

ST0770 Level 4 Sports coach Assessment Plan

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the Level 4 sports coach apprenticeship. It should be read in conjunction with the General Requirements for Apprenticeship Assessment. Where there is conflict between this AAP and the General Requirements, this AAP takes precedence. Assessment organisations must also comply with the relevant regulatory framework for apprenticeship assessment.

It is important that the assessment of apprentices is proportionate, valid, and provides reliable evidence of an apprentice's attainment of the relevant knowledge and skills. As such, assessment organisations must design assessments to ensure:

- employers have confidence that the apprentice has reached the expected performance standard
- apprentices are sufficiently secure in their knowledge and skills, so that they could demonstrate their competence in different contexts, for example, a different workplace

Assessment Outcomes

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in assessments. All assessment outcomes must be assessed.

Assessment organisations must ensure all the core assessment outcomes and the assessment outcomes for one of the following options are assessed for each apprentice:

- Option 1: High performance coach (HPC)
- Option 2: Community coach (CC)
- Option 3: School coach (SC)

Knowledge and skills statements in **bold** are mandatory and must be assessed in every version of the assessment that is made available.

Core Assessment Outcomes	Mapping
AO1: Core: Coaching philosophy and development practice Uses a coherent coaching philosophy, applies professional practice, and engages in continuous development and evaluates the impact of coaching strategies to inform future development.	K1, K2, K3, K12, K15, K16 S1, S2, S3, S12, S15, S16

<p>AO2: Core: Compliance and ethical coaching standards Applies legal, ethical and organisational requirements within coaching systems, safeguarding, health and safety and equality. Implements organisational processes to maintain safe, ethical, inclusive coaching environments.</p>	<p>K4, K5, K6, K11 S4, S5, S6, S11</p>
<p>AO3: Core: Programme, curriculum, session design and delivery Designs and delivers programmes and curriculum that reflect participant needs. Uses collaborative practice to deliver safe, inclusive and progressive coaching sessions and the application of behaviour-management strategies.</p>	<p>K7, K8, K9, K10, K13, K14 S7, S8, S9, S10, S13, S14</p>
Option 1: High performance coach (HPC)	Mapping
<p>AO4: HPC: High-performance context, strategy and athlete profiling Applies up-to-date knowledge of current practice in high-performance sport. Profiles athletes' bio-psycho-social and technical and tactical attributes to establish high-performance goals.</p>	<p>K17, K18, K19, K20 S17, S18, S19, S20</p>
<p>AO5: HPC: High-performance session delivery and evaluation Plans, prepares and delivers high-performance coaching sessions using safe practices, adaptive methods and communication techniques. Evaluates performance gains to shape future plans as part of the continuous enquiry cycle.</p>	<p>K21, K22, K23, K24, K25 S21, S22, S23, S24, S25</p>
Option 2: Community Coach (CC)	Mapping
<p>AO6: CC: Community sport context, strategy and participant profiling Applies up-to-date knowledge of current community sport strategies, environments and social change agendas. Profiles participants to measure psychological, physiological, social, emotional attributes and understand motives to establish meaningful goals in community settings.</p>	<p>K26, K27, K28, K29 S26, S27, S28, S29</p>
<p>AO7: CC: Community session delivery and evaluation Plans, prepares and delivers safe, inclusive and engaging community sessions, adapting delivery to enrich participant experience. Evaluates engagement and development outcomes to shape future plans.</p>	<p>K30, K31, K32, K33, K34 S30, S31, S32, S33, S34</p>
Option 3: School coach (SC)	Mapping

<p>AO8: SC: School sport and PE context, strategy and pupil assessment</p> <p>Applies up-to-date knowledge of current school sport, educational policies and the PE curriculum. Assesses cognitive, social, emotional and physiological stages of development to inform appropriate targets and learning outcomes in school settings.</p>	<p>K35, K36, K37, K38</p> <p>S35, S36, S37, S38</p>
<p>AO9: SC: School based session delivery and evaluation</p> <p>Plans, prepares and delivers safe, inclusive school sport or curriculum-aligned PE sessions, adapting for developmental needs. Evaluates sessions to monitor development and progress to shape future plans.</p>	<p>K39, K40, K41, K42, K43</p> <p>S39, S40, S41, S42, S43</p>

Assessment requirements

Assessment organisations must set apprenticeship assessments. Assessment organisations should consider how technology and digital tools can support innovation and efficiency.

Assessment organisations must design assessments to include at least one **observation**.

Any additional assessments must be selected from the following list of methods to ensure the assessment outcomes are met in full. Assessments available in the list may be used more than once:

- **professional discussion**
- **project**
- **portfolio**
- **presentation**
- **question and answers**
- **additional observations**

Apprentices may be assessed at any appropriate point during their apprenticeship programme.

Assessments may be designed to allow a centre or training provider to mark assessments. The assessment organisation is responsible for ensuring all assessments are sufficiently reliable and valid, and for the accuracy of any centre or training provider marking.

Performance descriptors

Performance descriptors describe the level of performance required to achieve a pass or distinction grade. Assessment organisations must design assessments that align with these descriptions.

Criteria	Pass	Distinction
Applied knowledge	Demonstrates sound application of coaching knowledge to address well-defined but complex and non-routine problems, reaching appropriate, generally effective outcomes that meet organisational or sector expectations. Shows coherent understanding when applying principles across varied coaching environments.	Applies coaching knowledge with confidence and precision, consistently producing high-quality outputs in response to well-defined but complex and non-routine problems. Solutions are appropriate and often enhance outcomes or processes across varied coaching environments.
Applied skills	Identifies and applies suitable cognitive and practical coaching skills to complete work activities, adapting as necessary to meet requirements. Methods chosen are generally appropriate, with results that meet organisational or sector expectations within varied and occasionally complex coaching environments.	Adapts and applies cognitive and practical coaching skills with a high degree of flexibility ensuring that methods are effective and optimised for quality and efficiency of delivery across varied and occasionally complex coaching environments.
Regulatory and procedural awareness	Applies relevant coaching legislation, regulation and organisational procedures with sound judgement, adapting appropriately to varied and occasionally complex situations while working within set parameters to maintain safe and compliant practice.	Interprets and applies coaching regulatory and procedural requirements with insight and appropriate flexibility, identifying implications and making informed decisions in varied and occasionally complex situations while working within set parameters.
Communication and collaboration	Communicates clearly and collaborates effectively with participants, colleagues and stakeholders, contributing to	Communicates and collaborates with confidence and insight, tailoring approach to meet diverse participant and

	effective delivery in coaching environments. Adapts communication appropriately to support positive working relationships within varied coaching environments.	stakeholder needs. Contributing to improved collaboration and delivery across varied coaching environments.
Information use and decision making	Analyses and interprets relevant coaching information to make informed decisions, showing a clear awareness of the occupational environment the broader scope of the role. Demonstrates appropriate judgement when working with well-defined but complex and non-routine problems.	Analyses, interprets and evaluates information from a range of sources, providing insightful justification for decisions and demonstrating a strong awareness of broader implications within the coaching occupational area.
Responsibility and autonomy	Takes responsibility for actions and decisions within set parameters. Manages own work in coaching environments and, where relevant, oversees others or allocates resources with adequate awareness of risks and priorities in varied and occasionally complex situations.	Proactively takes responsibility for actions and decisions within set parameters. Manages own work and the coordination of others in coaching environments. Independently uses sound judgement about risks and priorities to manage resources or actions.

Professional recognition

This apprenticeship aligns with the requirements for professional body recognition as detailed in the occupational standard.