



**CIMSPA PROFESSIONAL STANDARD**

# Coaching Assistant

(FULL STANDARD)

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# CIMSPA PROFESSIONAL STANDARD: Coaching Assistant

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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, skills development, higher education and further education partners.

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# 1. Overview

## Professional Standard: Coaching Assistant

This Professional Standard outlines the role and scope of a Coaching Assistant and the essential knowledge and skills that are needed to meet the requirements of the sector minimum deployment standards.

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

The Coaching Assistant sits in the sport and physical activity sector as part of the community sport industry.

The agreed industry prerequisite to become a Coaching Assistant is to have achieved a CIMSPA endorsed educational product that meets this Professional Standard.

### This Professional Standard Coaching Assistant can be used as follows:

1. Combined with a specialism to form an educational product: e.g. Occupation: Coaching Assistant; Population Specialism: Working with Children.
2. Combined with an additional specialism(s) to form an education product: e.g. Occupation: Coach; Environment Specialism: Working in the School Environment (Out of Curriculum); Population Specialism: Working with Children.
3. As a standalone product that can be completed as continuing professional development: e.g. working with secondary-school children.

### Endorsed qualification logo

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



## 2. Scope of the Coaching Assistant

A Coaching Assistant will improve a participant's experience of sport and physical activity by supporting a coach to provide specialised support and guidance aligned to their individual needs.

- Coaching Assistants can, and do, have an inspirational effect on individuals, groups and communities.
- The role of Coaching Assistant is to support the coach in the delivery of their activities. They may deliver part of a coaching activity under supervision.
- They should assist the coach to deal with the provision of a high quality positive experience, especially where there are large groups or those with additional needs.
- They assist in the preparation, delivery, continuous evaluation and review of sport and/or physical activity sessions.
- They ensure the culture and environment is designed to meet participant welfare needs and allow them the opportunity to achieve their goals and meet their aspirations. The participant's development as a person is central to the Coaching Assistant's activity. This means tailoring to the participant's needs and taking an inclusive approach.
- They work with participants, and a range of others such as coaches, other coaching assistants, colleagues, volunteers, parents, teachers, youth workers and health professionals to ensure the experience is the very best it can be.

Coaching Assistants that meet this standard will be able to work with a broad range of participants with different needs in different types of environment. They will have demonstrated the ability to work with a group of participants in an environment to suit their needs over a period of time sufficient enough to show improvement against an individual's needs and aspirations.

### 3. CIMSPA membership eligibility

Graduates of this standard will meet the requirements to be a CIMSPA Coaching Assistant Practitioner. They will:

#### **UNDERSTAND**

- How to support a coach to work with a range of participants with different needs over a period of time sufficient enough to show improvement against an individual's needs and aspirations.

#### **HAVE DEMONSTRATED**

- The ability to support a coach to work with a group of participants over a period sufficient enough to show improvement against an individual's needs and aspirations.

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 with children.
- Working in the school environment.

*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

### Coaching Assistant

Topic	Knowledge and understanding	Skills
<b>Maximising the participant experience</b>	<ul style="list-style-type: none"> <li>• How to engage, communicate with and support participants in the safe enjoyment of coached activities.</li> <li>• How to have a participant-focused approach to coached activities.</li> <li>• How to maximise the participant experience through understanding their needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Create positive and lasting first impression.</li> <li>• Develop relationships with participants through a person-centred approach and excellent communication skills.</li> </ul>
<b>Welfare of participants and providing a safe and inclusive coaching environment</b>	<ul style="list-style-type: none"> <li>• How to understand the welfare needs of participants and positively manage participant behaviours.</li> <li>• How to prepare safe activity areas and how to safely set up, dismantle and store equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise own work tasks alongside colleagues to ensure a positive, safe and inclusive learning environment.</li> <li>• Ensure participant welfare needs are met and support positive management of participant behaviours.</li> </ul>
<b>The Coaching Assistant's role within an organisation and sector</b>	<ul style="list-style-type: none"> <li>• How to work under appropriate supervision and within professional boundaries.</li> <li>• How the Coaching Assistant's role and responsibilities as part of a team can support the effective operation of the coaching activity and services.</li> </ul>	<ul style="list-style-type: none"> <li>• To work under appropriate supervision within professional boundaries using skills such as: <ul style="list-style-type: none"> <li>– Problem solving.</li> <li>– Time management.</li> <li>– Interpreting information.</li> <li>– Using own initiative within boundaries.</li> </ul> </li> </ul>
<b>Professional practice</b>	<ul style="list-style-type: none"> <li>• Recognise good practice for Coaching Assistants in the sector, taking into consideration professional ethics, values and adherence to appropriate legislation.</li> <li>• How to develop themselves by maintaining a high level of skill, through a range of mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a high quality, participant-focused service by supporting an excellent coaching environment.</li> <li>• Apply best practice in areas such as developing relationships and duty of care.</li> <li>• Demonstrate lawfulness, tact and discretion when handling participant data.</li> <li>• Develop own skills and behaviours through a range of mechanisms.</li> </ul>
<b>Prepare, deliver and continuously evaluate and review coaching activities</b>	<ul style="list-style-type: none"> <li>• How to prepare inclusive, safe and effective coaching activities tailored to the needs of a range of participants within scope of practice, whilst under supervision.</li> <li>• Identify the technical requirements of skill development appropriate to the coaching activity.</li> <li>• How to monitor and review inclusive, safe and effective coaching activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for and deliver inclusive, safe and effective coaching activities for a range of participants, under supervision, using appropriate equipment and methods.</li> <li>• Monitor and review the effectiveness of the coaching activities to ensure they are engaging, varied and progressive to participant needs and goals.</li> </ul>

Topic	Knowledge and understanding	Skills
<b>Industry legislation and guidance, organisational policies and procedures</b>	<ul style="list-style-type: none"> <li>• What legislation and organisational policies and procedures are relevant for Coaching Assistants.</li> <li>• How relevant industry legislation and organisational policies and procedures impact on a Coaching Assistant's day-to-day roles and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Adhere to relevant industry legislation and organisational policies and procedures in line with organisational guidelines, and best professional practice.</li> </ul>

## 5. Product development guidance

This section is aimed at organisations developing formal educational products mapping to this Professional Standard. 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 Assistant, where evidence that all elements of the Professional Standard are included CIMSPA endorsement can be sought.

<b>Educational product</b>	<b>Mapping requirements</b>	<b>Professional Standard Coaching Assistant 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 Professional Standard and assessed in line with the intention of the Standard.

Education providers 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 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.

For the role of Coaching Assistant, sufficient time between the first session and final assessment needs to be allowed to show improvements in the participant's skill development, lifestyle, health, and fitness dependent on the goals identified.

For example, to show behaviour change within an individual, a plan that covers a 12-week period of delivery should evidence the specific criteria from the standard and assessments should evidence full competency of these skills ready for the individual to be deployed into the workplace. 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 Assistant this could include; sports hall, swimming pool, outdoors, or other appropriate spaces.

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: e.g. delivery in the prison sector.

- 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 6 key areas of learning and development for the job role of Coaching Assistant, of which all areas are interconnected and mandatory. The key areas are:

1. Maximising the participant experience
2. Welfare of participants and providing a safe and inclusive coaching environment.
3. The Coaching Assistant's role within the organisation.
4. Professional practice.
5. Prepare, deliver and review coaching activities.
6. Industry legislation and guidance, organisational policies and procedures.

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.

## 1. Maximising the participant experience

Ref	Knowledge and understanding:	A Coaching Assistant must:
K1.1	Participant needs	<ul style="list-style-type: none"><li>• Summarise participant expectations and aspirations within the coaching environment.</li><li>• Explain how to build social support and inclusion within the coaching environment.</li><li>• Explain how to obtain feedback to support participant retention.</li></ul>
K1.2	Customer service	<ul style="list-style-type: none"><li>• Explain the organisation's products and offer.</li><li>• Describe a typical participant journey in the coaching environment.</li><li>• Describe how to present themselves in a professional and approachable manner, in line with organisational standards.</li><li>• Explain the importance of participant retention and how to influence it.</li></ul>
K1.3	Participant engagement	<ul style="list-style-type: none"><li>• Identify different methods to engage with participants: e.g. face-to-face, telephone, written (letters, email, posters), social media and digital technology.</li><li>• Identify behaviour management strategies to support ongoing participant engagement.</li><li>• Identify basic learning theory to support personalised learning.</li><li>• Describe different types of conflict and how to manage them.</li><li>• Explain different methods to build rapport in order to maximise the participant experience.</li><li>• Explain how to promote safe and enjoyable use of the coaching environment.</li><li>• Explain the importance of being accessible and approachable to participants.</li></ul>
K1.4	Communication	<ul style="list-style-type: none"><li>• Describe different communication techniques and how to use them: e.g.<ul style="list-style-type: none"><li>– Observation / non-verbal techniques / body language.</li><li>– Open/closed questioning.</li><li>– Active listening.</li></ul></li><li>• Describe how to adapt communication methods to meet the needs of participants from differing backgrounds, cultures and sports / activity experience etc.</li></ul>
K1.5	Participant feedback	<ul style="list-style-type: none"><li>• Summarise different methods to obtain participant feedback and channels of recording and reporting in line with organisational procedures.</li><li>• Explain the feedback cycle.</li><li>• Explain the impact of the Coaching Assistant's role on the participant experience.</li></ul>

<b>Ref</b>	<b>Skills:</b>	<b>A Coaching Assistant must be able to:</b>
<b>S1.1</b>	Participant data	<ul style="list-style-type: none"> <li>• Interpret participant data in order to understand the different types of participants and their needs.</li> <li>• Use participant data, including feedback, to amend activities appropriately</li> </ul>
<b>S1.2</b>	Participant engagement	<ul style="list-style-type: none"> <li>• Demonstrate participant engagement: e.g. induct the participant, deal with participant enquiries.</li> <li>• Implement behaviour management strategies to support ongoing participant engagement.</li> <li>• Apply learning theories to support personalised learning.</li> </ul>
<b>S1.3</b>	Customer service	<ul style="list-style-type: none"> <li>• Demonstrate exemplary customer service, for example: problem solving, discretion, influencing, teamwork, suitable language use, etc.</li> </ul>
<b>S1.4</b>	Develop rapport with participants	<ul style="list-style-type: none"> <li>• Develop rapport with participants in a friendly and approachable manner whilst respecting equality and diversity.</li> </ul>
<b>S1.5</b>	Professional demeanour	<ul style="list-style-type: none"> <li>• Demonstrate a professional demeanour: e.g. dress, personal attributes, positive first impressions.</li> </ul>
<b>S1.6</b>	Communication	<ul style="list-style-type: none"> <li>• Demonstrate communication methods appropriate to the participant.</li> </ul>

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

<b>Ref</b>	<b>Knowledge and understanding:</b>	<b>A Coaching Assistant must:</b>
<b>K2.1</b>	The person	<ul style="list-style-type: none"> <li>• Identify the main things a Coaching Assistant should know about each individual participant: e.g. motivations, personal background, health background (physical and mental).</li> </ul>
<b>K2.2</b>	Inclusive coaching environment	<ul style="list-style-type: none"> <li>• Describe what makes an inclusive coaching environment.</li> <li>• Describe what makes an equitable coaching environment.</li> <li>• Describe how to positively manage participant's behaviour.</li> </ul>
<b>K2.3</b>	Duty of care	<ul style="list-style-type: none"> <li>• Describe the coaching assistant's role in the duty of care of the participant.</li> </ul>
<b>K2.4</b>	Specific equipment	<ul style="list-style-type: none"> <li>• Describe the different types of equipment: e.g. simple, complex, powered.</li> </ul>
<b>K2.5</b>	Safe systems of work	<ul style="list-style-type: none"> <li>• Explain normal operating procedures including: safe assembly, dismantling and storage of equipment, adhering to manufacturers and national governing body (NGB) guidelines, manual handling techniques, safe and serviceable equipment policies, environmental policies and maintenance inspection plans for specific equipment.</li> </ul>
<b>K2.6</b>	Personal safety	<ul style="list-style-type: none"> <li>• Identify any personal protective equipment required for the coaching assistant and participants.</li> <li>• Explain normal operating plans (NOP) and emergency action plans (EAP).</li> </ul>

<b>K2.7</b>	Hazards	<ul style="list-style-type: none"> <li>Identify hazards relating to facility, activity and people: e.g. weather impact, insufficient protective equipment, sudden cardiac death.</li> <li>Describe how to report a hazard.</li> </ul>
<b>K2.8</b>	Impact of coaching	<ul style="list-style-type: none"> <li>Describe how coaching has a wider impact upon participants and communities.</li> </ul>
<b>Ref</b>	<b>Skills:</b>	<b>A Coaching Assistant must be able to:</b>
<b>S2.1</b>	Engaging participants	<ul style="list-style-type: none"> <li>Engage with each individual participant in a safe and inclusive way.</li> <li>Identify basic learning theory to support personalised learning.</li> </ul>
<b>S2.2</b>	Supporting participants	<ul style="list-style-type: none"> <li>Demonstrate participant needs are being met.</li> </ul>
<b>S2.3</b>	Positive behaviour management	<ul style="list-style-type: none"> <li>Implement behaviour management strategies to support ongoing participant engagement.</li> </ul>
<b>S2.4</b>	Preparing for activities	<ul style="list-style-type: none"> <li>Demonstrate ability to safely prepare coaching activities appropriate to the participants.</li> </ul>
<b>S2.5</b>	Hazards	<ul style="list-style-type: none"> <li>Demonstrate appropriate action to deal with identified hazards based on the level of risk.</li> </ul>
<b>S2.6</b>	Assemble, dismantle and store equipment	<ul style="list-style-type: none"> <li>Demonstrate the application of safe systems of work for a range of specific equipment.</li> </ul>
<b>S2.7</b>	Teamwork	<ul style="list-style-type: none"> <li>Demonstrate teamwork skills when working with others.</li> </ul>
<b>S2.8</b>	Communication	<ul style="list-style-type: none"> <li>Demonstrate inclusive verbal, non-verbal and written communication whilst undertaking duties.</li> </ul>

### 3. The Coaching Assistant and their role within the organisation

<b>Ref</b>	<b>Knowledge and understanding:</b>	<b>A Coaching Assistant must:</b>
<b>K3.1</b>	Organisational structure and goals	<ul style="list-style-type: none"> <li>Describe the organisation's structure, lines of reporting, vision, mission and goals.</li> </ul>
<b>K3.2</b>	Roles and responsibilities	<ul style="list-style-type: none"> <li>Describe how the roles and responsibilities of colleagues within the organisation can support an effective coaching environment.</li> </ul>
<b>K3.3</b>	Own role	<ul style="list-style-type: none"> <li>Describe how to work whilst embracing professional boundaries, codes of conduct, own role, personal responsibilities and contribution: e.g. coaching the whole person.</li> </ul>
<b>K3.4</b>	Organisational role	<ul style="list-style-type: none"> <li>Explain the Coaching Assistant's role as part of a team in supporting the smooth operation of the coaching environment and coaching activities and services in line with organisational aims and objectives: e.g. normal operating plans (NOP), emergency action plans (EAP), risk assessments, supervision, customer charter, etc.</li> </ul>
<b>K3.5</b>	Motivations for coaching	<ul style="list-style-type: none"> <li>Express their own coaching motivations, reasons for coaching and what they are trying to achieve.</li> </ul>

<b>Ref</b>	<b>Skills:</b>	<b>A Coaching Assistant must be able to:</b>
<b>S3.1</b>	Problem solving	<ul style="list-style-type: none"> <li>• Demonstrate problem solving skills and use of own initiative, within professional boundaries, to support the smooth running of the coaching environment.</li> </ul>
<b>S3.2</b>	Time management	<ul style="list-style-type: none"> <li>• Demonstrate ability to prepare coaching activities to start and finish on time.</li> </ul>
<b>S3.3</b>	Communication and teamwork	<ul style="list-style-type: none"> <li>• Demonstrate different communication methods and referral to colleagues when outside own professional boundary.</li> <li>• Demonstrate teamwork skills.</li> </ul>
<b>S3.4</b>	Interpreting information	<ul style="list-style-type: none"> <li>• Demonstrate processing of information and how to follow instructions using professional judgement.</li> </ul>
<b>S3.5</b>	Working safely	<ul style="list-style-type: none"> <li>• Demonstrate conscientious working practices.</li> </ul>
<b>S3.6</b>	Motivations for coaching	<ul style="list-style-type: none"> <li>• Demonstrates that the motivation for coaching matches the participant's motivations.</li> </ul>

#### **4. Professional practice**

<b>Ref</b>	<b>Knowledge and understanding:</b>	<b>A Coaching Assistant must:</b>
<b>K4.1</b>	Conduct	<ul style="list-style-type: none"> <li>• Describe 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.</li> </ul>
<b>K4.2</b>	Ethics	<ul style="list-style-type: none"> <li>• Explain 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.</li> </ul>
<b>K4.3</b>	Legislation and organisational procedures	<ul style="list-style-type: none"> <li>• Identify current legislation and organisation procedures relevant to own role e.g.: data protection, participant confidentiality, conflict of interest, health and safety at work, disclosing and barring service (DBS), safeguarding children and adults at risk, equality and diversity, personal liability insurance, control of substances hazardous to health, reporting of injuries, diseases and dangerous occurrences regulations, electricity at work regulations, first aid regulations, individual organisational policies and procedures.</li> </ul>
<b>K4.4</b>	Good practice	<ul style="list-style-type: none"> <li>• Identify good practice regarding conduct, ethics and legislation and organisational procedures.</li> </ul>
<b>K4.5</b>	Developing self	<ul style="list-style-type: none"> <li>• Identify sources of support to develop themselves.</li> </ul>

Ref	Skills:	A Coaching Assistant must be able to:
S4.1	Ensure responsibility and professional duty of care to participants	<ul style="list-style-type: none"> <li>• Ensure participant safety and wellbeing at all times.</li> <li>• 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.</li> <li>• Demonstrate appropriate duty of care to participants.</li> </ul>
S4.2	Clarify roles and responsibilities	<ul style="list-style-type: none"> <li>• Demonstrate to the participant the Coaching Assistant's role, responsibilities and limitations in providing assistance: e.g. scope of practice, duty of care.</li> </ul>
S4.3	Developing self	<ul style="list-style-type: none"> <li>• Demonstrate a commitment to their own ongoing development.</li> </ul>

## 5. Prepare, deliver and review coaching activities

Ref	Knowledge and understanding:	A Coaching Assistant must:
K5.1	Prepare	<ul style="list-style-type: none"> <li>• Describe how to prepare safe and effective coaching activities, under the guidance of a coach, including core elements such as: <ul style="list-style-type: none"> <li>- Organisational requirements linked to the delivery of activities.</li> <li>- Sources of information that a Coaching Assistant can use when planning and preparing activities.</li> <li>- The types of information needed to plan activities.</li> <li>- How to plan and record activities that will help the participants achieve their aims.</li> <li>- How to assess individual needs including those related to disability.</li> <li>- Why goals should be linked, progressive and consistent with the overall aims of the activity.</li> <li>- The process and considerations for planning a balance of activities and coaching methods for each activity that will motivate the participants and achieve the planned goals for individuals and groups.</li> <li>- The importance of planning realistic timings, sequences, intensity and duration of activities.</li> <li>- The types of resources and equipment you need to deliver the activities.</li> <li>- The importance of organising resources for the planned activities, checking that they meet specific rules and regulations.</li> <li>- The importance of producing a contingency plan or amending an activity based on a risk assessment.</li> <li>- Where to refer any participant whose needs and potential you cannot meet to a competent person or agency.</li> </ul> </li> </ul>

Ref	Knowledge and understanding:	A Coaching Assistant must:
K5.2	Delivery	<ul style="list-style-type: none"> <li>• Describe how to deliver safe and effective coaching activities, under the guidance of a coach, including core elements such as: <ul style="list-style-type: none"> <li>- The Coaching Assistant's responsibilities during an activity including: <ul style="list-style-type: none"> <li>○ Health and safety requirements.</li> <li>○ Organisational procedures.</li> <li>○ Techniques.</li> <li>○ Skill development.</li> <li>○ Rules and codes for the activities you are leading.</li> </ul> </li> <li>- How to prepare participants for an activity.</li> <li>- The process of starting an activity.</li> <li>- How to assess participants' readiness to participate in an activity</li> <li>- The importance of confirming and, if necessary, revising the plans for an activity.</li> <li>- The importance of agreeing the goals with the participants and explaining the rationale, implementation and review process.</li> <li>- The importance of continually providing participants with information about the activity and how it supports their goals and aspirations.</li> <li>- The value, purpose and delivery of warm-up activities and the importance of ensuring the delivery of warm-up activities that are linked to the goals of the activity.</li> <li>- How to identify specific technical content or activities based on participants' needs.</li> <li>- How to deliver planned activities.</li> <li>- The process of setting goals, and awareness of SMART (or other) goals.</li> <li>- How to give clear and correct demonstrations and explanations of skill development and development of mental skills.</li> <li>- The importance of ensuring all participants have the opportunity to take part in the planned activities.</li> <li>- Why it is important to observe the performance of participants during the activity.</li> <li>- The importance of taking account of participant feedback and contributing to feedback on the participant's performance.</li> <li>- How to ensure participant and others' safety is maintained.</li> <li>- The importance of adapting your activity where required to meet the needs of the participants.</li> <li>- The value, purpose and delivery of cool-down activities and the importance of ensuring the delivery of cool-down activities that are linked to the goals of the activity.</li> <li>- How to conclude activities.</li> <li>- Why it is important to ensure that participants have the information they require about future activities.</li> <li>- The importance of leaving the venue and equipment in a condition acceptable for future use.</li> </ul> </li> </ul>



<b>Ref</b>	<b>Knowledge and understanding:</b>	<b>A Coaching Assistant must:</b>
<b>K5.3</b>	Evaluation	<ul style="list-style-type: none"> <li>• Describe how to evaluate safe and effective coaching activities, under the guidance of a coach, including core elements such as:               <ul style="list-style-type: none"> <li>- The purpose and importance of continual review of activities.</li> <li>- The types of information that a Coaching Assistant needs to collect to review activities.</li> <li>- How to identify valid sources of feedback from others to aid your review.</li> <li>- How to improve the preparation and delivery of future activities for participants and self.</li> <li>- The importance of discussing and agreeing the outcome of the review with participants and others.</li> <li>- The importance of reviewing all aspects of the planning and delivery of activities.</li> <li>- How to use self-reflective processes to quality assure and identify any development actions that may be required.</li> <li>- Factors that impact on the ability to identify own development needs.</li> <li>- The types of development activities that are available to Coaching Assistants and how to access these.</li> <li>- How to complete a development plan and the importance of recording the outcomes of your review for future reference.</li> <li>- How to use information taken from the review to improve future activities.</li> <li>- When and how you would adapt future activities to meet the outcomes of your review.</li> <li>- How to measure the quality of the coaching experience and participants' development.</li> </ul> </li> </ul>

<b>Ref</b>	<b>Skills:</b>	<b>A Coaching Assistant must be able to:</b>
<b>S5.1</b>	Prepare	<ul style="list-style-type: none"> <li>• Prepare delivery of safe and effective coaching activities, under the guidance of a Coach, to include the Coaching Assistant's ability to:               <ul style="list-style-type: none"> <li>- Collect and record the information needed to prepare activities.</li> <li>- Identify participant needs and implications for preparation.</li> <li>- Identify the overall activity aims.</li> <li>- Prepare activities that will help the participants achieve their aims.</li> <li>- Ensure goals are linked, progressive and consistent with the overall aims.</li> <li>- Prepare tasks for each activity that will motivate the participants and achieve the planned goals.</li> <li>- Agree the overall aims of the activity with the participants and others.</li> <li>- Organise resources for your planned activities.</li> <li>- Support the implementation of a contingency plan or amend the activity, based on a risk assessment, and professional boundaries.</li> <li>- Refer any participants whose needs you cannot meet to a competent person or agency.</li> </ul> </li> </ul>

Ref	Skills:	A Coaching Assistant must be able to:
S5.2	Delivery	<ul style="list-style-type: none"> <li>• Deliver safe and effective coaching activities, under the guidance of a coach, to include Coaching Assistant's ability to:               <ul style="list-style-type: none"> <li>- Adhere to the guidelines and procedures for safeguarding and protecting children and vulnerable adults at risk.</li> <li>- Prepare participants for activities.</li> <li>- Assess participants' readiness to participate.</li> <li>- Confirm and, if necessary, revise your plans for the activity.</li> <li>- Explain and agree the goals with the participants.</li> <li>- Provide participants with information about the activity and how it supports their goals.</li> <li>- Deliver warm-up activities linked to the goals of the activity.</li> <li>- Provide technical explanations and demonstrations that meet the needs of the participants.</li> <li>- Identify specific technical content or activities based on participants' needs.</li> <li>- Ensure all participants have the opportunity to take part in the planned activities.</li> <li>- Observe and analyse the participants' performance.</li> <li>- Provide the participants with feedback on their performance.</li> <li>- Ensure the maintenance of the safety of participants and others.</li> <li>- Adapt your coaching activity where required to meet the needs of the participants.</li> <li>- Deliver cool down activities linked to the goals of the activity.</li> <li>- Agree personal development needs with the participants.</li> <li>- Make sure the participants have the information they require about future activities.</li> <li>- Leave the venue and equipment in a condition acceptable for future use.</li> </ul> </li> </ul>
S5.3	Ongoing Review	<ul style="list-style-type: none"> <li>• Review safe and effective coaching activities, under the guidance of a coach, to include the Coaching Assistant's ability to:               <ul style="list-style-type: none"> <li>- Conduct reviews at timely opportunities.</li> <li>- Collate evidence to support the review of the activities.</li> <li>- Identify how to improve the planning and delivery of future activities for participants and self.</li> <li>- Discuss and agree your review with participants and others.</li> <li>- Record your review.</li> <li>- Adapt future activities to meet the outcomes of your review.</li> </ul> </li> </ul>

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

Ref	Knowledge and understanding:	A Coaching Assistant must:
K6.1	Organisational policies and procedures	<ul style="list-style-type: none"><li>• Explain organisational policy and procedures including:<ul style="list-style-type: none"><li>- Normal operating plans (NOP).</li><li>- Emergency action plans (EAP).</li><li>- Risk assessment.</li><li>- Admissions policy.</li><li>- Equality and diversity.</li></ul></li></ul>
K6.2	Legal and regulatory requirements	<ul style="list-style-type: none"><li>• Understand key legal and regulatory requirements: e.g.<ul style="list-style-type: none"><li>- Equality Act 2010.</li><li>- Children's Act 1989.</li><li>- Children's Act 2004.</li><li>- The Care Act 2014.</li><li>- Mental Capacity Act 2005.</li><li>- Data Protection Act 1998.</li><li>- General Data Protection Regulations.</li></ul></li></ul>
Ref	Skills:	A Coaching Assistant must be able to:
S6.1	Sector Guidance	<ul style="list-style-type: none"><li>• Demonstrate adherence to sector guidance including:<ul style="list-style-type: none"><li>- National governing body.</li><li>- Health and Safety Executive.</li><li>- Sport England.</li><li>- Child Protection in Sport Unit.</li></ul></li></ul>

## 7. Acknowledgements

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