

# 1st4sport Level 1 Award in Coaching Assistant (Multi-Skills)

Qualification Specification



## About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

**Our Mission:** To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

**Our Direction:** We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

## Qualification Specification

Title:	1st4sport Level 1 Award in Coaching Assistant (Multi-Skills)
Qualification Overview:	Prepares learners to assist in delivering multi skills coaching sessions with the supervision of a more qualified coach.
Qualification Code:	L1AACMS
Qualification Regulation Number:	603/2629/3
Guided Learning Hours (GLH):	16
Total Qualification Time (TQT):	38
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/01/2018
Qualification Review Date:	31/12/2025
Learner Registration Period:	1 year
Qualification Objective:	This qualification qualifies learners to work as a (paid or voluntary) coaching assistant for multi skills under the appropriate supervision of a more qualified coach.
Qualification Purpose:	Develop knowledge and/or skills in a subject area.

### Who is this qualification for?

The qualification is designed for those who wish to become involved in coaching at an assistant level, and to have responsibility for the delivery of coaching activities under the appropriate supervision of a more qualified coach. It is an entry point to coaching, depending on the ability and confidence of the learner. It is directed at learners who have an interest in multi skills

### Qualification Progression

Learners could progress on to the 1st4sport Level 2 Certificate in Coaching Multi Skills or on to a sport-specific coaching qualification at level 1 or at level 2. The skills and knowledge developed through this qualification may also be used to progress to other industry-relevant qualifications in coaching sport, activity leadership or sports development.

This qualification may lead to paid or voluntary roles in coaching multi skills, working as a coaching assistant under the appropriate supervision of a more qualified coach. Other roles that the learner may consider exploring include Activity Leader, Official and Sports Volunteer.

## Entry Requirements

Learners must be a minimum of 16 years old at registration and 16 years old at certification.

## Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 16 years of age
- be able to undertake this assessment in English or Welsh (if available)

## Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 3 of 3 mandatory units),
- Practical Demonstration/Assignment (in 3 of 3 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

## Grading Methods

This qualification will be graded Pass / Fail.

## Qualification Structure

Learners must successfully complete all mandatory units to achieve this qualification.

### Mandatory Units

Unit ID	Unit Title	GLH
M/616/6981	The role of the coaching assistant	9
T/616/6982	The coaching assistant in practice	9
R/618/6589	Technical coaching requirements for Multi-Skills	9

### Optional Units

There are no optional units in this qualification

### Pathway Units (where applicable)

There are no pathway units in this qualification

<b>Unit Title</b>	The role of the coaching assistant
<b>Unit Aim</b>	This unit aims to develop the coach's understanding of their role and responsibilities. This unit is designed to ensure duty of care through safe and equitable practice as a coaching assistant.
<b>Unique Unit Number</b>	M/616/6981
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learners are required to complete a series of assessed tasks within their learner portfolio.

**Learning Outcome: 1. understand the role of the coaching assistant**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 identify the key aspects of the role	<ul style="list-style-type: none"> <li>• The role and its boundaries</li> <li>• adherence to codes of conduct</li> <li>• the importance of being a role model</li> <li>• the importance of building relationships and rapport with others</li> <li>• working within a coaching team</li> </ul>

**Learning Outcome: 2. understand the responsibilities of the coaching assistant**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
2.1 identify responsibilities related to rules and regulations	<ul style="list-style-type: none"> <li>• The sport's organisational procedures, responsibilities and liabilities</li> <li>• the rules and regulations of sport or physical activity to enable the delivery of activities</li> </ul>
2.2 identify responsibilities related to duty of care	<ul style="list-style-type: none"> <li>• The principles of duty of care towards participants</li> <li>• the principles of safeguarding children and adults at risk</li> <li>• how to assist with accessing resources for all participants including those who share protected characteristics</li> <li>• how to assist with accessing information for and about participants</li> <li>• how to maintain participants' confidentiality</li> <li>• the rationale and processes for referring participants whose needs cannot be met to a more qualified coach</li> </ul>
2.3 identify responsibilities related to safe coaching practice	<ul style="list-style-type: none"> <li>• General principles of safe practice</li> <li>• health and safety requirements</li> <li>• following emergency procedures</li> <li>• correct procedures for dealing with accidents, injuries and illnesses</li> <li>• correct procedures for reporting accidents, injuries and illnesses</li> </ul>
2.4 identify responsibilities related to inclusive coaching practice	Inclusive delivery of coaching activities  Assisting the coaching of participants who share protected characteristics  Communicating with a variety of participant types: <ul style="list-style-type: none"> <li>• disabled and non-disabled people,</li> <li>• children, youths and adults</li> </ul> Recognising that different participants learn in different ways.  Different backgrounds and stages of participant development can impact on coaching: <ul style="list-style-type: none"> <li>• age</li> <li>• emotional development</li> <li>• skill development</li> </ul>

<b>Unit Title</b>	The coaching assistant in practice
<b>Unit Aim</b>	This unit aims to develop the coach's ability to deliver coaching activities. It also enables the coach to assist with the review of sessions and own practice.
<b>Unique Unit Number</b>	T/616/6982
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learners are required to demonstrate their ability to coach in a practical coaching assessment. The demonstration must be a minimum of 15 minutes in duration either in the form of a single session, or a series of shorter micro-session.

Learning Outcome: 1. be able to prepare the coaching environment	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 interpret the session plan to prepare equipment and participants	<ul style="list-style-type: none"> <li>Understand principles of planning</li> <li>choose, set out and take down the equipment for the sessions</li> <li>set 'ground rules' and understand why this is important</li> </ul>



**Learning Outcome: 2. be able to assist with the delivery of coaching sessions**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
2.1 ensure safety is maintained within sessions	Ensure participants are physically prepared; <ul style="list-style-type: none"> <li>• knowing how to deliver warm-ups and cooldowns</li> </ul> Manage behaviours by being: <ul style="list-style-type: none"> <li>• positive and challenging</li> <li>• encouraging and motivating</li> </ul> Contribute to the review the effectiveness of the plan <ul style="list-style-type: none"> <li>• timings</li> <li>• suitability of planned activities</li> <li>• progressions/adaptations</li> </ul> Contribute of the review safety elements of <ul style="list-style-type: none"> <li>• the session</li> <li>• behaviour</li> <li>• equipment</li> </ul> Organisation of activities and/or participants                     Contribute to the review of the overall delivery <ul style="list-style-type: none"> <li>• coaching style of coaching team</li> <li>• progress made by participants</li> <li>• recommendations for future sessions/activities</li> </ul>
2.2 deliver planned activities to agreed timings	Use a range of coaching styles; understand how different participants learn encourage, engage, interest and empower participants communicate with a variety of participant types: <ul style="list-style-type: none"> <li>• disabled and non-disabled people</li> <li>• children, youths and adults</li> </ul>
2.3 provide technically correct explanations and demonstrations of activities	<ul style="list-style-type: none"> <li>• Explain relevant technical and tactical requirements of the sport or physical activity</li> <li>• deliver demonstrations and explanations that are technically and tactically correct</li> </ul>
2.4 observe participants' performance and provide feedback	<ul style="list-style-type: none"> <li>• Analyse performance and give feedback to participants</li> <li>• facilitate effective questions and deliver correct answers</li> <li>• assist with the development of participants' skill</li> </ul>

**Learning Outcome: 3. be able to assist with the review of coaching sessions**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
3.1 contribute to the review of coaching sessions	Contribute to the review the effectiveness of the plan: <ul style="list-style-type: none"> <li>• timings</li> <li>• suitability of planned activities</li> <li>• progressions/adaptations</li> </ul> contribute of the review safety elements of <ul style="list-style-type: none"> <li>• the session</li> <li>• behaviour</li> <li>• equipment</li> </ul> organisation of activities and/or participants contribute to the review of the overall delivery <ul style="list-style-type: none"> <li>• coaching style of coaching team</li> <li>• progress made by participants</li> <li>• recommendations for future sessions/activities</li> </ul>
3.2 review own coaching practice.	<ul style="list-style-type: none"> <li>• Review chosen coaching styles and inclusive practice</li> <li>• review personal contribution to safety</li> <li>• review personal technical explanations and demonstrations</li> <li>• review personal contribution to the development of participants</li> <li>• take responsibility for own development as a coach</li> </ul> gaining feedback on performance from others understanding career development pathways and the continuing professional development (CPD) that can support these developing a personal action plan

<b>Unit Title</b>	Technical coaching requirements for Multi-Skills
<b>Unit Aim</b>	This unit aims to develop the assistant coach's ability to be able to coach a range of skills to support the development of a participant in Multi-Skills.
<b>Unique Unit Number</b>	R/618/6589
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learners are required to demonstrate their ability to coach Multi-Skills activities in a practical coaching assessment (either in their workplace or in a simulated environment). The demonstration must be a minimum of 15 minutes in duration either in the form of a single session, or a series of shorter micro-sessions.

Learning Outcome: 1. know how to support fundamental movement skills	
<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>

<p>1.1 identify the principles of developing movement skills for participants</p>	<p>Define the following:</p> <p>Fundamentals of Movement</p> <p>Fundamental Movement Skills</p> <p>Fundamental Sport Skills</p> <p>Physical Literacy</p> <p>identify the importance of fundamental movement skills to support health and wellbeing through the life course</p> <p>identify the advantages and disadvantages to using a game-based approach to developing movement skills</p> <p>identify the principles of:</p> <p>Fundamentals of Movement (FoM):</p> <ul style="list-style-type: none"> <li>• Agility</li> <li>• Balance</li> <li>• Coordination</li> </ul> <p>Fundamental Movement Skills (FMS):</p> <ul style="list-style-type: none"> <li>• Sending</li> <li>• Receiving</li> <li>• Travelling</li> <li>• Jumping</li> <li>• Striking</li> </ul> <p>identify the principles of the C system to support holistic individual development</p>
<p>1.2 design activities that support the development of movement skills</p>	<p>Identify activities that support the development of:</p> <p>Fundamentals of Movement (FoM):</p> <ul style="list-style-type: none"> <li>• Agility</li> <li>• Balance</li> <li>• Coordination</li> </ul> <p>Fundamental Movement Skills (FMS):</p> <ul style="list-style-type: none"> <li>• Sending</li> <li>• Receiving</li> <li>• Travelling</li> <li>• Jumping</li> <li>• Striking</li> </ul> <p>embed the principles of the C system through delivery of Fundamental Movement Skill activities</p> <p>identify how to differentiate fundamental movement activities to suit individual needs</p>



## Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

## Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

### Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below

- have experience of coaching multi-skills and to support participant development

### Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below

- have experience of coaching multi-skills and to support participant development

NB: QTS/PGCE/L4 Certificate in Education and training/L3 Diploma in Education and Training are acceptable for assessor roles.

### Internal Verifier(s) and Quality Assurer(s):

For this qualification, the minimum requirements stated in the centre handbook apply.

## Additional Qualification Requirements

The minimum venue, facility and requirements stated in the centre handbook apply.

In addition further qualification specific requirements are:

- A practical space where multi-skills sessions and practical demonstrations may take place in safety and comfort. This may include a sports hall, courts (i.e badminton, squash) or an outdoor pitch (astro, muga etc)

- equipment in place which must comply with accepted health and safety practice for multi-skills development in sport/coaching and teaching more generally, and include as a minimum:

- A selection of multi-skills equipment:

- bean bags
- small and large sized balls
- rackets and bats
- cones
- hops/hurdles
- floor markers
- bibs.

This qualification is regulated by Ofqual (603/2629/3) and QiW (C00/1305/1 - Designated).

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UK Coaching

2 City Walk

Leeds

LS11 9AR

T: 0113 274 4802

E: [centreservices@1st4sportqualifications.com](mailto:centreservices@1st4sportqualifications.com)

[www.1st4sport.com](http://www.1st4sport.com)