



Wirral Met College

The background of the cover is a photograph of a male sports coach in an orange t-shirt interacting with a group of young athletes, also in orange t-shirts, on a grassy field. The coach is smiling and looking down at something in his hands, while the athletes are looking at him with interest. One boy is laughing. The scene is outdoors on a sunny day.

Sports Coach Level 4

Apprenticeship Standard

wmc.ac.uk/apprenticeships

Overview

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

Sports coaches aim to provide meaningful and high-quality learning, development and performance experiences. They work to increase participation, raise educational standards, enhance wellbeing and drive social change.

School sports coaches profile children's cognitive, social, emotional and physical development needs. They measure psychomotor, technical and tactical skills in a range of physical activity contexts drawn from the Department for Education's National Curriculum to enable physical education targets to be agreed. These results are used to create a high-level curriculum plan that considers school term schedules and a 'whole child' development approach.

Community sports coaches design and deliver coaching programmes that deliver sport and physical activity through community initiatives or clubs.



Duration:

18 months + 3 months for the End Point Assessment

Entry Guidelines:

English & maths at GCSE grade A*-C/4-9 or Functional Skills Level 2

NB All apprenticeship standards require apprentices to provide evidence of their English and maths grades before they can progress through the Gateway to their End Point Assessment and achieve the apprenticeship qualification.



Sports Coach Level 4

Course Overview

Pre-programme	On Programme Learning covering Skills, Knowledge & Behaviours	Gateway	Independent End Point Assessment
Initial assessment English & Maths	Sports Coach Level 4 course (Day release, Hamilton Campus)	<ul style="list-style-type: none"> English Level 2 Maths Level 2 	<ul style="list-style-type: none"> Coaching session observation
Skills Scan	Portfolio of evidence to be built during the programme	<ul style="list-style-type: none"> E-portfolio of evidence 	<ul style="list-style-type: none"> Project & Presentation
Induction with Trainer Assessor	On programme Assessments & Reviews: <ul style="list-style-type: none"> 6-8 weekly sessions with Trainer Assessor. 8-10 weekly Progress Reviews with apprentice and employer. 		<ul style="list-style-type: none"> Professional Discussion

Course Details

This apprenticeship programme is designed to develop the knowledge, skills and behaviours required to be an effective Sports Coach.

The knowledge element of the course will cover the following Core occupation duties:

Duty 1

Develop and update own coaching philosophy and strategies through professional practice, continuous development and self-review.

Duty 2

Develop and implement evidence-based, progressive coaching systems that comply with all relevant and current legislation, statutory guidance, sector standards and codes.

Duty 3

Use up-to-date knowledge of wider issues affecting the coaching environment to proactively influence best practice across the coaching team.

Duty 4

Utilise and collaborate with industry-wide support networks and internal team members to ensure the most effective coaching services are delivered to participants.

Duty 5

Use appropriate enquiry and profiling techniques to create a learning and development curriculum that considers participants' unique needs, targets and/or goals, whilst building trust.

Duty 6

Provide support to participants and the wider coaching team through progressive coaching programmes, at events or competitions.

Duty 7

Promote holistic wellbeing within coaching practice to control/contain stressors experienced by participants in the coaching environment.

Duty 8

Facilitate learning and skill acquisition of participants by creating positive coaching environments that apply learning theories, behaviour management techniques, technological advancements and wider support mechanisms.

Duty 9

Measure the impact of coaching strategies on participants' sustainable engagement and development and evaluate effectiveness of own performance on the wider coaching team, organisation and sport.

And the School Coach duties:

Duty 18

Maintains up-to-date knowledge of education standards, trends, frameworks, paradigms and contemporary influences.

Duty 19

Deliver appropriate coaching pedagogies and processes that align to national physical education curriculum and considers the school context, category, culture, strategies and regulatory constraints.

Duty 20

Profile development needs to set and monitor physical education targets and plans based on measurement of participants' cognitive, physical, social, emotional [whole child] attributes and psychomotor skills.

Duty 21

Ensure the design and delivery of high-quality, inclusive curricular and extracurricular lessons that meet school standards through whole child development and sustainable psychomotor skills using a mastery approach to learning.



Skills & Behaviours

The **Skills & Behaviours** element of the apprenticeship is to be completed with support from a Trainer Assessor making periodic visits to the apprentice in the workplace. The Trainer Assessor will support and guide the apprentice to ensure that they are developing the skills and competency required in accordance with the apprenticeship standard. The apprentice will use the e-portfolio system called OneFile to build a portfolio of work throughout the development stage, which is a key component of End Point Assessment and demonstrates their occupational competency.

Gateway

Once the apprentice has completed all the required elements of the apprenticeship and their manager and Trainer / Assessor agree that they are ready for the end point assessment, they will progress through the Gateway to undertake their End Point Assessment.

A completed portfolio of evidence is a compulsory End Point Assessment (EPA) gateway requirement that supports the Professional Discussion component.

The apprentice's employer must sign-off the portfolio of evidence, that has been completed by the apprentice during their programme, to confirm the apprentice has demonstrated the knowledge, skills and behaviours assigned to this apprenticeship standard.



End Point Assessment

The End Point Assessment must only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that means they have achieved occupational competence.

End Point Assessment (EPA) normally takes 3 months to complete and consists of:

Assessment Method 1: Work based project and presentation with questioning

The project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant Knowledge, Skills and Behaviours to be assessed for the EPA. The project may be based on one of the following:

- Development of new coaching strategies, systems, and services
- Improvements to current coaching strategies, systems, and services

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

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

The presentation will last for 75 minutes typically including a presentation of 20 minutes and questioning for 55 minutes.

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

The full session plan must include:

- The location
- Start and finish times
- The aim and objectives for the session
- The participant profiles including learning preferences and development stages
- The coaching activities including warm up, preparation, main session and closing activities for cool down
- The coaching methods and differentiation techniques
- The links to the coaching programme and curriculum plans

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

The debrief consisting of a question-and-answer session must be carried out on a one-to-one basis between the apprentice and the independent assessor, at the end of the observation.



Assessment Method 3: Professional discussion (a structured discussion between independent assessor and apprentice)

The purpose of the professional discussion is to determine the extent to which the apprentice understands the requirements of his/her role as defined by the apprenticeship standard and to explore them through discussion.

The portfolio of evidence (that has been completed by the apprentice during their programme) will be used as a source of evidence by which apprentices can exemplify their responses to questions asked by the assessor. The portfolio of evidence will include the self-assessment and testimonies from people who use service. The portfolio itself will not be assessed, but will be used by the assessor to prepare the questioning for the interview and by the apprentice to exemplify their responses to the questions.

The apprentice will achieve a grade of fail, pass and distinction for this component of the end-point assessment that will contribute towards the overall apprenticeship grading award.

Grading & Progression



Apprenticeship grading

The available grades for this apprenticeship programme are **Distinction, Pass or Fail**.

Where can apprentices progress to?

On completion of the apprenticeship, apprentices may choose to progress on to a more senior position.



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