

COMMUNITY SPORTS COACH LEVEL 4



Blended learning



Course duration

15 months (21 months with Apprenticeship Assessment)



EPA Organisation

Elite Awarding



Training time

Approx. 32 sessions



Funded learning

Funded via the Apprenticeship Levy



Apprenticeship level 4

OVERVIEW

Community Sports Coaches collaborate with industry-wide support networks and internal team members to develop learners cognitive, social, emotional and physical needs.

They design and deliver high-quality coaching programmes that enhance learning, physical education standards, wellbeing, and participation at all levels of competition.

Coaches monitor individual and group progress, measure the impact of their strategies, and influence the wider coaching team through professional practices. They take a holistic approach to supporting each person or child and design targeted interventions to make sessions accessible for a wide range of participants. When developing these plans, they consider the existing community support systems as well as any gaps in current provision.

WHAT TO EXPECT

- As an apprentice, you will have approximately 22 educator sessions throughout the duration of your apprenticeship.
- You will see your educator every 3 weeks for your online sessions. These appointments will be used to discuss your progress, assign you tasks and prepare you for your apprenticeship assessment.

ENTRY REQUIREMENTS

Individual employers may set their own entry requirements. The apprentice must already be employed for over 16 hours per week.

- If a candidate is 16-18 they must have achieved maths and English at Level 2 prior to completion of the course, this is something that can be completed with us if needed.
- If a candidate is 19+ and hasn't achieved in Maths and English GCSE before enrolling, it is up to the employer to decide whether these qualifications should be attempted.
- The candidate must be employed in a suitable role.

TYPICAL JOB ROLES

- Club Coach
- Community Coach
- Performance Coach
- Pathway Coach
- Development Coach
- Talent Coach
- Youth Sports Coach

COURSE CONTENT

Coaching Philosophy & Professional Practice

Develop and update coaching philosophy and strategies through reflection, continuous development, and self-review. Apply evidence-based, progressive coaching systems in line with legislation, sector standards, and codes of practice.

Participant Development

Use profiling techniques to design learning and development programmes tailored to participants' cognitive, physical, social, and emotional needs. Set targets and monitor progress to enhance psycho-motor skills and overall physical outcomes.

Delivery & Coaching Techniques

Facilitate skill acquisition and learning by creating positive, inclusive coaching environments. Apply learning theories, behaviours, management techniques, and technological tools to support engagement and development. Deliver sessions aligned with the community environment.

Wellbeing & Holistic Support

Promote holistic wellbeing, managing stressors for participants and supporting their social, emotional, and physical development. Provide guidance and support to the wider coaching team and participants during events, competitions, and programmes.

Evaluation & Impact

Measure and evaluate the effectiveness of coaching strategies, participant engagement, and personal performance. Maintain awareness of contemporary education standards, trends, and influences to inform continuous improvement.

EMPLOYER &
LEARNER
SATISFACTION

97%

of Apprentices would
recommend us*

99%

of Employers would
recommend us*

APPRENTICESHIP ASSESSMENT

The apprenticeship assessment includes:

- The candidate will have a maximum of 12 weeks to complete a significant and defined project which is beneficial to the business.
- The total duration of the EPA is 4 hours split over 3 assessment methods:
 - Workplace project and report, presentation and questioning.
 - Coaching session plan and practical observation with questioning.
 - Professional discussion underpinned by a portfolio.

“THROUGHOUT I HAVE HAD LOTS OF SUPPORT AND FREQUENT MEETINGS WITH MY EDUCATOR. I HAVE ALSO HAD 1-1 SESSIONS TO ASSIST MY LEARNING AND AID ME IN REFLECTING ON MY PRACTICE. I FEEL LIKE I COULD HAVE APPROACHED ANYONE FOR SUPPORT AT ANY TIME, WHICH WAS AMAZING.”

