



Coach

OCCUPATION PROFESSIONAL STANDARD



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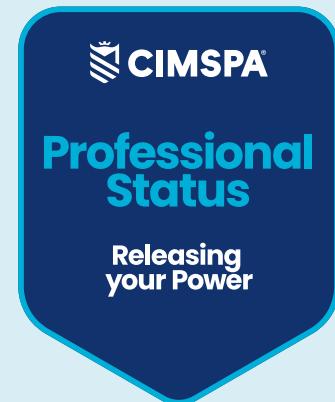
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Evidencing this
occupation professional
standard enables
professional status for:

PRACTITIONERS

1. Overview

1.1 Occupation professional standard: Coach

This professional standard outlines the occupation and scope of a Coach and the essential knowledge, understanding and skills that are needed to perform the role.

This standard provides guidance for:

- the development of education products that can be submitted for CIMSPA endorsement
- relevant level descriptors.

This standard can also be a useful tool for employers to curate job descriptions, use as an appraisal tool, help with training needs analysis or for developing career planning frameworks.

The Coach occupation sits in the sport and physical activity sector as part of the community sport and performance sport industries.

The agreed industry prerequisite to become a Coach to have achieved a CIMSPA-endorsed education product or products that evidence required competency statements within this professional standard.

This professional standard is underpinned by the principles of inclusive practice, equity, and respect for individual dignity. Coaches are expected to recognise and respond to the diversity of individuals' backgrounds, lived experiences, and health journeys.

1.2 Endorsed qualification logo

Education products that evidence the competency statements of this CIMSPA professional standard will display this CIMSPA endorsement logo.



2. Occupational competence and professional status

2.1 Occupation context

The role of a Coach is to improve a participant's experience of sport and physical activity by providing specialised support and guidance aligned to their participants' individual needs.

Coaches can, and do, have an inspirational effect on individuals, groups and communities.

They independently plan, prepare, deliver, and review coaching sessions within the sport and physical activity sector.

They ensure that the coaching environment is designed to meet a participant's rights and welfare needs and allow them the opportunity to achieve their goals and to meet their aspirations.

The participant's holistic development as a person is central to the Coach's activity. This means actively listening to the participant's opinions, giving them a voice and choice within the coaching environment. The Coach adapts sessions to the participant's needs and champions inclusivity.

They work with participants, and potentially a range of others (such as other coaches, colleagues, volunteers, parents, guardians, carers, teachers, youth workers and health professionals), to ensure the experience is the very best it can be.

This professional standard sets out the core knowledge, understanding and skills required for a Coach to deliver safe, inclusive and enjoyable sessions to their participants. Evidencing this professional standard can be the starting point towards becoming recognised as an expert Coach, for example:

- Coach Chartered Senior Practitioner
- High Performance Coach Chartered Practitioner

Coaches should seek to hone their knowledge and skills regarding the populations (for example Working with Children) and environments (for example Coaching in High Performance) that they work within as their career progresses by undertaking further CIMSPA endorsed training.

2.2 What those who have evidenced this standard know and can do

Those who have evidenced this professional standard:

- Understand how to independently plan, deliver and reflect upon safe, inclusive and enjoyable coaching sessions, meeting the needs of their participants.
- Have demonstrated the ability to consistently plan, deliver and reflect upon safe, inclusive and enjoyable coaching sessions, meeting the needs of their participants, independently.

2.3 Professional status

Individuals who have evidenced all required competency statements in this professional standard will meet the requirements to hold the professional status of:

- Coach Practitioner

Evidencing competency statements is typically achieved by completing a CIMSPA-endorsed educational product or products.

By evidencing this professional standard, it provides the Coach opportunity for future progression which may enable them to achieve a higher grade of professional status such as:

- Coach Advanced Practitioner
- Coach Senior Practitioner

3. Standard-specific product development guidance

3.1 Product development guidance

CIMSPA education partners developing education products that evidence completion of this professional standard should reference the following guidance:

[CIMSPA Product Development Guidance](#)

3.2 Education product usage and combinations

This professional standard can be used as follows:

- to create a standalone education product that can be used as evidence to gain practitioner professional status, for example:
 - Coach Qualification
- combined with a specialism to form an educational product, for example:
 - occupation: Coach
 - population specialism: Working with Children
- combined with additional specialism(s) to form an educational product, for example:
 - occupation: Coach
 - environment specialism: Working in the School Environment (Out of Curriculum)
 - population specialism: Working with Children.

This may then open opportunities to gain a higher grade of professional status, for example advanced or senior practitioner.

3.3 Assessment minimums

Education partners should determine the total qualification time for the qualification/unit and outline the minimum requirements for practical assessment.

For the role of Coach, the minimum practical requirements have been outlined as below.

Knowledge and understanding

Education partners need to ensure that all the knowledge and understanding learning and assessment requirements are assessed via formative or summative assessment. A sufficient range of these requirements must be assessed via summative assessment.

Skills

All learners must be assessed summatively against all the skill-related learning and assessment requirements, that they can consistently undertake the following:

- Plan a series of safe, inclusive and enjoyable coaching sessions that are appropriate to the participant's rights and needs.
- Deliver safe, inclusive and enjoyable coaching sessions that are appropriate to the participant's rights and needs.
- Review the effectiveness of the coaching sessions during and after, identify how to improve future sessions.

This information will be captured within the mapping document and reviewed as part of the CIMSPA endorsement process to ensure suitability.

3.4 Assessment authenticity

It is essential that practical assessment is authentic.

Practical assessment must be conducted where possible in a real-world environment – ideally, ‘on the job’ at work, or an environment that is as close to being as ‘real world’ as possible.

- Practical assessments should be conducted using suitable participants.
- Where possible these participants should be those the learner regularly coaches or teaches, or similar types of participants.
- To maintain authenticity the participants must not be friends or family, and where practically possible not other learners.

For the role of Coach this could include, for example, undertaking coaching sessions with a group of children (population) as part of after-school (out of curriculum) provision (environment).

Reasonable adjustments can be applied where specific circumstances make this impractical, for example delivery in the prison sector.

3.5 Quality assurance

Education providers must ensure that their quality assurance meets the appropriate regulators’ guidance. This includes internal and external quality assurance processes, appropriate staffing requirements and assessment generation/evidence.

3.6 Level descriptors

The table below shows level descriptors and explanations of what can be expected from a learner on completion of an education product evidencing knowledge and skills for employment in the sector occupation of:

- Coach

These are intended to be directive, rather than prescriptive, to avoid simply reproducing identical language in the education partner’s design approach, without considering the intent and purpose of the education partner’s product and therefore help with benchmarking expected outcomes.

For this standard the level descriptor is:

- Technical Group 2 Practitioner (level 3 equivalent)

Further information

Education providers seeking CIMSPA endorsement for a product against this occupation professional standard are asked to determine and justify the level of the product they have developed, in line with guidance provided by the level descriptor below.

Where a provider is seeking CPD endorsement, covering part of the professional standard with competency assessment included, the same level of assessment rigour must be applied as described in the level descriptors. Evidence of the type and rigour of assessment must be presented as part of CIMSPA’s CPD endorsement process.

Please refer to the [product development guidance](#) for further information.

Level Descriptors Technical Group 2 Practitioner (level 3 equivalent)

Descriptors	Generic operational context
Responsibility and level of expected autonomy	<ul style="list-style-type: none">Ability and authority to make independent decisions based on area of work and responsibility.Operates in a predictable and defined context with an agreed scope and level of autonomy.
Representative tasks and duties	<ul style="list-style-type: none">Preparing or presenting standard reports.Independent completion of clearly defined routine and non-routine tasks.Supervising standard operational services and monitoring progress.Scheduling and setting targets.Coordinating or contributing to resource planning or projects.
Level of knowledge and understanding	<ul style="list-style-type: none">Demonstrates factual, procedural, and theoretical knowledge and understanding of a subject or field of work which is pre-defined (theories, ideas, concepts) but wide ranging in relation to techniques, facts, terminology, and equipment essential to the role and wider sector.Awareness of different perspectives or approaches within the area of study or work.
Professional and practical skills (level of complexity)	<ul style="list-style-type: none">Practical and technological depth of understanding of professional skills and context.Organises and communicates information, using predefined criteria, to audiences in familiar contexts.Completes tasks which may be complex and non-routine.Applies an awareness of pre-defined ethical values and issues to personal decisions and actions in familiar contexts.
Transferable skills	<ul style="list-style-type: none">Reviews effectiveness of chosen methods and actions.Interprets and evaluates relevant information and ideas.Identifies personal strengths and weaknesses as they apply to work in hand or future plans.Adaptable behaviour.Ethical awareness.Solves problems which may sometimes be complex and non-routine.

4. Learning and assessment requirements

4.1 Key areas

This section outlines the key areas of learning and assessment (knowledge, understanding and skills) that should be contained within any educational product seeking CIMSPA endorsement against this occupation professional standard.

There are four key areas of knowledge, understanding and skills for the occupation of:

- Coach

All are interconnected and mandatory. The key areas are:

- Key area 1: Professional practice
- Key area 2: Planning and preparation
- Key area 3: Delivery
- Key area 4: Review

4.2 Assessment coverage

Where examples: “for example” are used in the competency statement tables below this is to provide an overview of the knowledge, understanding 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.

Key area 1: Professional practice

Coaches operate in ever changing and evolving sport environments where their professional practice is shaped and influenced by numerous interrelated factors.

- To succeed and ensure participants receive the best possible experience, it is important that coaches are aware of their duty of care for their participants, and their own professional conduct.
- Likewise, a coach will need to be familiar with key legislation that impacts upon the role.
- Finally, a coach will appreciate the need for regular, ongoing training and education, to ensure they remain current and are aware of what constitutes good professional practice.

Ref	Knowledge and understanding	Competency statements – a Coach must:
K1.1	Duty of care to participants	<ul style="list-style-type: none">• describe the Coach's role in the duty of care of the participant.
K1.2	Duty of care to themselves	<ul style="list-style-type: none">• explain the importance of a Coach emphasising their own safety, mental health and wellbeing.
K1.3.1		<ul style="list-style-type: none">• describe key concepts related to mental health, to include:<ul style="list-style-type: none">– mental health– mental wellbeing– mental health problems.
K1.3.2	Mental health awareness	<ul style="list-style-type: none">• recognise professional boundaries and identify which specialists can provide additional health and wellbeing support.
K1.3.3		<ul style="list-style-type: none">• describe how to provide relevant support to an individual struggling with their mental health, to include:<ul style="list-style-type: none">– the immediate support a Coach can offer– the process for signposting to professional support services.

Ref	Knowledge and understanding	Competency statements – a Coach must:
K1.4	Professional conduct	<ul style="list-style-type: none">• describe how to conduct themselves and portray a professional image within the scope of the role, for example:<ul style="list-style-type: none">– attire– being respectful of participants and others– being a positive role model– motivating and inspiring– honest and trustworthy– committed– non-judgemental– working with others, for example:<ul style="list-style-type: none">○ coaches○ parents○ guardians○ carers○ other staff members.

Ref	Knowledge and understanding	Competency statements – a Coach must:
K1.5	Key legislation and policy	<ul style="list-style-type: none"> ● summarise how current legislation and policy informs the duties, obligations and responsibilities of a Coach, within their own context, for example: <ul style="list-style-type: none"> – legislation: <ul style="list-style-type: none"> ○ Children's Act (1989 and 2004) ○ Children and Young People (Scotland) Act (2014) ○ Criminal records checks: <ul style="list-style-type: none"> - Disclosure and barring service - Protecting vulnerable groups - AccessNI ○ Equality Act (2010) ○ General Data Protection Regulations (2018) ○ Health and Safety at Work Act (1974) ○ Well-being of Future Generations (Wales) Act (2015) – policies: <ul style="list-style-type: none"> ○ Code of conduct for coaches ○ Normal operating procedures (NOP) or standard operating procedures (SOP) ○ Insurance requirements.
K1.6	Developing self	<ul style="list-style-type: none"> ● describe the importance of committing to your own ongoing development (both formal and informal learning opportunities) to maintain currency of coaching practice, for example: <ul style="list-style-type: none"> – CIMSPA endorsed training – communities of practice – qualifications – webinars – workshops.

Ref	Knowledge and understanding	Competency statements – a Coach must:
K1.7	Ethics of coaching	<ul style="list-style-type: none"> consider how a coach's principles, morals and values impact upon their coaching behaviours, within their current scope of practice, for example: <ul style="list-style-type: none"> conscious or unconscious bias and its impact on practice conflicts of interest, for example – son or daughter/significant other in coaching sessions how intrinsic (for example enjoyment, accomplishments) and extrinsic (for example money, badges) motivation affect participants engagement, enjoyment and learning how process (performance) or product (results) orientations impact participants enjoyment, engagement and learning adopting a person-centred approach to coaching practice promoting clean sport by educating participants about the dangers of performance enhancing substances.
K1.8.1		<ul style="list-style-type: none"> describe what a coaching philosophy is.
K1.8.2		<ul style="list-style-type: none"> explain the importance of a coach establishing their own coaching philosophy.
K1.8.3	Coaching philosophy	<ul style="list-style-type: none"> explain how a coaching philosophy can be created, for example: <ul style="list-style-type: none"> exploring how does a coach's principles and values inform a coaching philosophy exploring individual's reasons for coaching exploring what factors inform a coach's coaching practice, for example: <ul style="list-style-type: none"> qualifications CPD past experiences.

Ref	Skills	Competency statements – a Coach must:
S1.1	Professional practice	<ul style="list-style-type: none"> demonstrate good application of professional practice within the role of a coach regarding conduct, ethics and key legislation.

Key area 2: Planning and preparation

Coaches are responsible for the effective planning to ensure safe, inclusive and enjoyable coaching sessions. Coaches are required to carefully design sessions that supports the engagement and learning of their participants, inspiring them to want to return and embedding a lifelong passion for sport and physical activity. To achieve this, coaches will need to carefully consider the needs of their participants, including factors that maintain their safety throughout the sessions.

Ref	Knowledge and understanding	Competency statements – a Coach must:
K2.1	The participant(s)	<ul style="list-style-type: none">identify aspects about the individual participant(s) that the coach should know prior to a coaching session to ensure that their sessions are person-centred, for example:<ul style="list-style-type: none">motivation of the participantsprevious experiencepersonal backgroundmedical history.
K2.2.1	Hazards and risk assessment	<ul style="list-style-type: none">identify potential hazards which could relate to a coaching session. This could include:<ul style="list-style-type: none">the facilityactivitiespeople (peers, parents, guardians, carers, spectators, other coaches and the coach).
K2.2.2		<ul style="list-style-type: none">describe how to undertake a risk assessment to minimise hazards.
K2.3.1		<ul style="list-style-type: none">describe how a scheme of work is used in relation to longer term planning, to include:<ul style="list-style-type: none">overarching aimsindividual session topics.
K2.3.2	Longer term planning	<ul style="list-style-type: none">explain how an individual session complements a longer-term learning programme, for example:<ul style="list-style-type: none">a coaching curriculumthe physical education national curriculuma multi-sports curriculum.

Ref	Knowledge and understanding	Competency statements – a Coach must:
K2.4.1	Planning coaching sessions	<ul style="list-style-type: none"> • consider how to plan a series of safe, inclusive and enjoyable coaching sessions, to include: <ul style="list-style-type: none"> – appropriate aims and objectives – appropriate resources/equipment – appropriate activities to meet the aims and objectives of the coaching session which inspire participant(s) engagement – appropriate timings, sequencing, intensity and duration of activities for the participant(s) – appropriate range of intervention strategies to ensure participant(s) learning, considering progressions and regressions.
K2.4.2		<ul style="list-style-type: none"> • explain how a coaching plan is dynamic and subject to change once the session is in progress.
K2.5	Preparing coaching sessions	<ul style="list-style-type: none"> • describe how to prepare safe, inclusive and enjoyable coaching sessions based upon: <ul style="list-style-type: none"> – facility/area available – resources – weather.

Ref	Skills	Competency statements – a Coach must:
S2.1	Hazards and risk assessment	<ul style="list-style-type: none"> • demonstrate appropriate action to deal with hazards based on the level of risk (risk assessment).
S2.2	Longer term planning	<ul style="list-style-type: none"> • create a basic scheme of work for a series of coaching sessions, to include: <ul style="list-style-type: none"> – overarching aims – individual session topics.
S2.3	Planning coaching sessions	<ul style="list-style-type: none"> • develop individual session plans for a series of safe, inclusive and enjoyable coaching sessions, to include: <ul style="list-style-type: none"> – appropriate aims and objectives – appropriate resources/equipment – appropriate activities to meet the aims and objectives of the coaching session which inspire participant(s) engagement – appropriate timings, sequencing, intensity and duration of activities for the participant(s) – an appropriate range of intervention strategies to support participant(s) learning, considering progressions and regressions.

Key area 3: Delivery

Coaches are responsible for the effective delivery of coaching sessions, ensuring that the sessions are safe, inclusive and enjoyable. Coaches are required to inspire and motivate participants throughout their sessions, developing a positive rapport with all, alongside developing their participants knowledge and skills.

Ref	Knowledge and understanding	Competency statements – a Coach must:
K3.1.1		<ul style="list-style-type: none">• explain the importance of building a positive rapport with the participants to inspire engagement.
K3.1.2	Participant engagement	<ul style="list-style-type: none">• explain the importance of being accessible and approachable to participants.
K3.1.3		<ul style="list-style-type: none">• describe how behaviour management strategies support ongoing participant engagement within the coaching session.
K3.2.1		<ul style="list-style-type: none">• explain the importance of effective communication in the coaching session.
K3.2.2	Communication	<ul style="list-style-type: none">• describe how to adapt communication methods to meet the needs of participants from differing backgrounds, cultures or sport/activity experience.
K3.3.1		<ul style="list-style-type: none">• describe what the key components of a safe coaching environment are.
K3.3.2	A safe coaching environment	<ul style="list-style-type: none">• describe how to safely prepare and subsequently dismantle and store equipment following the coaching sessions.
K3.4	An inclusive coaching environment	<ul style="list-style-type: none">• describe what makes an inclusive coaching environment, to include:<ul style="list-style-type: none">– being person-centred (providing a voice and choice to participants)– meeting the participants individual needs (ensuring the motivation for all participants is considered and that the challenge point for all is appropriate)– engaging for all (considering the holistic development of the participant).
K3.5.1	An enjoyable coaching environment	<ul style="list-style-type: none">• describe what the key components are to ensuring that the coaching environment is enjoyable.
K3.5.2		<ul style="list-style-type: none">• explain the benefits of providing an enjoyable coaching environment.

Ref	Knowledge and understanding	Competency statements – a Coach must:
K3.6.1		<ul style="list-style-type: none"> describe the process of starting a session effectively (introductions, sharing aims/objectives/participant readiness).
K3.6.2	Starting and concluding sessions	<ul style="list-style-type: none"> explain the value and purpose of a warm-up.
K3.6.3		<ul style="list-style-type: none"> explain the value and purpose of a cool-down.
K3.6.4		<ul style="list-style-type: none"> describe how to conclude a session effectively.
K3.7.1		<ul style="list-style-type: none"> describe suitable intervention strategies for use within a coaching session.
K3.7.2	Intervention strategies and adaptations	<ul style="list-style-type: none"> explain the importance of utilising a range of intervention strategies to aid participant learning.
K3.7.3		<ul style="list-style-type: none"> explain the importance of adapting your sessions to meet the individual needs of the participants.

Ref	Skills	Competency statements – a Coach must:
S3.1	Participant engagement	<ul style="list-style-type: none"> • demonstrate a positive rapport with participants that supports enjoyable coaching sessions, inspiring participants to return to further sport and/or physical activity sessions.
S3.2.1		<ul style="list-style-type: none"> • demonstrate communication methods appropriate to the participant to support the participants learning and enjoyment of the coaching sessions.
	Communication	
S3.2.2		<ul style="list-style-type: none"> • demonstrate effective two-way communication, including active listening and encouraging participant input.
S3.3.1	Safe, inclusive and enjoyable sessions	<ul style="list-style-type: none"> • demonstrate the safety of participants and others throughout coaching sessions.
S3.3.2		<ul style="list-style-type: none"> • demonstrate an ability to deliver enjoyable and inclusive coaching sessions.
S3.4	Professional demeanour	<ul style="list-style-type: none"> • demonstrate a professional demeanour, to include: <ul style="list-style-type: none"> – attire – personal attributes – positive first impressions.
S3.5.1		<ul style="list-style-type: none"> • demonstrate safe assembly and/or setting out of equipment relevant to the coaching sessions.
S3.5.2		<ul style="list-style-type: none"> • demonstrate effective start to sessions, to include: <ul style="list-style-type: none"> – session briefing – warm up.
	Starting and concluding sessions	
S3.5.3		<ul style="list-style-type: none"> • demonstrate effective conclusions to sessions, to include: <ul style="list-style-type: none"> – cool down – session conclusion.
S3.5.4		<ul style="list-style-type: none"> • demonstrate safe dismantle and storage of equipment after the coaching sessions.
S3.6.1		<ul style="list-style-type: none"> • demonstrate an effective use of intervention strategies to aid participant learning.
S3.6.2	Intervention strategies and adaptations	<ul style="list-style-type: none"> • demonstrate an ability to effectively adapt sessions, where required, to meet the needs of the participants.

Key area 4: Review

An integral component to the coaching process is the effective review and reflection on coaching sessions. Coaches have a responsibility to deliver safe, effective and inclusive sessions and the effective reviewing and reflection on sessions allows for continuous improvement. Coaches should seek feedback from their participants to ensure that their reflections align with those of their participants.

Ref	Knowledge and understanding	Competency statements – a Coach must:
K4.1.1	Participant feedback	<ul style="list-style-type: none">• explain the importance of gaining participant(s) feedback to inform future sessions.
K4.1.2		<ul style="list-style-type: none">• describe methods to obtain participant(s) feedback.
K4.2	Reflection of coaching sessions	<ul style="list-style-type: none">• describe how to reflect upon coaching sessions, to include:<ul style="list-style-type: none">– reflecting on the effectiveness of coaching sessions whilst they are ongoing (during) to continually question:<ul style="list-style-type: none">○ if they are meeting the aims and objectives set○ if the participants are engaged and learning○ if they are meeting the participants individual needs– reflecting on own coaching practice following sessions to:<ul style="list-style-type: none">○ consider if the sessions met their aims and objectives○ consider if the sessions met the participants' individual needs– identifying how to improve the planning and delivery of future coaching sessions.

Ref	Skills	Competency statements – a Coach must:
S4.1	Participant feedback	<ul style="list-style-type: none"> • collect and collate participant(s) feedback to inform future sessions.
S4.2	Reflection of coaching session	<ul style="list-style-type: none"> • reflect on coaching sessions, to include: <ul style="list-style-type: none"> – reflection whilst the coaching sessions are ongoing, evaluating its effectiveness: <ul style="list-style-type: none"> ○ is the session meeting its aims and objectives ○ are the participants engaged and learning ○ is the coach meeting participants' individual needs – reflection on own coaching practice in relation to the coaching sessions meeting their aims and objectives – did the coach adopt appropriate coaching behaviours, intervention strategies and communication skills to enable the aims and objectives to be met – identifying how to improve the planning and delivery of future coaching sessions, for example how could future sessions be improved.

5. Glossary

Term	Definition
Coaching philosophy	A coaching philosophy is a set of beliefs, values, and principles that guide a coach's approach to their coaching practice.
Duty of care	A duty of care is a legal or ethical obligation to ensure the safety and well-being of others, preventing harm through reasonable actions.
Enjoyable	A pleasurable and engaging environment, characterised by active participation, with appropriate positive reinforcement throughout.
Ethics of coaching	These encompass the principles and values that guide a sports coach's behaviour within the coaching environment.
Formative assessment	Also known as assessment for learning, this is an ongoing, developmental process that takes place during teaching and learning. It helps tutors and learners identify strengths, weaknesses, and progress, allowing teaching to be adapted and learners to respond to feedback. Formative assessments are designed to support learning without directly contributing to final grades and can be either formal or informal.
Holistic	Holistic development refers to nurturing the overall growth and well-being of an individual, encompassing their physical, emotional, social, and cognitive aspects.
Inclusive	A supportive and welcoming coaching environment is where all participants feel valued and have an opportunity to reach their potential.

Term	Definition
Intervention strategies	The deliberate act of providing participants with targeted feedback, support, and/or an appropriate level of challenge to ensure that learning is taking place.
Learning	The participants are acquiring, consolidating and applying knowledge and skills throughout the sessions. This can be from the cognitive, affective or psychomotor domains of learning.
Rights	Rights refers to the fundamental rights everyone has as recognised by the United Nations. These include the human rights contained within the United Nations Universal Declaration of Human Rights (UDHR) as well as specific rights for particular groups such as children's rights, disabled people's rights, and women's rights.
Safe	A safe coaching environment is one that is free from physical and emotional harm, whereby proactive measures have been taken before, during and after the session to ensure the well-being of all the participants.
Scheme of work	A longer-term plan that outlines a curriculum over a period of time.
Summative assessment	Also known as assessment of learning, this is an evaluative process that measures what a learner has achieved at the end of a period of learning (for example a unit, module, or course). It evaluates performance against clear, published criteria to determine how well the learner has met the intended learning outcomes.

6. Acknowledgements

CIMSPA values the contributions of all partners, board and committee members in the development and review of this professional standard.



Shaping a recognised, valued
and inclusive sport and
physical activity sector that
everyone can be a part of.

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