



CIMSPA PROFESSIONAL STANDARD

Assessor

(FULL STANDARD)

EDITION: V1.0

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CIMSPA PROFESSIONAL STANDARD: Assessor

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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 awarding organisation, training provider, higher education and further education partners.

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1. Overview

Professional standard: Assessor

This professional standard outlines the role and scope of an assessor and the essential knowledge and skills that are needed to meet the requirements of membership with CIMSPA (the sector minimum deployment standard).

This full version of this standard is available to CIMSPA awarding organisation, training provider, higher education and further education partners. It provides guidance for the development of educational products that will be endorsed by CIMSPA.

The Assessor sits in the sport and physical activity sector.

Endorsed qualification logo

Qualifications that meet the requirements of this CIMSPA professional standard will display this official CIMSPA endorsement logo.



2. Scope of the assessor

The role of the Assessor is to:

- Be an advocate for the learner.
- Carry out formative and summative assessment according to the qualification or programme being assessed and to include remote and face to face learning.
- Support and assess the knowledge and occupational competence of learners.
- Organise and maintain documentation on learners.
- Support and advise learners to enable them to maintain engagement and motivation.
- Manage own workload.
- Support the employability of the learner.
- Ensure they have thorough knowledge of their occupational area and industry competence.
- Support learners to overcome barriers and adapt assessment to meet their needs.
- Implement and understand the dispensations and learning styles available to learners.
- Follow internal and external organisational requirements and regulations.
- Support learners to identify any barriers they may have and come up with solutions which provide fair and equal opportunities for everyone.

The role of the Work-based Assessor is to:

- Visit and observe a learner in their place of work to gather evidence towards a qualification.
- Manage a caseload.
- Work in partnership with employers to support the employers and learners needs.
- Liaise with the training provider as and when required.
- Maintain learner data.
- Adhere to relevant policies and procedures.
- Complete all relevant documentation in line with policies, procedures and compliance.
- Follow safeguarding procedures and understand the responsibilities of their role.
- Be able to work with groups and on a one-to-one basis.
- Support learners through their functional skills where appropriate.

3. CIMSPA membership eligibility

Graduates of this professional standard will meet the requirements to be a CIMSPA member. They will:

UNDERSTAND

- How to work with individual and a group of learners with different needs to achieve the intended outcome.

HAVE DEMONSTRATED

- Ability to assess individuals and groups within their learning environment.

Additional specialist standards (population, environment or technical) can be added to educational products to widen the scope of the role and enable an individual to show their expertise in additional populations, in different environments and with technical specialisms.

Examples of specialisms that may be added:

- Working within the community environment
- Working with the inactive
- Working with children

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

4. Summary of knowledge and skills

Assessor

Topic	Knowledge and understanding	Skills
Maximising the learner experience	<ul style="list-style-type: none">• How to engage, communicate, obtain feedback and support learners in the teaching, learning and development environment.• How to have a learner-centred approach to teaching, learning and development.• How to maximise the learners experience through understanding their needs to support learner retention.	<ul style="list-style-type: none">• Create positive and lasting first impressions.• Develop relationships with learners through excellent communication skills, technical knowledge and acting on feedback to enhance the learner experience.• Show excellence in a learner-centred approach to assessing, demonstrating the ability to guide learners through a programme/course.
Principles and practices of assessment	<ul style="list-style-type: none">• Know the key functions and principles of assessment and how to implement these in the teaching, learning and development environment.• Understand the role and responsibilities of the assessor in the teaching, learning and development environment.	<ul style="list-style-type: none">• Evaluate principles and practices in relation to assessment ensuring it is appropriate to the individual and environment.
Assessment methods	<ul style="list-style-type: none">• Know some different types and use of assessment methods used within the teaching, learning and development environment.• Know the adaptations that learners may use to complete assessments.	
Industry legislation and guidance	<ul style="list-style-type: none">• Know the legislation and organisational policies and procedures that are relevant for assessors in and out of the workplace.• Know the industry legislation and organisational policies and procedures and the impact they have on an Assessor's day-to-day role and responsibilities.• Know the quality and safety requirements of assessment and procedures for reporting concerns.	<ul style="list-style-type: none">• Adhere to relevant industry legislation and organisational policies and procedures in line with organisational guidelines and best professional practice.

Topic	Knowledge and understanding	Skills
Planning assessments	<ul style="list-style-type: none"> • Understand how to plan for assessments. • Know how to assess an individual to find out their needs and ensure they have the correct support in place, e.g., readiness for assessment and environment etc. • Understand how to minimise risk to themselves and others within assessment. • Understand how to involve learners in the assessment process. 	<ul style="list-style-type: none"> • Complete initial assessment that will support the development of the individual's programme. • Share information with the learner about the assessment plan. • Involve the learner in the assessment process. • Adapt assessment arrangements to meet individual needs as and when required.
Assessment of learners	<ul style="list-style-type: none"> • Know how to create a supportive assessment environment for the learner. • Know to observe the learner in an unobtrusive manner to ensure a safe and supportive learning and development environment. • Know how to record information during the assessment process e.g. written, recorded etc. • Know how to carry out the assessment in relation to the relevant criteria. • Know to assess holistically. 	<ul style="list-style-type: none"> • Use effective listening, assertiveness and questioning to support learners to engage with the assessment processes. • Be able to use the relevant assessment method for individuals and groups within the teaching, learning and development environment. • Be able to make assessment decisions in a timely manner for individuals and groups within their environment.
Feedback	<ul style="list-style-type: none"> • Know how to give development feedback to the learners on their assessment undertaken. • Know when to provide an outcome on the assessment to the learner in a timely manner. 	<ul style="list-style-type: none"> • Support the individual and provide feedback on external support where needed. • Support the learner in developing their action plan for future assessments.
Review assessment	<ul style="list-style-type: none"> • Know how to review the assessment process. • Know the barriers to progression. 	<ul style="list-style-type: none"> • Use the feedback from the learner to develop the assessment process. • Reflect upon the assessment undertaken to improve own practice and the quality of assessment.
Support quality improvement	<ul style="list-style-type: none"> • Know the internal and external quality procedures and the role of peer review. 	<ul style="list-style-type: none"> • Support peer review and quality assurance procedures. • Maintain the currency of their own knowledge and skills, with reference to workplace practice and feedback from others.

Topic	Knowledge and understanding	Skills
Professional practice	<ul style="list-style-type: none"> • Recognise good practice for assessors in the industry through professional ethics, values and appropriate legislation such as data protection and confidentiality in order to support the health, safety and welfare of learners and others. • Know how to develop themselves, by maintaining a high level of relevant knowledge through a range of mechanisms and regular related professional development. 	<ul style="list-style-type: none"> • Provide a high-quality learner-centred service through excellence in the teaching, learning and development environment and the application of best practice in areas such as developing relationships, duty of care, and risk management. • Demonstrate lawfulness, tact and discretion when handling learner data. • Develop their own skills and behaviours through a range of mechanisms and regular CPD.

5. Product development guidance

This section is aimed at organisations developing educational products mapping to this professional standard. The requirements should be taken into account in the development of all educational products seeking CIMSPA endorsement.

The CIMSPA professional development board (PDB) has agreed that any of the following educational products can be developed for the role of an assessor:

Educational product	Mapping requirements	Professional standard achieved on attainment?
Regulated vocational qualification	Fully mapped	YES
Apprenticeship programme	Fully mapped	YES
HE programme/modules	Fully mapped	YES

Where evidence that all elements of the professional standard are included CIMSPA endorsement can be sought.

Awarding organisations and higher education institutions seeking CIMSPA endorsement for a product against this professional standard are asked to consider the following:

- a) They determine and justify the level of the product they have developed, in line with the regulator's 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 awarding organisations/higher education institutions 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.

They stipulate practical assessment must be conducted where practicably possible in a real-work environment ideally, 'on the job'/at work.

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

6. Learning and development requirements (LDRs)

The LDRs outline the key areas of learning and assessment that should be contained within any educational product seeking CIMSPA endorsement against a professional standard. There are 10 key areas of learning and development for the job role of an assessor, of which all areas are interconnected and mandatory. The key areas are:

1. Maximising the learner experience
2. Principles and practices of assessment
3. Assessment methods
4. Industry legislation and guidance
5. Planning assessment
6. Assessment of learners
7. Feedback
8. Review assessment
9. Support quality improvement
10. Professional practice

N.B. Examples 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.

1. Maximising the learner experience

Ref	Knowledge and understanding:	An Assessor must:
K1.1	Learner needs	<ul style="list-style-type: none">• Know who the learners are as people, identify the context they are working in, also any access or requirements they may have to ensure this is an accessible and inclusive opportunity.• Know the context of the organisations that the learners work in/ for.• Know the local demographics of their organisation's learners.• Know how local demographics affect the teaching and learning offer.• Know the importance of and benefits of being equitable when engaging as well and being accessible and approachable.• Know the learners' expectations and aspirations within the teaching and learning environment.• Know how to build social support and inclusion within the teaching and learning environment.• Know how to obtain feedback to support learner retention.
K1.2	Learner engagement	<ul style="list-style-type: none">• Know the different methods to engage with learners.• Know the behaviour management strategies to support ongoing learner engagement.• Know learning and assessment theories to support personalised learning.• Know the different types of conflict and how to manage them.• Know the different methods to build rapport in order to maximise the learner experience.• Know how to promote the safe and enjoyable use of the teaching and learning environment.• Know the importance of being accessible and approachable to learners.• Know the typical learner journey in the teaching and learning environment.• Know how to present themselves in a professional and approachable manner in line with organisational standards.• Know the importance of learner retention and how to influence this.
K1.3	Communication	<ul style="list-style-type: none">• Know different communication techniques and how to use and adapt them:<ul style="list-style-type: none">– Observation/non-verbal techniques/body language– Open/closed questioning– Active listening.• Know how to adapt communication methods to meet the needs of learners from differing backgrounds, cultures, sport/activity experience, impairments/disabilities.
K1.4	Participant feedback	<ul style="list-style-type: none">• Know the different methods to obtain learner feedback and channels of recording and reporting in line with organisational procedures.• Know the feedback cycle.• Know the impact of the Assessor's role on the learner experience.

Ref	Skills:	An Assessor must be able to:
S1.1	Learner engagement	<ul style="list-style-type: none"> • Demonstrate learner engagement at different stages of the assessment process: e.g. pre, during and post. • Implement behaviour management strategies to support ongoing participant engagement. • Apply learning theories to support personalised learning.
S1.2	Develop rapport with learners	<ul style="list-style-type: none"> • Develop rapport with learners in a friendly and approachable manner; demonstrating that equality and diversity are present.
S1.3	Professional demeanour	<ul style="list-style-type: none"> • Demonstrate a professional demeanour: e.g. personal attributes and positive first impressions.
S1.4	Communication	<ul style="list-style-type: none"> • Demonstrate inclusive communication methods appropriate to the learner.

2. Principles and practices for assessment

Ref	Knowledge and understanding:	An Assessor must:
K2.1	Principles and purpose	<ul style="list-style-type: none">• Know the assessment principles and strategies used with individuals and groups and the rationale for them.• Know the objectives and benefits of assessment for learners and organisations.• Know the different environments for assessment in relation to different learner and organisational needs.• Know how to ensure learning is inclusive and promotes engagement through inclusion and equality.
K2.2	Assessment cycle	<ul style="list-style-type: none">• Know the assessment and development cycle.• Know the role and importance of each phase of the assessment and development cycle and how they are used to enhance the learning experience.
K2.3	Individuals	<ul style="list-style-type: none">• Know how individuals can be assessed.• Know the different theories of assessment in relation to own practice and content.
K2.4	Needs of learners	<ul style="list-style-type: none">• Know the needs of learners in relation to assessment and development.• Know how to evaluate the needs of different types of learners.• Know the advantages and disadvantages of adapting assessment activities to meet needs and preferences of learners.• Know the importance of engaging learners in planning, managing and reviewing their own learning.• Know the importance of adapting assessments to ensure equality and fair treatment of learners and to support learners that require additional support.• Know the dispensation that might be needed to support the learner to learn effectively.
K2.5	Roles and responsibilities	<ul style="list-style-type: none">• Know the roles and responsibilities of the assessor.• Know own roles and responsibilities in relation to assessment and development.• Know the points of referral to meet the potential needs of learners.• Know the assessor's role in quality improvement of teaching, learning and development.
K2.6	Legislation	<ul style="list-style-type: none">• Know the legislative and organisational requirements and benefits in relation to assessment.• Know the learner rights in relation to equality, diversity and inclusion.• Know what the assessor's responsibility for safety and security of learners from an organisational perspective.• Know the purpose and limits of confidentiality in relation to learners and the organisation.

Ref	Skills:	An Assessor must be able to:
S2.1	Strategies	<ul style="list-style-type: none"> • Evaluate assessing and development principles and strategies used with individual learners and learners in groups. • Evaluate the objectives and benefits of assessing and development for learners and organisations. • Critically evaluate different environments for assessing and development in relation to different learner and organisational needs. • Evaluate why assessing and development programmes and activities must be managed to meet learner needs.
S2.2	Development cycle	<ul style="list-style-type: none"> • Evaluate the role and importance of each phase of the assessing and development cycle. • Analyse how different phases of the teaching, learning and development cycle are used to enhance the learner experience.
S2.3	Theories	<ul style="list-style-type: none"> • Evaluate different theories of assessing in relation to own practice and context.
S2.4	Learners	<ul style="list-style-type: none"> • Evaluate the needs of different types of learners. • Evaluate the advantages and disadvantages of adapting assessing and development activities to meet the needs and preferences of learners. • Evaluate the impact of engaging learners in planning, managing and reviewing their own learning from the assessment.

3. Assessment methods

Ref	Knowledge and understanding:	An Assessor must:
K3.1	Different types of assessment methods	<ul style="list-style-type: none">• Know the advantages and disadvantages of a range of assessment methods.• Know the individual learner needs and the assessment methods that can be used to support them.• Know the different adaptations learners may use to complete standard assessments.• Know how to assess alternative formats e.g., video, audio.• Know how to identify and map assessment criteria to the relevant levels and standards.

4. Industry legislation and guidance

Ref	Knowledge and understanding:	An Assessor must:
K4.1	Legislation and regulation	<ul style="list-style-type: none">• Know the relevant industry policies, procedures and legislation relating to the assessment of skills, knowledge and understanding, including those for health, safety and welfare.• Know key legal and regulatory requirements e.g. equality act, health and safety at work act, safeguarding and safe supervision of children and vulnerable adults, and data protection.• Know the regulations and requirements relevant to the assessment in own area of practice.
K4.2	Organisation policies and procedures	<ul style="list-style-type: none">• Know an organisation's policies and procedures e.g. risk assessments, safeguarding, equality and diversity, data protection, accident reporting.
K4.3	Sector guidance	<ul style="list-style-type: none">• Know the sector guidance: e.g., sector bodies, Health and Safety Executive, Sport Councils.
Ref	Skills:	An Assessor must be able to:
S4.1	Legislation and regulation	<ul style="list-style-type: none">• Follow relevant industry policies, procedures and legislation relating to the assessment of skills, knowledge and understanding, including those for health, safety and welfare.

5. Planning Assessment

Ref	Knowledge and understanding:	An Assessor must:
K5.1	Plan for assessment	<ul style="list-style-type: none"> • Know the key factors to consider when planning assessment in authentic environments. • Know the benefits of using a holistic approach to assessment. • Know how to plan a holistic approach to assessment. • Know how to minimise risks through the planning process.
K5.2	Involve the learners in the planning process	<ul style="list-style-type: none"> • Know the importance of involving the learner and others in the assessment process. • Know the types of information that should be made available to learners and others involved in the assessment process. • Know how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning. • Know how assessment arrangements can be adapted to meet the needs of individual learners.
K5.3	Resources	<ul style="list-style-type: none"> • Know how to prepare resources and conditions for the assessment of vocational skills, knowledge and understanding.

Ref	Skills:	An Assessor must be able to:
S5.1	Be able to plan for assessment	<ul style="list-style-type: none"> • Plan assessment of occupational competence based on the following methods: <ul style="list-style-type: none"> - observation of performance in the work environment - examining products of work - questioning the learner - discussing with the learner - use of others (witness testimony) - looking at learner statements - recognising prior learning • Communicate the purpose, requirements and processes of assessing occupational competence to the learner. • Plan the assessment of occupational competence to address learner needs and current achievements. • Identify opportunities for holistic assessment.

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- S5.2** Be able to prepare assessments
- Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements in an authentic environment, including:
 - assessments of the learner in simulated environments
 - skills tests
 - oral and written questions
 - assignments
 - projects
 - case studies
 - recognising prior learning
 - requirements for assessment adaptations where required e.g BSL, Makaton
 - Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding.
 - Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners.
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6. Assessment of learner

Ref	Knowledge and understanding:	An Assessor must:
K6.1	Conducting assessment	<ul style="list-style-type: none"> • Know how to conduct yourself before, during and after an assessment takes place. • Know the importance of the readiness for the assessment to be undertaken e.g. assessment material.
K6.2	Assessment evidence	<ul style="list-style-type: none"> • Know how to collect the right evidence for the assessment taking place e.g. learner records, observations. • Know how to record assessment evidence using the appropriate method e.g. written, video recording, still images, observational field notes (processes of evidence related to any practicals or working with those possessing disabilities).
K6.3	Assessment decisions	<ul style="list-style-type: none"> • Know whether evidence is: <ul style="list-style-type: none"> – sufficient – authentic – current – valid • Know how to ensure that assessment decisions are: <ul style="list-style-type: none"> – made against specified criteria – valid – reliable • Know the correct procedure for dealing with challenges to a judgement or decision in a live practical assessment or in workplace assessment. • Know how to deal with learners that are not yet competent during the assessment.
Ref	Skills:	An Assessor must be able to:
S6.1	Conducting assessment	<ul style="list-style-type: none"> • Use valid, fair and reliable assessment methods including: <ul style="list-style-type: none"> – observation of performance – examining products of work – questioning the learner – discussing with the learner – use of others (witness testimony) – looking at learner statements – recognising prior learning. • Make assessment decisions of occupational competence against specified criteria. • Manage learner expectations on unsuccessful assessments.
S6.2	Record assessment	<ul style="list-style-type: none"> • Appropriately record assessment decisions accurately and maintain them in accordance with legislative requirements.

7. Feedback

Ref	Knowledge and understanding:	An Assessor must:
K7.1	Feedback	<ul style="list-style-type: none">• Know different ways to give feedback within an assessment environment.• Know how feedback and questioning contribute to the assessment process.• Know when to provide feedback in a timely manner to the learner.
K7.2	Obtaining feedback	<ul style="list-style-type: none">• Know how to obtain feedback to support learner progression.• Know the feedback cycle and how to utilise this.• Know the importance of taking account of the learner feedback and contributing to the feedback on the learner performance.
K7.3	Sources of feedback	<ul style="list-style-type: none">• How to identify valid sources of feedback from others to aid your review.• Know how to utilise support staff e.g. other assessors, quality assurers.

Ref	Skills:	An Assessor must be able to:
S7.1	Give feedback	<ul style="list-style-type: none">• Provide feedback to learners in an accessible and appropriate format. E.g. written, verbal.• Provide feedback to learners in relation to the assessment outcome.• provide feedback that identifies any further implications for learning, assessment and progression.• Provide and explain the purpose of different types of feedback to the learner to enable and enhance the learner's reflection for further improvement on learning and/or assessment.• Provide feedback to the organisation about the assessment process and learners feedback.

8. Review assessment

Ref	Knowledge and understanding:	An Assessor must:
K8.1	Review assessment process	<ul style="list-style-type: none">• Know how to appropriately review the assessment conducted:<ul style="list-style-type: none">– resources– data collection– information before, during and post assessment.• Know how to support the learner to develop actions based on the feedback from the assessment.• Know how to support the learner to implement any actions from the assessment.• Know how to review own performance within the assessment.

K8.2	Barriers to develop	<ul style="list-style-type: none"> • Know the barriers that will stop the learner from progressing or achieving in assessment. • Know where to signpost learners to the wider support network e.g. careers advice. • Know how to support the learner to overcome barriers to assessments.
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Ref	Skills:	An Assessor must be able to:
S8.1	Review assessment process	<ul style="list-style-type: none"> • Use the feedback from the learner to develop the assessment process. • Reflect upon the assessment undertaken to improve own practice and the quality of assessment.

9. Support quality improvement

Ref	Knowledge and understanding:	An Assessor must:
K9.1	Quality assurance	<ul style="list-style-type: none"> • Know the importance of quality assurance in the assessment process. • Know the quality assurance and standardisation procedures in own area of practice. • Know the procedures to follow when there are disputes concerning assessment in own area of practice. • Know how to work with tutors and internal quality assurers to ensure a smooth transition from classroom/workplace to assessment.
K9.2	Quality improvement	<ul style="list-style-type: none"> • Know the importance of using relevant and quality resources. • Know the importance of keeping assessment resources up to date. • Know who to contact to report any quality assurance concerns.

Ref	Skills:	An Assessor must be able to:
S9.1	Follow quality processes	<ul style="list-style-type: none"> • Follow standardisation procedures.
S9.2	Quality assurance	<ul style="list-style-type: none"> • Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress. • Make assessment information available to authorised colleagues as required. • Follow procedures to maintain the confidentiality of assessment information.

10. Professional practice

Ref	Knowledge and understanding:	An Assessor must:
K10.1	Conduct	<ul style="list-style-type: none"> Know how to conduct themselves and portray a professional image: e.g. respectful of participants and other professionals, positive, honest, empowering, motivating, trustworthy, committed, non-judgemental, consistent, a good role model, with professional personal conduct and integrity.
K10.2	Ethics	<ul style="list-style-type: none"> Know the professional ethics related to own role: e.g. duty of care, professional membership, role boundaries/scope of practice and responsibilities, representation of skills, abilities, and knowledge, interface with other relevant professionals, business practices and professional code of conduct.
K10.3	Legislation and organisational procedures	<ul style="list-style-type: none"> Know the current legislation and organisation procedures relevant to own role such as: data protection, participant confidentiality, conflict of interest, health and safety at work, disclosure and barring service procedures (DBS checks), safeguarding children and adults at risk, equality and diversity, personal liability insurance, reporting of injuries, first aid regulations, individual organisational policies and procedures.
K10.4	Good practice	<ul style="list-style-type: none"> Know good practice regarding conduct, ethics, legislation and organisational procedures.
K10.5	Self-development	<ul style="list-style-type: none"> Know the sources of support to develop themselves.
K10.6	Team development	<ul style="list-style-type: none"> Know sources of support to assist colleagues.
Ref	Skills:	An Assessor must be able to:
S10.1	Responsibility and professional duty of care to participants	<ul style="list-style-type: none"> Ensure participant safety and wellbeing at all times. Demonstrate compliance with relevant legal responsibilities: e.g. health and safety at work, equality and diversity, safeguarding, data protection, hazard identification, safe working practices, ethical and professional conduct). Demonstrate appropriate duty of care to participants.
S10.2	Clarify roles and responsibilities	<ul style="list-style-type: none"> Demonstrate to the participant the Assessor's role, responsibilities and limitations in providing assistance: e.g. scope of practice, duty of care.
S10.3	Developing self	<ul style="list-style-type: none"> Demonstrate a commitment to their own ongoing development.
S10.4	Developing teams	<ul style="list-style-type: none"> Demonstrate a commitment to developing a positive learning culture.

7. Acknowledgements

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