores monitoring and evaluation techniques. Selects the most relevant evaluation approach to measure the success of the lesson and the impact on children's mastery of physical education standards, psychomotor skills and whole child development. Uses this information to shape plans as part of the continuous enquiry cycle. [K42, S42]</p>

Assessment method 3: Professional discussion underpinned by portfolio

Role	KSBs	Fail	Pass: must achieve all of the following statements	Distinction: must achieve all of the pass statements and four of the following six statements [core + one pathway]
Core	K01 S01	Does not meet the pass criteria	Explains own coaching philosophy and factors that informed its development. Evaluates the impact of their philosophy on participants and other key stakeholders, providing work-based examples [K01, S01]	Justifies the basis, relevance and influence of their coaching philosophy, confirming how it informs their practice and provides clear evidence of results. [K01, S01]
	K02 S02		Evaluates approaches to self-awareness training and continued professional development. Evidences personal development planning to enhance professional coaching competencies and inter-intra-personal skills. [K02, S02]	Justifies their own approach to self-awareness training and the impact on their ability to apply life experiences, professional skills, knowledge and behaviours into coaching practices. [K02, S02]
	K08 S08		Analyses curriculum design methods and coaching pedagogies relevant to the participant's individual development needs, the demands of the sport or physical activity and the occupational environment. Uses this information to design a high-quality curriculum that considers participants' unique profiles, promotes participant ownership and informs micro, meso and macro plans relevant to the context. [K08, S08]	Justifies how the curriculum design and selected pedagogies support participant's independence and sustainable development. [K08, S08]
	K09 K10 K12 S09 S10 S12 B06		Analyses programme design and delivery techniques to develop progressive coaching programmes. Uses this insight to design and deliver programmes that align to wider curriculum plans, prioritise accessibility and duty of care through inclusive and safe practice. Selects coaching pedagogies that maximise engagement, whole child/person development and accelerate sustainable skill acquisition. [K09, S09]	Critiques own ability to create programmes that are progressive whilst controlling/containing the stressors experienced by the participants in their own context. Uses work-based examples to justify the response. [K09, K10, K12, S09, S10, S12]

		<p>Evaluates national guidelines and sport specific approaches to wellbeing. Uses this information to recognise the stressors and promotes holistic wellbeing to control/contain stressors in the delivery of the programmes. [K12, S12]</p> <p>Provides coaching support at events and/or competition and facilitates learning transfer across situations. Is resilient and adaptable when dealing with challenges by maintaining focus and self-control.</p> <p>Responds to the changing environment and participant demands in a flexible and positive manner [K10, S10, B06]</p>	
	<p>K13 K14 K15 S13 S14 S15</p>	<p>Investigates learning theories and skill acquisition techniques and applies those which are relevant to their participant’s unique development needs, the demands of the sport and occupational environment. [K13, S13]</p> <p>Demonstrates the ability to create a positive learning environment. Identifies relevant behaviour management strategies and provides examples of the impact of these on their participants. [K14, S14]</p> <p>Explores the use of learning resources relevant to the coaching context. Provides examples of the use of technological advancements and wider industry support to maximise engagement, development and/or performance gains. [K15, S15]</p>	<p>Justifies selected learning theory and skill acquisition techniques. Evaluates the success of methods used to facilitate learning and skill acquisition through work-based examples that consider learning theory, environment, contemporary resources and support networks. [K13, K14, K15, S13, S14, S15]</p>

<p>High performance</p>	<p>K19 K20 K25</p> <p>S19 S20 S25</p>	<p>Evaluates profiling techniques and explains how this contributes to a continuous enquiry cycle. Evidences valid assessment of bio-psycho-social attributes and explains how this was used to inform whole person optimisation. [K19, S19]</p> <p>Measures sport specific technical and tactical skills. Uses results from the initial profile to agree sustainable development and high-performance goals. Continuously measures progress towards these goals through progressive coaching programmes. [K20, S20]</p> <p>Explains methods used to measure the impact of the coaching practice by comparing athlete/player results against national and international benchmarks. [K25, S25]</p>	<p>Justifies the selection of profiling and measurement techniques considering participants unique needs and the sporting context. Explains how the continuous enquiry cycle evidences sustainable development and high-performance of athletes/players using work-based examples. [K19, K20, K25, S19, S20, S25]</p>
<p>Community</p>	<p>K28 K29 K34</p> <p>S28 S29 S34</p>	<p>Evaluates profiling techniques relevant to the community sport and physical activity context and explains how this contributes to a continuous enquiry cycle. Evidences valid assessment of cognitive, social, emotional and physical capabilities and explains how this was used to inform whole person development. [K28, S28]</p> <p>Measures participant motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific physical activity contexts. Uses results from the initial profile to enable process goals to be agreed. Continuously measures progress towards these goals through progressive coaching programmes. [K29, S29]</p> <p>Explains methods used to measure the impact of the coaching practice by comparing participant results against national and international benchmarks. [K34, S34]</p>	<p>Justifies the selection of profiling and measurement techniques considering participants unique needs and the community sport and physical activity context. Explains how the continuous enquiry cycle evidences sustainable engagement and enrichment of participants using work-based examples. [K28, K29, K34, S28, S29, S34]</p>

<p>School</p>	<p>K37 K38 K43</p> <p>S37 S38 S43</p>	<p>Evaluates profiling techniques and explains how this contributes to a continuous enquiry cycle. Evidences valid assessment of cognitive, social, emotional and physiological development stages and uses this to inform whole child development. [K37, S37]</p> <p>Measures psychomotor, technical and tactical skills in physical activity contexts. Uses results from the initial profile to agree physical education targets. Measures progress towards targets through progressive coaching programmes. [K38, S38]</p> <p>Explains methods used to measure and evaluate the impact of the coaching practice by comparing children's results against local and national benchmarks. [K43, S43]</p>	<p>Justifies the selection of profiling and measurement techniques used considering the participants unique needs and the school context. Explains how the continuous enquiry cycle evidences sustainable mastery of physical education standards and psychomotor skills using work-based examples [K37, K38, K43, S37, S38, S43]</p>
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Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall. Apprentices must gain a pass in all assessment methods to gain a pass overall. Apprentices must gain a distinction in the professional discussion to gain a distinction overall. Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Project with presentation and questions	Coaching Session Plan and Practical Observation with Questioning	Professional Discussion underpinned by Portfolio	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Distinction

Re-sits and re-takes

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

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

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

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

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

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

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

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

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules as arranged by the employer and training provider. • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • request and the forward the apprenticeship certificate to the apprentice
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the apprenticeship providers and assessment register (APAR)

	<ul style="list-style-type: none"> • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and/or markers (where used) • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually)
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	<ul style="list-style-type: none"> • manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum an independent assessor should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard

Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest
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Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of the following occupational areas and who must have experience of coaching and assessing in one of the environments:
 - community sport and physical activity
 - school sport and physical education
 - high-performance sport as appropriate to the assessment environment
- appoint independent assessors who have recent relevant experience of the occupation/sector at least one level above the apprentice gained in the last two years or significant experience of the occupation/sector.
- appoint independent assessors who are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time

- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year for this apprenticeship standard.

Value for money

Affordability of the EPA will be aided by using at least some of the following practices:

- video conferencing
- use of an employer premises

Professional body recognition

During the apprenticeship apprentices are eligible to be registered as a student member of The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). On successful completion of the apprenticeship, successful apprentices are eligible to apply to become a CIMSPA member and recognised as an industry practitioner and should be supported by their employer to do this.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Work based project and presentation with questioning

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

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

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

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

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

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

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

Assessment method 3: Professional discussion underpinned by a portfolio

Pathway	Ref	Knowledge
Core	K01	Coaching philosophies and professional practice that consider key stakeholder needs, sporting contexts and codes
Core	K02	Professional development planning methods and self-awareness skills training techniques
Core	K08	Curriculum design methods and coaching pedagogies relevant to the participants unique development needs, the demands of the sport or physical activity and the occupational environment
Core	K09	Progressive programme design and delivery techniques that prioritises accessibility, duty of care and accelerate whole child/person development and sport specific skill acquisition
Core	K10	Progressive programme design and delivery techniques that ensure safe practice and support at events and competition and embed learning transfer across situations
Core	K12	Chief Medical Officer guidelines, Public Health England agendas, organisational, sport specific and holistic approaches to wellbeing considering stressors relevant to the participants context
Core	K13	Learning theories and skill acquisition techniques relevant to participant's unique development needs, the demands of the sport and occupational environment
Core	K14	Positive learning environment attributes and behaviour management strategies relevant to the participant's unique development needs, demands of the sport and the occupational environment
Core	K15	Developments in learning resources including technological advancements and wider industry support mechanisms that maximise engagement, development and performance gains
High performance	K19	Profiling and enquiry methods designed to measure bio-psycho-social attributes and inform whole person optimisation planning
High performance	K20	Profiling and enquiry methods designed to measure sport specific technical and tactical attributes and inform sustainable development and high-performance goals
High performance	K25	Methods to measure the impact of the coaching practice on the national and international positioning of the sport by comparing athlete/player results against national and international benchmarks
Community	K28	Profiling and enquiry methods designed to measure whole child/person development dimensions considering cognitive, social, emotional and physiological capabilities
Community	K29	Profiling and enquiry methods designed to measure participant motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific sport and physical activity contexts to enable process goals to be agreed
Community	K34	Methods to measure the impact of coaching practice on social change associated with access, participation, performance, equality and wellbeing by comparing results against local and national benchmarks

School	K37	Profiling and enquiry methods designed to measure whole child development dimensions considering cognitive, social, emotional and physiological stages of development
School	K38	Profiling and enquiry methods designed to measure psychomotor, technical and tactical skills in physical activity contexts drawn from the Department for Education National Curriculum and enable physical education targets to be agreed
School	K43	Methods to measure and evaluate the impact of coaching practice on school standards by comparing children's results against local and national benchmarks

Pathway	Ref	Skills
Core	S01	Influence key stakeholders in the sporting context through own coaching philosophy and professional practice
Core	S02	Enhance coaching competencies and inter-intra-personal skills through continued professional development and self-awareness skills training
Core	S08	Design high quality curriculum that considers participants' unique profiles, promotes ownership and informs micro, meso and macro plans as relevant to the sporting context
Core	S09	Designs and delivers progressive programmes and selects coaching pedagogies that maximise engagement, whole child/person development and accelerates sustainable skill acquisition
Core	S10	Delivers safe and effective coaching support to participants in practice, at events or competitions and influences learning and skill transfer across situations
Core	S12	Promote holistic wellbeing to control/contain stressors experienced by participants in their own context and environment
Core	S13	Facilitate participant development by applying learning theory and skill acquisition techniques relevant to participants needs, sport specific demands and context
Core	S14	Facilitate participant development and skill acquisition through positive learning environments and behaviour management strategies
Core	S15	Facilitate participant development and skill acquisition through technological advancements and wider industry support mechanisms
High performance	S19	Profile athletes or players to measure bio-psycho-social attributes and inform whole person optimisation
High performance	S20	Profile athlete/players to measure sport specific technical and tactical attributes and inform sustainable development and high-performance goals
High performance	S25	Measure the impact of the coaching practice on the national and international positioning of the sport by comparing athlete or player results against national and international benchmarks
Community	S28	Profile participants to measure whole child/person development dimensions considering cognitive, social, emotional and physiological capabilities
Community	S29	Profile participants motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific sport and physical activity contexts to enable goals to be agreed
Community	S34	Measure the impact of coaching practice on social change associated with access, participation, performance, equality and wellbeing by comparing results against local and national benchmarks
School	S37	Profile whole child development dimensions considering cognitive, social, emotional and physiological stages of development
School	S38	Profile children's psychomotor, technical and tactical skills in physical activity contexts drawn from the DfE National Curriculum to enable physical education targets to be agreed
School	S43	Measure and evaluates the impact of coaching practice on school standards by comparing children's results against local and national benchmarks

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

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