



**CIMSPA PROFESSIONAL STANDARD:  
ENVIRONMENT SPECIALISM**

# Coaching in High-Performance Sport

(FULL STANDARD)

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# CIMSPA PROFESSIONAL STANDARD: ENVIRONMENT SPECIALISM

## Coaching in High-Performance Sport

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## ABOUT THIS STANDARD

This document is a CIMSPA professional standard (full version).

The full version of this standard is available to CIMSPA education and employer partners.

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## 1. Overview

### **Professional Standard: Coaching in High-Performance Sport.**

This Professional Standard outlines the role and scope of an individual who is working on the front-line coaching athletes/players in high performance sport. It also outlines the essential knowledge and skills that are needed to meet the requirements of the sector minimum deployment standards.

*Note: “Professional Standard: Environment Specialism” will be abbreviated throughout this document to “Environment Specialism”, the reader should understand this abbreviation as the full title.*

The full version of this standard is available to CIMSPA education and employer partners. It provides guidance for the development of educational products that will be endorsed by CIMSPA.

The Coaching in High-Performance Sport Environment Specialism covers coaches working in a performance sport environment.

The agreed industry prerequisite for an individual coaching in high performance sport is to have achieved a CIMSPA endorsed educational product that meets this Professional Standard.

### **This Professional Standard: Environment Specialism can be used as follows:**

1. Combined with an occupation standard to form an educational product: e.g. Occupation: Coach; Environment Specialism: Coaching in High Performance Sport.
2. Combined with an occupation standard and additional specialism(s) to form an educational product: e.g. Occupation: Coach; Environment Specialism; Coaching in High Performance Sport; Technical Specialism: Safeguarding and Protecting Children.
3. To create any of the following:
  - Learning and development programmes.
  - Job descriptions.
  - Performance appraisals.
  - Qualification and apprenticeship development.

### **Endorsed qualification logo**

Qualifications that meet the requirements of this CIMSPA Professional Standard will display this official CIMSPA endorsement logo.



## 2. Scope of Coaching in High-Performance Sport

Examples of front-line coaches who work in a high-performance sport environment are individuals employed or deployed in the sport and physical activity sector who coach performance and/or elite athletes/players. Roles that such coaches may take up will be in environments/programmes, including; podium potential, prepare for podium, and podium (or equivalents in professional sports).

When they have achieved an education product aligned with this standard they will have demonstrated:

- **Intra-personal** knowledge and skills appropriate to a high-performance sport environment.
- **Inter-personal** knowledge and skills appropriate to a high-performance sport environment.
- **Professional** knowledge and skills appropriate to a high-performance sport environment.

Employers and deployers should support those working in roles aligned to this standard with ongoing training, mentoring and supervised experience so that they can continue to improve their practice and to progress their careers in high-performance environments.

### Structure of the Coaching in High-Performance Sport Environment Specialism

The Coaching in High-Performance Sport Environment Specialism is comprised of 3 key themes and has 6 core topics.

#### THEMES

- Intra-personal knowledge and skills.
- Inter-personal knowledge and skills.
- Professional knowledge and skills.

All three themes are embedded across the 6 core topics.

#### CORE TOPICS

*NOTE: All core topics must be covered.*

The core topics contained within the Coaching in High Performance Sport Environment Specialism are split into three key themes, and all are mandatory.

The 6 topics define the knowledge and skills required by a coach to deliver a role in the high-performance environments defined above:

- **Core Topic 1:** Context, culture and politics.
- **Core Topic 2:** Athletes/players and athlete/player development.
- **Core Topic 3:** Facilitating learning and development.
- **Core Topic 4:** Athlete/player curriculum.
- **Core Topic 5:** Understanding self.
- **Core Topic 6:** Coaching process and practice.

Those creating education products seeking endorsement against the Coaching in High Performance Sport Environment Specialism should develop a product that covers all of the core topics appropriate to the role.

### 3. CIMSPA membership eligibility

Graduates of this standard will meet the requirements to be a CIMSPA Member. Becoming a CIMSPA member allows progression to chartered status dependent on qualification factors.

*Refer to the CIMSPA Professional Standards Matrix for a comprehensive overview as to how job roles relate to populations, environments and technical specialisms.*

## 4. Product development guidance

This section is aimed at organisations developing formal educational products mapping to this Environment Specialism. The requirements should be considered in the development of all educational products seeking CIMSPA endorsement.

The CIMSPA Professional Development Board (PDB) has agreed any of the following formal educational products can be developed for the role of Coaching in High-Performance Sport, where evidence that all elements of the Environment Specialism are included, CIMSPA endorsement can be sought.

<b>Educational product</b>	<b>Mapping requirements</b>	<b>Environment Specialism: 'Coaching in High-Performance Sport' achieved on attainment?</b>
Regulated vocational qualification	Fully mapped	YES
Apprenticeship programme	Fully mapped	YES
HE programme/modules	Fully mapped	YES

All formal educational products which are seeking CIMSPA endorsement must be submitted to CIMSPA for endorsement and should include all elements outlined in the Environment Specialism assessed in line with the intention of the standard.

Education providers seeking CIMSPA endorsement for a product against this Environment Specialism are asked to consider the following:

- a) They determine and justify the level of the product they have developed, in line with regulator guidance. To ensure parity, the level for all educational products that fully map to this Professional Standard should be the same.

The level assigned is determined by leading awarding organisations currently offering qualifications in the sector in which the role resides.

This is not a first-to-post exercise but one in which education providers are invited to submit their levelled units/full qualification for review as part of the CIMSPA endorsement process.

Once agreed by CIMSPA, all subsequent fully-mapped educational products must conform to the level set for this Professional Standard.

Level descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at a given level and it should be ensured that educational products fully mapping to this Professional Standard are a 'best-fit' for the level assigned.

- b) They determine the total qualification time for the qualification/unit and outline the minimum requirements for practical assessment.
- c) They stipulate practical assessment must be conducted, where practically possible, in a real-world environment: for example, 'on the job' or at work. For the role of Coaching in High-Performance Sport this could include; professional sports clubs, high-performance environments in educational settings, or competition environments.

Where possible a practical end-point assessment is conducted with 'real participants'.

The use of peers for an end-point practical assessment is not deemed appropriate.

Reasonable adjustments can be applied where specific circumstances make this unviable.

- d) Their quality assurance meets the appropriate regulator's guidance, including: internal and external quality assurance, staffing requirements and assessment generation and evidence.

## 5. Learning and development requirements (LDRs)

The LDRs outline the key areas of learning and assessment that will be contained within any educational product seeking CIMSPA endorsement against a Professional Standard. There are three key themes intra-personal, inter-personal and professional knowledge and skills, with six core topics of learning. All three key themes are embedded within all six core topics.

### CORE TOPICS

*Note: The six core topics contained within the Coaching in High-Performance Sport Environment Specialism are all mandatory.*

1. Context, culture and politics.
2. Athletes/players and athlete/player development.
3. Facilitating learning and development.
4. Athlete/player curriculum.
5. Understanding self.
6. Coaching process and practice.

Those creating education products seeking endorsement against the Coaching in High-Performance Sport Environment Specialism must develop a product that covers all core topics and the specialist content appropriate to the role and context.

LDRs are encouraged to blend learning to ensure learners can demonstrate knowledge, understanding and skill holistically and not in isolation; as coaching is a relational activity whereby coaches interact with and influence others in the settings in which they work. It must be acknowledged that it is crucial for such knowledge, understanding and skills to be contextualised to help learners meet the challenges they face in their own complex and diverse environments. This is so that both during and post-learning and assessment programme, they are encouraged to continue to explore their use through situated practice, enabling them to use them in unique ways to meet the particular demands of their respective environments. Thus, it is accepted that some topics may be demonstrated as a by-product of another in practice.

The purpose of developing this Environment Specialism is to outline a series of knowledge and skills statements for the above reasons. The standard primarily takes a cognitive-behavioural view on coaching whereby coaches must have adequate or correct intra-, inter- and professional knowledge from which to learn and understand further and make decisions in context. The Standard looks to outline the knowledge that might support coaches to make judgments and decisions relative to their contextual conditions. Therefore, psychological/sociocultural and social factors are represented in the standard as research would suggest they play a key role in coaches' ability to make skilled decisions in-situ when interacting with athletes/players and stakeholders, especially when concerned with dynamic high-performance environments.

It is accepted that the contextual nature of coaching in a high-performance environment is highly complex and that once prior knowledge has been established, some problems faced in-situ must be dealt with through intuition due to their ill-defined, unpredictable and unstructured form. Thus, coaches must be able to use professional judgement and make naturalistic decisions in context to react in the moment and deal with these short-term problems. Equally, some problems faced will be more simple, ordered and predictable, whereby the coach can plan longer-term for likely problems faced.

Regarding knowledge and information, it is appreciated that all core topics represented below will intermingle. Therefore, whilst represented as six distinct topics it must again be expected that they will often be delivered and observed holistically and not in isolation in context.



The resulting core topics were generated from existing well established and regarded research, theory, models, frameworks and thinking tools concerning teaching and learning, sport coaching and coach development.

N.B. Examples (e.g.) are given within the LDRs to provide an overview of the knowledge and skills most relevant to the role. It is not mandatory to assess learners against 100% of the examples provided, however, sufficient coverage to ensure occupational competence on achievement must be ensured. This will be reviewed as part of the CIMSPA endorsement process.

## 6. Overview of core topics

### Core topic 1: Context, culture and politics

Coaches operate in ever changing and evolving high-performance sport environments where their daily work is shaped by numerous interrelated factors, many of which can be out of their control. To succeed and ensure athletes receive the best possible experience they must adapt and make ethical decisions in line with the contextual influences around them. Coaches require a variety of intra-personal, inter-personal and professional knowledge and skills to influence and navigate the context in which they operate, helping individual athletes/players to develop and reach their performance potential in a sustainable manner.

### Core topic 2: Athletes/players and athlete/player development

Coaches in high-performance sport environments work with a range of individual athletes/players whether they coach individual or team sport. They support individual athletes/players in line with the agreed development and performance goals. Each individual athlete/player will have bespoke wants and needs. Coaches are required to connect with athletes/players and build trust and rapport with them to ensure they can help them reach their potential. Coaches must therefore lead themselves and others to make best use of the performance support available using their intra-personal skills, inter-personal skills and professional knowledge.

### Core topic 3: Facilitating learning and development

Coaches are responsible for creating a positive learning environment for athletes/players to thrive, develop and perform ethically and sustainably towards reaching their potential. Coaches in high-performance sport environments must work collaboratively with performance support services and make appropriate use of a range of technologies to facilitate learning in line with development and performance goals. Coaches will use a range of intra-personal, inter-personal and professional knowledge and skills to implement coaching and learning strategies that will support the development and performance of the individual and/or group.

### Core topic 4: Athlete/player curriculum

Coaches are required to know, understand and be able to articulate what it takes to perform at the highest level in the sport they coach. They will consider and develop the athlete's/player's curriculum as an enquiry cycle, recognising that what it is intended for, delivered with, and is experienced by athletes/players must be flexible to meet the needs of individuals in context. They must make use of a range of intra-personal, inter-personal and professional knowledge and skills to help individual athletes, groups of athletes and teams to develop and perform within the context of a high-performance sport environment. Coaches are required to provide appropriate margins for athletes/players to practice within so that they are encouraged to make decisions and learn from mistakes, whilst striving to achieve a desired development and/or performance goal.

### Core topic 5: Understanding self

Coaches are required to lead and manage themselves appropriately to, in turn, help the development and performance of others towards achievement of desired development and/or performance goal. A coach learns and develops in many ways and their viewpoint develops from their life experiences, generating habits, biases and preferences along the way. Coaches in high-performance sport environments must recognise and understand how their intra-personal knowledge and skills have developed and as a result may impact their inter-personal and professional knowledge and skills.

## **Core topic 6: Coaching process and practice**

Coaches are responsible for continuously planning, delivering and reflecting upon coaching sessions in collaboration with athletes/players and the broader coaching team, including performance support staff and parents. Coaches are required to carefully design practices that support the learning and development of athletes/players who have different developmental and performance wants and needs, ensuring sessions are bespoke to support the development and performance of individuals, groups and teams (where appropriate). Coaches must adapt their behaviour to help individuals learn, bringing to life a range of pedagogical approaches that might help individual athletes/players develop and perform to their potential.

## 7. Learning and development requirements - core topics

### 1. Context, culture and politics

Coaches operate in ever changing and evolving high-performance sport environment where their daily work is shaped by numerous interrelated factors, many of which can be out of their control. To succeed and ensure athletes receive the best possible experience they must adapt and make ethical decisions in line with the contextual influences around them. Coaches require a variety of intra-personal, inter-personal and professional knowledge and skills to influence and navigate the context in which they operate, helping individual athletes/players to develop and reach their performance potential in a sustainable manner.

Ref	Knowledge and understanding:	An individual who is Coaching in High-Performance Sport must:
KC1.1	Context, culture and politics	<ul style="list-style-type: none"><li>• Develop and articulate own coaching philosophy.</li><li>• Recognise organisational values and beliefs.</li><li>• Understand the coaching philosophy of others, including peers, Performance Directors and team members.</li><li>• Consider what great coaching looks like and how it can be measured.</li><li>• Recognise how their own coaching values and beliefs differ or align and can then work together with organisational values and beliefs.</li><li>• Distinguish the importance of their own role and how their behaviour can impact athletes/players and the broader landscape of the organisation.</li><li>• Understand the spirit of high performance and the importance of aligning to organisational vision, mission and values.</li><li>• Examine how to effectively support the development of performance gains in a high challenge, high support sustainable manner.</li><li>• Appreciate the principles of duty of care for themselves and anybody they are responsible for and how their practice must reflect this.</li><li>• Identify the trends and contemporary issues in high performance sport in the UK and internationally including social, economic, educational and technological influences.</li></ul>

Ref	Skills:	An individual who is Coaching in High-Performance Sport must be able to:
SC1.1	Context, culture and politics	<ul style="list-style-type: none"><li>• Demonstrate behaviours aligned to their own values and beliefs.</li><li>• Show their coaching philosophy, how it has developed and how it comes to life in their day-to-day coaching.</li><li>• Apply their coaching philosophy.</li><li>• Demonstrate how their own and the organisational values and beliefs differ/align and consider the implications of differences.</li><li>• Connect how contextual, cultural and procedural constraints impact their own behaviours.</li><li>• Demonstrate leadership in their day-to-day coaching and when required lead the team around the player.</li><li>• Influence key stakeholders both internally and externally, including funders, sponsors, board members, leaders and service providers.</li></ul>

## 2. Athletes/players and athlete/player development

Coaches in high-performance sport environments work with a range of individual athletes/players whether they coach individual or team sport. They support individual athletes/players in line with the agreed development and performance goals. Each individual athlete/player will have bespoke wants and needs. Coaches are required to connect with athletes/players and build trust and rapport with them to ensure they can help them reach their potential. Coaches must therefore lead themselves and others to make best use of the performance support available using their intra-personal skills, inter-personal skills and professional knowledge and skills.

Ref	Knowledge and understanding:	An individual who is Coaching in High-Performance Sport must:
KC2.1	Athletes/players and athlete/player development	<ul style="list-style-type: none"><li>• Understand how using a range of biopsychosocial concepts and theories as thinking tools can support athletes/players to develop as people and also in line with their sport-specific wants and needs.</li><li>• Explain how to use effectively performance support to inform decision-making.</li><li>• Recognise their own role in using professional judgement and coaching craft to confirm or deny evidence presented by performance support when making decisions.</li><li>• Analyse how to observe individual athlete/player performance in practice and competition environments, developing an awareness of strengths and areas for development.</li><li>• Understand the key developmental stages of athlete/player development.</li><li>• Explain how to plan, design and implement practices and sessions that consider key developmental stages in line with athlete/player learning and development needs.</li><li>• Recognise the developmental differences in athletes/players and how to blend all aspects of development to balance performance wants and needs.</li><li>• Understand the different athlete/player development characteristics in both practice and competition situations highlighting key issues and potential solutions to help athletes/players learn and develop.</li><li>• Appreciate the importance of related disciplines within the broader coaching team to support athlete/player development and performance including injury rehabilitation/recovery and pre/post competition.</li></ul>
Ref	Skills:	An individual who is Coaching in High-Performance Sport must be able to:
SC2.1	Athletes/players and athlete/player development	<ul style="list-style-type: none"><li>• Use a range of biopsychosocial thinking tools to support the optimisation of athlete/player's development as a person and as an athlete.</li><li>• Recognise key developmental and transition stages for athletes/players and plan, design and implement practices and sessions that consider these stages in line with athlete/player's human and sport specific wants and needs.</li><li>• Show how to consult with athletes/players and gauge opinion on their self-development using information to inform practice.</li><li>• Adapt in the moment to ensure developmental differences in athletes/players are met.</li></ul>

Ref	Skills:	An individual who is Coaching in High-Performance Sport must be able to:
<b>SC2.1 cont.</b>	Athletes/players and athlete/player development	<ul style="list-style-type: none"> <li>• Recognise the key developmental moments in practice and competition situations and effectively adapt to improve individuals' performance.</li> <li>• Recognise the different athlete/player development characteristics in both practice and competition situations and support individuals to learn.</li> <li>• Demonstrate effective collaboration with related disciplines within the broader coaching team to support athlete/player development and performance.</li> <li>• Show how to work as part of the whole performance support team and at times lead the team. The coach will contribute to the team and also use the team to support and inform decision-making.</li> <li>• Help athletes/players transition effectively across environments which may include different coaches, peers and support staff.</li> </ul>

### 3. Facilitating learning and development

Coaches are responsible for creating a positive learning environment for athletes/players to thrive, developing and performing ethically and sustainably towards reaching their potential. Coaches in high-performance sport environments must work collaboratively with performance support services and make appropriate use of a range of technologies to facilitate learning in line with development and performance goals. Coaches will use a range of intra-personal, inter-personal and professional knowledge to implement coaching and learning strategies that will support the development and performance of the individual and/or group.

Ref	Knowledge and understanding:	An individual who is Coaching in High-Performance Sport must:
KC3.1	Facilitating learning and development	<ul style="list-style-type: none"><li>• Recognise that the athlete/player is undertaking the learning.</li><li>• Appreciate that the greatest impact on learning relates to what learners (athletes/players) already know and can do.</li><li>• Understand how to provide a positive learning environment that recognises and values diversity, encourages challenge, enjoyment and achievement.</li><li>• Distinguish how learning and skill acquisition theories and concepts as thinking tools that can be used to support athlete/player learning and development.</li><li>• Consider and balance the trade-offs between different coaching and learning strategies.</li><li>• Appreciate that individual athletes/players' have differing learning and development needs and can adapt their coaching to meet those needs.</li><li>• Understand the importance of developing rapport with individuals, groups and teams.</li><li>• Determine how to develop safe, ethical and supportive working relationships with athletes/players.</li><li>• Understand how to develop effective working relationships with a diverse range of people to enhance personal and professional networks.</li><li>• Appraise the use of different communication techniques and to reflect on their effectiveness.</li><li>• Assess a range of coaching and leadership approaches and how they compare with their own approach.</li><li>• Understand how to adapt communication methods to meet the needs of participants from differing backgrounds, cultures, sport/activity experience etc.</li><li>• Consider how to support the transfer of athlete/player learning to and from practice and competition.</li><li>• Understand how to support the development of athlete/player independence and ownership.</li><li>• Justify and explain their own coaching methodology and then compare it to other established coaching methodologies.</li><li>• Choose technology available to support the coach and athlete and how to use that technology in an manner appropriate to the sport.</li></ul>

Ref	Skills:	An individual who is Coaching in High-Performance Sport must be able to:
SC3.1	Facilitating learning and development	<ul style="list-style-type: none"> <li>• Demonstrate an approach that seeks first to understand the athlete/player as a person.</li> <li>• Create learning activities that create a positive learning environment to support athlete's/player's learning and development.</li> <li>• Apply a range of pedagogical strategies to support optimising athlete/player learning and development opportunities.</li> <li>• Use a range of learning and skill acquisition thinking tools to support the optimisation of athlete/player learning and development opportunities.</li> <li>• Make use of the available technology to support the development and performance of the athlete in practice and competition.</li> <li>• Demonstrate a willingness to recognise and utilise athlete's/player's prior knowledge, skills and experiences.</li> <li>• Accommodate different athlete/player learning and development needs.</li> <li>• Develop effective working relationships with a diverse range of people to enhance personal and professional networks.</li> <li>• Adapt communication methods to meet the needs of participants from differing backgrounds, cultures, sport/activity experience etc.</li> <li>• Demonstrate how to support the transfer of athlete/player learning from practice to competition.</li> <li>• Show a range of coaching and leadership approaches to meet individual learning needs.</li> <li>• Demonstrate support for athlete/player's independence and ownership of their learning and development.</li> <li>• Rationalise the reasons behind their coaching practice, reflect on how successful it was and then decide on appropriate changes.</li> </ul>



#### 4. Athlete/player curriculum

Coaches are required to know, understand and be able to articulate what it takes to perform at the highest level in the sport they coach. They will consider and develop the athlete's/player's curriculum as an enquiry cycle, recognising that what is intended for, delivered with, and experienced by athletes/players must flex to meet the needs of individuals in context. They must make use of a range of intra-personal, inter-personal and professional knowledge and skills to help individual athletes, groups of athletes and teams to develop and perform within the context of a high-performance sport environment. Coaches are required to provide appropriate margins for athletes/players to practice within so that they are encouraged to make decisions and learn from mistakes, whilst striving to achieve a desired development and/or performance goal.

Ref	Knowledge and understanding:	An individual who is Coaching in High-Performance Sport must:
KC4.1	Athlete/player curriculum	<ul style="list-style-type: none"><li>• Understand how using technical, tactical and psycho-motor theories and concepts as thinking tools can support athlete/player learning and development.</li><li>• Recognise what it takes to develop and perform own sport in practice and competition environments relative to the performance principles of the sport.</li><li>• Know the technical skills that are required to perform to the highest levels in their own sport.</li><li>• Determine how to set goals that are aligned to curriculum planning.</li><li>• Appreciate the tactics and strategies that are required to perform in their own sport.</li><li>• Acknowledge the different levels of curriculum including; delivered, intended, experienced and hidden curriculum as an enquiry cycle.</li><li>• Understand the importance of recognising purpose and intent when formulating goals in support of curriculum planning.</li></ul>

Ref	Skills:	An individual who is Coaching in High-Performance Sport must be able to:
SC4.1	Athlete/player curriculum	<ul style="list-style-type: none"><li>• Apply a range of technical, tactical and psycho-motor thinking tools to support the optimisation of athlete/player learning and development opportunities both individually and in teams.</li><li>• Show knowledge of their own sport to develop sport-specific performance models for individuals and teams.</li><li>• Demonstrate goal formation aligned to curriculum planning.</li><li>• Create short-, medium-, and long-term sport specific plans in line with player(s) age/stage of development and micro, meso and macro cycles.</li><li>• Connect training and competition experiences, both individually and in teams to enhance development and performance.</li></ul>

## 5. Understanding self

Coaches are required to lead and manage themselves appropriately to, in turn, help the development and performance of others towards achievement of desired development and/or performance goal. Coaches learn and develop in many ways. They develop an ontological viewpoint based on their life experiences, generating habits, biases and preferences along the way. Coaches in high-performance sport environments must recognise and understand how their intra-personal knowledge and skills developed as a result may impact their inter-personal and professional knowledge and skills.

Ref	Knowledge and understanding:	An individual who is Coaching in High-Performance Sport must:
KC5.1	Understanding self	<ul style="list-style-type: none"><li>• Appreciate the importance of knowing self to help ensure habits, preferences and biases are managed effectively to maximise learning.</li><li>• Understand a range of reflective approaches to support the development of self-awareness and empathy.</li><li>• Know the need to step outside of comfort zone to learn and develop.</li><li>• Outline the importance of co-creating and owning an individual development plan.</li><li>• Construct own beliefs and values regarding what coaching is and how to behave.</li><li>• Understand the impact of own role and those around you with regard to long term career aspirations and progression.</li><li>• Analyse how personal and professional roles and responsibilities are interrelated.</li><li>• Understand importance of investing in and developing interests outside of and beyond current professional role.</li><li>• Consider the importance of managing energy and emotions and their impact on effectiveness and efficiency.</li><li>• Recognise the importance of promoting positive mental health and wellbeing for self and others: e.g. athletes/players and peers.</li></ul>

Ref	Skills:	An individual who is Coaching in High-Performance Sport must be able to:
SC5.1	Understanding self	<ul style="list-style-type: none"><li>• Demonstrate self-awareness in context of own roles and responsibilities from both a personal and professional perspective.</li><li>• Use critical reflection skills.</li><li>• Show an ability to reflect in support of own learning and development.</li><li>• Seek exposure to learning opportunities both inside and outside of sport that enable personal and professional growth.</li><li>• Engage in personal and professional development aligned to current and future roles and responsibilities.</li><li>• Demonstrate how to manage energy to be the best version of themselves in and out of a professional context.</li><li>• Develop and use coping strategies e.g. resilience in high pressure situations.</li></ul>

## 6. Coaching process and practice

Coaches are responsible for continuously planning, delivering and reflecting upon coaching sessions in collaboration with athletes/players and the broader coaching team, including performance support staff and parents. Coaches are required to carefully design practices that support the learning and development of athletes/players who have different developmental and performance wants and needs, ensuring sessions are bespoke to support the development and performance of individuals, groups and teams (where appropriate). Coaches must adapt their behaviour to help individuals learn, bringing to life a range of pedagogical approaches that might help individual athletes/players develop and perform to their potential.

Ref	Knowledge and understanding:	An individual who is Coaching in High-Performance Sport must:
KC6.1	Coaching process and practice	<ul style="list-style-type: none"><li>• Understand the process of planning, delivery and reflection.</li><li>• Understand how to form short-, medium-, and long-term coaching sessions/programmes and goals.</li><li>• Recognise the need to effectively set learning objectives for sessions and programmes.</li></ul>

  

Ref	Skills:	An individual who is Coaching in High-Performance Sport must be able to:
SC6.1	Coaching process and practice	<ul style="list-style-type: none"><li>• Plan appropriate learning objectives and sessions in line with coaching curriculum goals.</li><li>• Deliver effective and efficient coaching sessions.</li><li>• Reflect on coaching sessions using goals and outcomes as a measure of effectiveness and efficiency.</li></ul>

Ref	Skills:	An individual who is Coaching in High-Performance Sport must be able to:
SC6.2	Planning	<ul style="list-style-type: none"> <li>• Plan appropriate learning objectives and sessions in line with coaching curriculum goals:             <ul style="list-style-type: none"> <li>– Collect and record the information needed to prepare the plan.</li> <li>– Consider how best to ensure practice links to and reflects the demands of competition.</li> <li>– Integrate athlete/player wants and needs and using a range of thinking tools, recognise variety of interventions/interactions that may help support athlete/player learning.</li> <li>– Co-create shared goals with athletes/players.</li> <li>– Consider problems and challenges for athletes/players to solve during a session or group of sessions.</li> <li>– Collaboration with broader coaching team including performance support such as analysts, psychologist, physiologist, physiotherapist and doctor etc.</li> <li>– Identify athlete/player needs and implications for planning.</li> <li>– Identify the overall session objectives for individuals and the group.</li> <li>– Select and plan goals and practices that will help the athletes/players achieve their objectives aligned to individual development plans.</li> <li>– Ensure objectives are linked, progressive and consistent with the overall objective and in line with athlete/player learning and development wants and needs, and sport-specific coaching curriculum.</li> <li>– Plan activities for each session that will motivate the athletes/players and achieve the planned objectives.</li> <li>– Recognise the stage of the performance plan and align objectives accordingly.</li> <li>– Agree the overall objective of the session with the athletes/players and others where appropriate including the performance support.</li> <li>– Plan timings, sequences, intensity and duration of the session in collaboration with performance support.</li> <li>– Organise resources accordingly.</li> </ul> </li> </ul>

Ref	Skills:	An individual who is Coaching in High-Performance Sport must be able to:
SC6.3	Delivery	<ul style="list-style-type: none"> <li>• Deliver effective and efficient coaching sessions:               <ul style="list-style-type: none"> <li>– Adhere to the guidelines and procedures for safeguarding and protecting children and vulnerable adults.</li> <li>– Understand athletes/players preparedness for sessions.</li> <li>– Explain and agree the objectives with athletes/players.</li> <li>– Assess athletes/players' readiness to participate.</li> <li>– Confirm and, if necessary, revise plans.</li> <li>– Provide athletes/players with information about the practice/session(s).</li> <li>– Collaborate with the performance support to support athletes/players against individual development plan objectives.</li> <li>– Build trust, honesty and rapport with athletes/players to ensure a positive athlete/player to coach relationship.</li> <li>– Use a range of thinking tools and interventions/interactions to support athlete/player learning.</li> <li>– Solve problems and challenges for athletes/players where required.</li> <li>– Enable problems and challenges for athletes/players to solve during session.</li> <li>– Adapt pedagogy to facilitate learning and development needs of individuals and groups.</li> <li>– Use professional judgement and coaching craft to make situational decisions and adapt where required.</li> <li>– Manage self, biases, preferences and habits in support of facilitating learning and development.</li> <li>– Manage expectations of self, athletes/players and others.</li> <li>– Use a range of communication skills to support athlete/player learning.</li> <li>– Be able to adapt approach to support athletes/players to deliver high-performance in context of own sport and practice/competition environment.</li> <li>– Recognise when to problem set and when to problem solve.</li> <li>– Enable athletes/players to learn through making mistakes when and where appropriate.</li> <li>– Set an appropriate positive learning environment within the context and climate of the sport.</li> <li>– Identify specific technical content or activities based on athletes/players' needs.</li> <li>– Observe and analyse athlete/player performance, adapting approach where required to support athletes/players learn, develop and perform.</li> <li>– Provide the athletes/players with feedback on development and performance.</li> <li>– Demonstrate the relevant style to the context and situation.</li> <li>– Ensure the maintenance of the safety of athletes/players and others.</li> <li>– Adapt practice/session where required to meet the needs of the athletes/players.</li> </ul> </li> </ul>
SC6.4	Reflection	<ul style="list-style-type: none"> <li>• Reflect on coaching sessions using goals and outcomes as a measure of effectiveness and efficiency:               <ul style="list-style-type: none"> <li>– Reflect on effectiveness and efficiency during and after session(s).</li> <li>– Conduct self-reflection at timely opportunities aligned to shared goals, learning objectives and outcomes.</li> <li>– Collate evidence to support reflection, to include self, athletes/players and performance support.</li> <li>– Identify how to improve the planning and delivery of future sessions for athletes/players and self.</li> <li>– Actively engage in discussion with athletes/players and others, including performance support, and agree your conclusions.</li> </ul> </li> </ul>

## 8. Acknowledgements

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