

1st4sport Level 3 Certificate In Coaching Strength and Conditioning for Sport

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

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| Title: | 1st4sport Level 3 Certificate In Coaching Strength and Conditioning for Sport |
| Qualification Overview: | Prepares learners to be able to profile participants and identify the current and potential level of their performance and development. |
| Qualification Code: | L3CCSCQ |
| Qualification Regulation Number: | 600/0337/6 |
| Guided Learning Hours (GLH): | 80 |
| Total Qualification Time (TQT): | 200 |
| Credit Value (if applicable): | 26 |
| Operational Start Date: | 24/12/2010 |
| Qualification Review Date: | 31/05/2024 |
| Learner Registration Period: | 3 years |
| Qualification Objective: | This qualification qualifies learners to become a Level 3 strength and conditioning coach. |
| Qualification Purpose: | Prepare for employment in a specific occupational area. |

Who is this qualification for?

This qualification is designed to prepare aspiring coaches for employment as a strength and conditioning for sport coach in paid or voluntary roles, potentially within professional sport. It is appropriate for existing Level 2 strength and conditioning for sport coaches wishing to develop coaching skills in strength and conditioning for sport.

Qualification Progression

The skills and knowledge developed through this qualification may be used enable you to progress to other industry-relevant qualifications in coaching other sports, supporting PE in school sport and sports development.

This qualification leads to paid or voluntary roles in coaching strength and conditioning for sport in a variety of settings including working as head strength and conditioning coach within an amateur sports club or working as a coach within professional sport.

Entry Requirements

Learners must be a minimum of 18 years old at registration and 18 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 18 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 11 of 11 mandatory units),
- Practical Demonstration/Assignment (in 11 of 11 mandatory units)

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/601/2108 | Understanding the principles of safe and equitable coaching practice | 13 |
| T/601/3535 | Understanding the fundamentals of coaching programmes | 18 |
| A/601/3536 | Understanding the principles of planning coaching programmes | 18 |
| F/601/3537 | Understanding how to support participant(s) lifestyle through coaching programmes | 18 |
| H/502/8246 | Analyse participants' performance and set programme goals in strength and conditioning for sport | 5 |
| K/502/8247 | Plan coaching programmes in strength and conditioning for sport | 8 |
| T/502/8249 | Manage safe and effective strength and conditioning for sport coaching programmes | 12 |
| K/502/8250 | Deliver strength and conditioning for sport coaching programmes | 15 |
| M/502/8251 | Develop participants' performance in strength and conditioning for sport | 22 |
| T/502/8252 | Monitor and evaluate strength and conditioning for sport coaching programmes | 6 |
| A/502/8253 | Develop coaching practice in strength and conditioning for sport | 5 |

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

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| Unit Title | Understanding the principles of safe and equitable coaching practice |
| Unit Aim | This unit assesses the coach's understanding of how to ensure that their coaching is safe and equitable. |
| Unique Unit Number | M/601/2108 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment |
| Assessment Specification | This unit will be assessed through the assessment of a portfolio of evidence and observation of coaching practice. |

Learning Outcome: 1. Understand how to ensure participants' safety during sport-specific coaching sessions

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 1.1 describe the health and safety requirements that are relevant to planned sport-specific activities and competition | |
| 1.2 describe how to structure coaching sessions to minimise the risk of injury to participants | |
| 1.3 explain how to plan for contingencies to coaching sessions as a result of external influences | |
| 1.4 explain how to implement contingencies to coaching sessions as a result of external influences | |
| 1.5 describe the principles for checking the safe functionality of equipment used during sport-specific activities and competition | |
| 1.6 outline the main rules/regulations of the sport/activity appropriate to the level of the participants | |
| 1.7 explain how to interpret and communicate the rules/regulations of the sport/activity to participants | |
| 1.8 describe the coach's duty of care responsibilities for participants, including children | |
| 1.9 outline the coach's responsibilities for ensuring that the coaching environment is maintained appropriately | |
| 1.10 describe the following requirements for ensuring the protection of children from abuse: <ul style="list-style-type: none"> • legal requirements • sport-specific requirements | |
| 1.11 describe the insurance requirements on a coach operating in a coaching environment | |

Learning Outcome: 2. understand how to ensure equitable coaching of sport-specific activities.

| Assessment Criteria | Indicative Delivery Content |
|--|------------------------------------|
| The learner can: | |
| 2.1 describe the following requirements impacting on equitable coaching: ? legal requirements ? sport-specific requirements | |
| 2.2 explain the purpose of sport-specific codes of practice for coaching | |
| 2.3 explain how sport-specific codes of practice for coaching impact on coaching behaviour | |
| 2.4 describe methods to minimise barriers to participant development | |
| 2.5 explain what information is required in order to provide appropriate and safe opportunities for disabled participants and specific populations | |
| 2.6 describe the nature of impairments and how their implications may affect aspects of the coaching process | |
| 2.7 describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment | |
| 2.8 describe how and when to involve support staff to ensure participants' needs are provided for within the coaching activity | |
| 2.9 describe how to adapt and progress activities and sessions | |
| 2.10 describe how to prepare athletes for competition | |
| 2.11 identify types of performance enhancing drugs and illegal substances | |
| 2.12 explain how a coach can discourage the use of performance enhancing drugs and any illegal substances | |

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| Unit Title | Understanding the fundamentals of coaching programmes |
| Unit Aim | This unit assesses learners' understanding of their role in planning, implementing, analysing and revising annual coaching programmes. They will also identify a range of methods of developing learning, performance and the effective management of participant behaviour. |
| Unique Unit Number | T/601/3535 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment |
| Assessment Specification | This unit will be assessed through awarding organisation-developed knowledge tests, tasks, assignments or practical delivery. |

Learning Outcome: 1. understand the role of the coach when planning, implementing, analysing and revising sport-specific annual coaching programmes

| Assessment Criteria | Indicative Delivery Content |
|---|-----------------------------|
| The learner can: | |
| 1.1 explain the role of the coach in ensuring that the participant is at the centre of the coaching process | |
| 1.2 describe equitable coaching and what are considered to be appropriate relationships with participants | |
| 1.3 describe how the coach should support, coordinate and manage the coaching process | |
| 1.4 explain the principles of empowering participants through coaching | |
| 1.5 explain the means by which coaching can provide opportunities and an environment that motivates, recognises and values diversity, controls risk, and engenders challenge, enjoyment and achievement | |
| 1.6 describe methods of developing participants' confidence and self-esteem through coaching | |
| 1.7 analyse the contribution made through the integration of supporting personnel (eg nutritionist, psychologist, physician, physiotherapist, physiologist) and sport-specific specialists | |
| 1.8 explain the impact of officials on coaching that ensures fair competition/performance | |
| 1.9 explain the role of the coach in actively discouraging the use of performance-enhancing drugs and other illegal substances | |
| 1.10 describe how the coach can be a role model and project a favourable image of sport | |

Learning Outcome: 2. understand the coaching process.

| Assessment Criteria | Indicative Delivery Content |
|---|------------------------------------|
| The learner can: | |
| 2.1 describe the process of identifying a range of participants' needs | |
| 2.2 explain the process of setting and monitoring the achievement of goals | |
| 2.3 describe the units of the coaching process as they apply to the development of coaching programmes | |
| 2.4 analyse the purpose of using different methods of demonstration, which encourage learning | |
| 2.5 describe a range of instruction methods | |
| 2.6 explain how to structure language during instruction that is appropriate to participants | |
| 2.7 analyse the impact of effective questioning and listening skills on communication with participants | |
| 2.8 evaluate techniques for coaching groups, including meeting individuals' needs in group coaching scenarios | |
| 2.9 describe how participants can be empowered to make decisions about their performance. | |

Learning Outcome: 3. understand how to utilise a range of learning and behaviour-management techniques

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 3.1 analyse the differences in the way that individuals learn | |
| 3.2 explain the differences between the learning styles of adults and children | |
| 3.3 explain how to identify participants' different learning styles | |
| 3.4 describe how to plan to coach participants with different learning styles | |
| 3.5 describe how different coaching methods can support participants' development | |
| 3.6 describe how to develop behaviour-management strategies and skills | |
| 3.7 explain how to develop, communicate and maintain ground rules for behaviour during the coaching programme | |
| 3.8 explain how to respond to discriminatory behaviour in the programme and the procedures to follow if a participant wants to complain about discrimination | |

Learning Outcome: 4. understand the principles and application of self-reflection and reflecting on feedback

| Assessment Criteria | Indicative Delivery Content |
|---|------------------------------------|
| The learner can: | |
| 4.1 summarise the advantages of self-reflection on their own coaching practice and its potential to improve their own coaching ability. | |
| 4.2 explain the principles and practice of giving feedback | |
| 4.3 explain when and how to seek feedback from participants and support staff | |
| 4.4 describe the factors that impact on how to identify their own development needs | |
| 4.5 describe methods and the process of personal action planning | |
| 4.6 describe how to use information from evaluations to improve the programme/session | |

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| Unit Title | Understanding the principles of planning coaching programmes |
| Unit Aim | This unit assesses learners' understanding of how to plan a sport-specific annual coaching programme and the principles that impact on the development of skill through the implementation of the programme. |
| Unique Unit Number | A/601/3536 |
| Unit Assessment Method(s) | - Coursework - Practical Demonstration/Assignment |
| Assessment Specification | This unit will be assessed through awarding organisation-developed knowledge tests, tasks, assignments or practical delivery. |

| Learning Outcome: 1. understand the principles and processes involved in planning and periodisation within annual coaching programmes | |
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| Assessment Criteria | Indicative Delivery Content |
| The learner can: | |
| 1.1 explain the terms planning and periodisation | |
| 1.2 explain how planning and periodisation are used in relation to participants' stage of development | |
| 1.3 analyse the different types of periodisation and situations when these are best used | |
| 1.4 explain the use of modelling of training and competition activities | |
| 1.5 describe the principles of planning an annual coaching programme | |
| 1.6 evaluate the impact of optimal fitness and mental development | |

Learning Outcome: 2. understand the stages of participant development

| Assessment Criteria | Indicative Delivery Content |
|--|------------------------------------|
| The learner can: | |
| 2.1 describe the stages of participant development and the application of developmental stages to the coaching environment | |
| 2.2 analyse how the stages of participant development affect the programme | |
| 2.3 analyse the differences between child and adult development and the effects on a coaching programme | |

Learning Outcome: 3. understand the development of skill through sport-specific annual coaching programmes.

| Assessment Criteria | Indicative Delivery Content |
|--|------------------------------------|
| The learner can: | |
| 3.1 provide definitions of: <ul style="list-style-type: none"> • skill coordination • motor skill learning • skill acquisition • skill retention • skill transfer | |
| 3.2 describe the factors affecting skill development | |
| 3.3 evaluate the role, purpose and benefits of performance analysis to inform coaching practice | |
| 3.4 describe methods of identifying body movement patterns | |
| 3.5 describe a range of skill-development techniques | |
| 3.6 explain the principles of giving feedback to participants during coaching programmes | |
| 3.7 explain how to develop participants' skills in assessing and responding to situations | |
| 3.8 analyse how participants' information processing and execution combined with control of movement impact on skill development. | |

Learning Outcome: 4. understand how to conduct performance evaluation.

| Assessment Criteria | Indicative Delivery Content |
|--|------------------------------------|
| The learner can: | |
| 4.1 evaluate objective performance evaluation methods available in sport | |
| 4.2 describe how and when to evaluate performance within a sport-specific coaching programme | |
| 4.3 explain methods of recording the evaluation of performance and the creation of a resultant action plan | |
| 4.4 explain how participants can use self-evaluation to improve performance | |

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| Unit Title | Understanding how to support participant(s) lifestyle through coaching programmes |
| Unit Aim | This unit assesses learners' understanding of how to support participants' lifestyle and physical and mental well-being during participation in sport-specific annual coaching programmes. |
| Unique Unit Number | F/601/3537 |
| Unit Assessment Method(s) | - Coursework - Practical Demonstration/Assignment |
| Assessment Specification | This unit will be assessed through awarding organisation-developed knowledge tests, tasks, assignments or practical delivery. |

Learning Outcome: 1. understand how to support participants' physical conditioning within sport-specific annual coaching programmes

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 1.1 describe the units of fitness and physical capabilities required for specific sports | |
| 1.2 describe the principles of participant development | |
| 1.3 explain the principles of training and injury prevention | |
| 1.4 evaluate the methods of training participants' different physical units | |
| 1.5 describe basic anatomy, biomechanical principles and physiology relevant to specific sports | |
| 1.6 analyse a range of basic sport-specific physical testing protocols | |
| 1.7 analyse the principles and different methods of enhancing recovery between sessions | |

Learning Outcome: 2. understand how to provide participants with nutritional advice within sport-specific annual coaching programmes

| Assessment Criteria | Indicative Delivery Content |
|---|-----------------------------|
| The learner can: | |
| 2.1 describe the different food groups | |
| 2.2 explain the principles of sports nutrition | |
| 2.3 explain how energy intake and expenditure affect sports performance | |
| 2.4 describe the principles of hydration and its effects on sports performance | |
| 2.5 explain the impacts of participants' weight management and how sharing of responsibilities can be facilitated | |
| 2.6 describe nutrition and hydration strategies for before, during and after training and competition | |

Learning Outcome: 3. understand how to develop participants' mental skills within sport-specific annual coaching programmes.

| Assessment Criteria | Indicative Delivery Content |
|--|-----------------------------|
| The learner can: | |
| 3.1 describe the key mental skills that impact on participant performance and skill development | |
| 3.2 identify sport-specific mental capabilities and how to profile participants' mental skills | |
| 3.3 explain the principles of developing participants' mental skills | |
| 3.4 describe how to plan interventions to develop participants' mental skills in relation to both training and competition | |

Learning Outcome: 4. understand how to provide participants with lifestyle support within sport-specific annual coaching programmes.

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|------------------------------------|
| 4.1 describe sport-specific procedures for drug testing and how participants comply with such procedures. | |
| 4.2 explain the coach and participants' responsibilities in making checks when taking supplementation or medicines | |
| 4.3 explain the impacts of participants' injury management on training and competition | |

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| Unit Title | Analyse participants' performance and set programme goals in strength and conditioning for sport |
| Unit Aim | This unit assesses coaches' ability to gather strength and conditioning for sport-specific information on participants' past and current performance and lifestyle factors that may affect their aspirations. They are expected to analyse this information, share it with the participants and set shared goals based on the gathered information. |
| Unique Unit Number | H/502/8246 |
| Unit Assessment Method(s) | - Coursework - Practical Demonstration/Assignment |
| Assessment Specification | To complete this unit, learners are required to evidence the production of a performance profile for a minimum of two participants. These should be matched against established performance factors for strength and conditioning for sport and identify the current and potential level of participant performance and/ or development. This should cover the following areas: (i) physical (ii) mental (iii) lifestyle management. All performance factors must be drawn from the Level 3 Technical Syllabus developed for strength and conditioning for sport. |

Learning Outcome: 1. establish the key strength and conditioning for sport performance factors and participants' needs

| Assessment Criteria | Indicative Delivery Content |
|--|------------------------------------|
| The learner can: | |
| 1.1 identify methods to collect information relevant to participants | |
| 1.2 use identified methods to collect relevant strength and conditioning and lifestyle information on participants | |
| 1.3 record collected information in ways that support its analysis | |
| 1.4 analyse the collected information, identifying the key strength and conditioning for sport performance factors and participants' needs | |
| 1.5 refer participants whose needs and potential cannot be met to a competent person or agency | |

Learning Outcome: 2. involve participants in the analysis of the collected information

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 2.1 share the analysis of the information with participants in a manner that supports their understanding | |
| 2.2 take account of participants' feedback on the analysis of information | |
| 2.3 identify from feedback any barriers to participants achieving their potential | |

Learning Outcome: 3. plan strength and conditioning for sport programme goals for participants based on collected information.

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|-----------------------------|
| 3.1 prioritise participants' performance factors in a way that will enable them to achieve their potential | |
| 3.2 establish performance goals, in line with gathered information, that reflect the analysis of participant(s): - level of development - actual performance - potential performance | |
| 3.3 ensure that performance goals are consistent with recognised good practice in strength and conditioning for sport | |
| 3.4 ensure that the planned strength and conditioning for sport programme goals are consistent with the coach's level of competence and responsibility | |
| 3.5 record the goals in a format that is clear and accessible to those involved | |
| 3.6 share, negotiate and agree performance goals with participants | |
| 3.7 communicate implications of goals to others who may be affected in delivering the programme | |

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| Unit Title | Plan coaching programmes in strength and conditioning for sport |
| Unit Aim | This unit assesses coaches' ability to use information gathered about participants' performance and goals to design a programme of activities and coaching sessions in strength and conditioning for sport. A plan for the evaluation of the aspirations of the programme is also required. |
| Unique Unit Number | K/502/8247 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment |
| Assessment Specification | <p>To gain this unit learners need to evidence the following:</p> <ul style="list-style-type: none"> -the design and planning of a strength and conditioning for sport coaching programme for a minimum of 2 participants, which should be based upon the outcome of the performance profile(s) developed in the earlier unit -produce a plan of a discrete cycle or phase (min of 8 weeks) associated with an aspect of the strength and conditioning for sport coaching programme for each participant -production of a minimum of 8 coaching session plans within the cycle or phase associated with an aspect of the strength and conditioning for sport coaching programme for each player -production of a plan for the ongoing evaluation of the strength and conditioning for sport coaching programme -plan for the ongoing performance and/or development review for the 2 participants; the plan should identify the methodology and timings for the ongoing review. <p>All sessions must be drawn from the Level 3 Technical Syllabus developed for strength and conditioning for sport.</p> |

Learning Outcome: 1. design and plan strength and conditioning coaching programmes to achieve participants' goals

| Assessment Criteria | Indicative Delivery Content |
|--|------------------------------------|
| The learner can: | |
| 1.1 identify sources of information and materials to support the planning proc | |
| 1.2 research and identify activities for the programme, consistent with the evaluation of the: - performance factors - participants' level(s) of development - agreed goals | |
| 1.3 plan for a mix of delivery and coaching styles to suit: - participant(s)' needs - activities - environment | |
| 1.4 identify the focus and priority of each activity within the programme based on participants' needs | |
| 1.5 ensure that planned activities are consistent with agreed good practice in strength and conditioning for sport | |
| 1.6 plan a variety of sessions for delivery within the programme that are progressively linked and help participants achieve the agreed goals | |
| 1.7 for each session, plan realistic: - timings - sequences - intensity - duration | |
| 1.8 develop contingencies to address a variety of scenarios | |
| 1.9 record the programme, and sessions within it, in a format that will help implement the programme | |
| 1.10 share planned activities with participants and others | |
| 1.11 respond to feedback on planned activities from participants and others | |

Learning Outcome: 2. identify and access resources to support the delivery of programmes

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|-----------------------------|
| 2.1 identify the resources necessary to deliver the planned programme | |
| 2.2 negotiate and agree access to sufficient necessary resources | |
| 2.3 ensure the resources are in line with accepted good practice in strength and conditioning for sport | |
| 2.4 document the resources needed for the coaching programme and individual planned session | |

Learning Outcome: 3. plan for the evaluation of programmes.

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|-----------------------------|
| 3.1 establish and agree viable methods of evaluating the programme that are safe, valid and reliable | |
| 3.2 plan an evaluation schedule for the programme | |
| 3.3 identify who will support the planned evaluation | |
| 3.4 identify information from the evaluation that should be treated confidentially | |
| 3.5 communicate the evaluation plans to participants and others | |
| 3.6 respond to feedback on evaluation plans from participants and others. | |

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| Unit Title | Manage safe and effective strength and conditioning for sport coaching programmes |
| Unit Aim | This unit assesses coaches' ability to manage the safety of all those engaged in the coaching programme, including the management of effective relationships and behaviour. |
| Unique Unit Number | T/502/8249 |
| Unit Assessment Method(s) | - Coursework - Practical Demonstration/Assignment |
| Assessment Specification | To complete this unit, learners are required to evidence: (i) that they are competent in managing a safe coaching environment for participants and others; this must be observed by an appropriately qualified assessor on a minimum of two occasions. (ii) the production of a record of the management of a safe coaching environment over a minimum period of eight weeks; this should be within the planned discrete cycle or phase associated with an aspect of their coaching programme. All sessions must be drawn from the Level 3 Technical Syllabus developed for strength and conditioning for sport. |

Learning Outcome: 1. establish and maintain the safety of the strength and conditioning coaching environment during the delivery of coaching programmes

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 1.1 ensure that participants and others have the necessary information about the health and safety requirements of the programme and relevant venue-specific emergency procedures | |
| 1.2 ensure all equipment and facilities meet health and safety requirements | |
| 1.3 identify and take account of existing venue-specific risk assessments | |
| 1.4 implement procedures for managing risk during the programme | |
| 1.5 identify and assess the impact of new risks during the delivery of the programme, taking action to manage these in line with guidelines | |
| 1.6 monitor the work of others (eg other coaches, sport science support or facility management), identifying and dealing correctly with any breaches of health and safety requirements | |
| 1.7 communicate suggestions for improving health and safety to the relevant authority | |
| 1.8 maintain required health and safety records | |
| 1.9 follow emergency procedures correctly | |

Learning Outcome: 2. establish and maintain relationships with participants and others involved in the delivery of programmes

| Assessment Criteria | Indicative Delivery Content |
|--|------------------------------------|
| The learner can: | |
| 2.1 establish positive and goal-oriented relationships with participants and others (eg other coaches, sport science support or facility management) | |
| 2.2 promote an enthusiasm for strength and conditioning for sport and participants' continuous improvement | |
| 2.3 use communication methods that are appropriate to participants' and others' needs | |
| 2.4 listen to, and negotiate successfully with, participants and others in the delivery of the programme | |
| 2.5 adapt coaching, motivational and leadership styles that reflect the needs of the programme, participants and others | |
| 2.6 provide opportunities for participants to enjoy the coaching experience | |
| 2.7 ensure that participants' and others' equality and diversity are recognised | |

Learning Outcome: 3. manage participant behaviour and interactions

| Assessment Criteria | Indicative Delivery Content |
|---|-----------------------------|
| The learner can: | |
| 3.1 provide participants and others involved in the programme (eg other coaches, sport science support or facility management) with clear information on the ground rules for behaviour and the reasons for these rules | |
| 3.2 encourage and reward behaviour that helps participants work well together and achieve the goals of the programme | |
| 3.3 identify and respond, in line with accepted good practice, to any behaviour likely to cause distress or disruption to the programme | |
| 3.4 apply sanctions in response to unacceptable behaviour, using the procedures of the organisation or sport | |
| 3.5 manage participants' engagement with each other effectively and fairly, in a way appropriate to their needs. | |

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| Unit Title | Deliver strength and conditioning for sport coaching programmes |
| Unit Aim | This unit assesses coaches' ability to begin the implementation of a strength and conditioning for sport coaching programme, review its progress at identified times, and respond to participants' progress and the effectiveness of the programme, through the implementation of contingencies and change management. |
| Unique Unit Number | K/502/8250 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment |
| Assessment Specification | <p>To complete this unit learners are required to evidence: (i) the delivery of a minimum of eight strength and conditioning for sport coaching sessions within the discrete cycle or phase (minimum of eight weeks) associated with an aspect of the strength and conditioning for sport coaching programme for both participants. (ii) the delivery of a minimum of two additional strength and conditioning for sport coaching sessions, which must be observed by an appropriately qualified assessor on separate occasions. (iii) the production of recorded participant performance and/or development reviews and associated action plan(s) for a minimum of two participants during the strength and conditioning for sport coaching programme; this should cover the following areas: (a) physical (b) mental (c) lifestyle management. All sessions must be drawn from the Level 3 Technical Syllabus developed for strength and conditioning for sport.</p> |

Learning Outcome: 1. initiate coaching programmes

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 1.1 provide participants and others (eg other coaches, sport science support or facility management) with information about the programme in a timely and effective manner | |
| 1.2 support participants in accessing the resources they need to participate in the programme | |
| 1.3 coordinate the allocation of resources | |
| 1.4 brief others on their responsibilities and contributions to the programme | |
| 1.5 ensure others understand and apply the appropriate codes of practice when working with participants | |
| 1.6 select and apply a style of leadership appropriate to: - participants - others - the programme | |
| 1.7 ensure that the programme can be modified to suit the changing environment and participants' needs | |

Learning Outcome: 2. review participants' progress during the implementation of the programme

| Assessment Criteria | Indicative Delivery Content |
|--|------------------------------------|
| The learner can: | |
| 2.1 brief participants on the evaluation plans for the coaching programme | |
| 2.2 evaluate participants' performance using methods identified in the evaluation plan | |
| 2.3 compile information on the evaluation of participants' progress | |
| 2.4 encourage participants to give feedback on their perceptions of their progress | |
| 2.5 give positive and timely feedback during the review | |
| 2.6 evaluate participants' progress in a fair and equitable manner | |
| 2.7 identify and agree any changes to the programme as a result of the review | |
| 2.8 record evaluations in a format that will allow them to be shared with others | |

Learning Outcome: 3. modify coaching programmes in response to feedback and changes in needs.

| Assessment Criteria | Indicative Delivery Content |
|--|------------------------------------|
| The learner can: | |
| 3.1 identify goals and components of the coaching programme that may need to be adapted | |
| 3.2 identify where existing contingency plans may be applicable | |
| 3.3 identify and agree modifications to goals and programmes with participants and relevant others | |
| 3.4 identify resource implications of modifications | |
| 3.5 introduce the modifications to participants and relevant others, appropriate to their needs | |
| 3.6 monitor the effectiveness of changes and amend these as necessary. | |

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| Unit Title | Develop participants' performance in strength and conditioning for sport |
| Unit Aim | This unit assesses the coaches' ability to deliver strength and conditioning for sport coaching activities within a strength and conditioning for sport coaching programme. They will show that they can monitor and develop participants' performance in strength and conditioning for sport and effectively conclude the activities in a safe manner. |
| Unique Unit Number | M/502/8251 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment |
| Assessment Specification | <p>To complete this unit, learners are required to evidence: (i) the delivery of a minimum of eight strength and conditioning for sport coaching sessions within the discrete cycle or phase (minimum of eight weeks) associated with an aspect of the strength and conditioning for sport coaching programme for each participant (ii) the additional delivery of a minimum of two strength and conditioning for sport coaching sessions, which must be observed by an appropriately qualified assessor on separate occasions (iii) the production of recorded participant performance and/or development reviews and associated action plan(s) for a minimum of two participants or a team during the strength and conditioning for sport coaching programme; this should cover the following areas: (a) physical (b) mental (c) lifestyle management. All sessions must be drawn from the Level 3 Technical Syllabus developed for strength and conditioning for sport.</p> |

Learning Outcome: 1. make preparations for coaching

| Assessment Criteria | Indicative Delivery Content |
|---|-----------------------------|
| The learner can: | |
| 1.1 meet participants punctually and help them feel welcome and at ease | |
| 1.2 record attendance at the session | |
| 1.3 explain and agree session goals and how these contribute to the overall programme | |
| 1.4 check participants' physical and mental readiness to participate | |
| 1.5 ensure participants have the correct equipment and clothing | |
| 1.6 deliver warm-up activities appropriate to participants and the session | |
| 1.7 ensure participants understand the value and purpose of the warm-up | |
| 1.8 review session plans in light of participants' readiness to participate and environmental factors | |
| 1.9 adapt session plans if participants' readiness and environmental factors dictate | |

Learning Outcome: 2. implement coaching activities

| Assessment Criteria | Indicative Delivery Content |
|---|-----------------------------|
| The learner can: | |
| 2.1 provide participants with information about the planned activities | |
| 2.2 allocate activities to participants in a way that is appropriate to them and is likely to maximise learning | |
| 2.3 ensure that explanations and demonstrations are technically correct and appropriate to the participants' level of understanding | |
| 2.4 select and use methods of motivating the participants that are appropriate to them and in line with accepted good practice in strength and conditioning for sport | |
| 2.5 check participants' understanding of instructions | |
| 2.6 give participants the opportunity to ask questions | |
| 2.7 ensure participants have the opportunity to take part in the planned activities | |

Learning Outcome: 3. support participants in improving performance

| Assessment Criteria | Indicative Delivery Content |
|--|-----------------------------|
| The learner can: | |
| 3.1 observe and analyse participants' performance throughout activities | |
| 3.2 identify, prioritise and agree specific areas for improvement with participants | |
| 3.3 intervene at appropriate points with coaching techniques that encourage participants to improve | |
| 3.4 use a mix of delivery styles appropriate to participants and the programme/session goals | |
| 3.5 identify participants in need of specialist support and signpost them to likely sources | |
| 3.6 provide feedback that is timely, clear and helps participants achieve their goals | |
| 3.7 adapt plans to respond to changing needs of the session | |
| 3.8 encourage and enable participants to reflect on what they have learned and apply this to their performance | |
| 3.9 encourage and support participants to take responsibility for their own development | |

Learning Outcome: 4. conclude strength and conditioning for sport coaching activities.

| Assessment Criteria | Indicative Delivery Content |
|---|------------------------------------|
| The learner can: | |
| 4.1 allow time to end the session according to participants' needs | |
| 4.2 deliver cool-down activities appropriate to the session and participants | |
| 4.3 encourage participants to give feedback and identify further goals | |
| 4.4 give participants summary feedback on the session | |
| 4.5 ensure participants have the information they need about future opportunities to take part in the sport/activity | |
| 4.6 supervise participants' departure in a manner appropriate to the situation and with due regard to their safety and own duty of care | |
| 4.7 follow the correct procedures for checking and dealing with any equipment used | |
| 4.8 leave the environment in a condition acceptable for future use. | |

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|----------------------------------|--|
| Unit Title | Monitor and evaluate strength and conditioning for sport coaching programmes |
| Unit Aim | This unit assesses coaches' ability to review the implementation of strength and conditioning for sport coaching programmes against an evaluation plan and take opportunities to improve programmes and personal contributions to them. |
| Unique Unit Number | T/502/8252 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment |
| Assessment Specification | To complete this unit, learners are required to evidence the production of a recorded review and evaluation for a detailed training cycle or phase (minimum of eight weeks) associated with an aspect of the strength and conditioning for sport coaching programme. All sessions must be drawn from the Level 3 Technical Syllabus developed for strength and conditioning for sport. |

Learning Outcome: 1. monitor the implementation of coaching programmes

| Assessment Criteria | Indicative Delivery Content |
|---|-----------------------------|
| The learner can: | |
| 1.1 demonstrate the most appropriate way of evaluating the programme based on the evaluation plan | |
| 1.2 inform participants and others (e.g. other coaches, sport science support or facility management) of the evaluation and encourage them to give their views | |
| 1.3 collect and record monitoring information at planned points throughout the programme | |
| 1.4 check that information collected is valid and reliable | |
| 1.5 collate the information in a way that will help it be analysed | |
| 1.6 analyse the information and feedback, evaluating: <ul style="list-style-type: none"> - whether the programme met its goals - the content, structure, balance and processes of the programme - the availability and content of resources - their own performance and behaviour - the performance and behaviour of participants and others | |
| 1.7 treat confidential information appropriately | |
| 1.8 make a record of recommendations for improvement to future programmes | |

Learning Outcome: 2. monitor their own contributions to the coaching programme.

| Assessment Criteria | Indicative Delivery Content |
|---|------------------------------------|
| The learner can: | |
| 2.1 monitor their own contributions to the programme with the aim of developing their own coaching practice | |
| 2.2 interpret feedback as an opportunity to improve personal coaching performance. | |

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|----------------------------------|--|
| Unit Title | Develop coaching practice in strength and conditioning for sport |
| Unit Aim | This unit assesses coaches' ability to review their own contributions to angling coaching programmes, their personal development needs, and how they can support others in developing their coaching skills and knowledge. |
| Unique Unit Number | A/502/8253 |
| Unit Assessment Method(s) | - Coursework - Practical Demonstration/Assignment |
| Assessment Specification | To complete this unit, learners are required to evidence: (i) the production of a personal action plan to develop their own coaching practice based upon the delivery of a detailed training cycle or phase associated with an aspect of the strength and conditioning for sport coaching programme (ii) an action plan to develop coaching practice for others involved in supporting the strength and conditioning for sport coaching programme. All sessions must be drawn from the Level 3 Technical Syllabus developed for strength and conditioning for sport. |

Learning Outcome: 1. be able to review their own coaching practice

| Assessment Criteria | Indicative Delivery Content |
|---|------------------------------------|
| The learner can: | |
| 1.1 summarise the most important outcomes of evaluations of previous coaching programmes and feedback from participants and others (eg other coaches, sport science support or facility management) | |
| 1.2 demonstrate their own knowledge is up to date with developments in strength and conditioning for sport and current coaching practice | |
| 1.3 reflect on all aspects of their own current coaching practice and identify areas to develop further | |
| 1.4 develop and record a personal action plan that will help develop coaching practice for identified areas | |
| 1.5 identify development activities that can contribute to a personal action plan | |

Learning Outcome: 2. provide assistance in the development of other coaches.

| Assessment Criteria | Indicative Delivery Content |
|---|------------------------------------|
| The learner can: | |
| 2.1 describe the typical skills and knowledge that other coaches need to be able to contribute to strength and conditioning for sport coaching programmes | |
| 2.2 evaluate learning resources that could support the development of other coaches | |
| 2.3 demonstrate the provision of development guidance and support to other coaches within their own level of expertise | |
| 2.4 provide development and support in a manner, level and pace appropriate to other coaches' needs | |
| 2.5 evaluate the outcomes of the development and support provided | |
| 2.6 provide feedback to other coaches on their performance | |
| 2.7 promote the values, ethics and codes of practice of the organisation/sport to other coaches | |
| 2.8 identify relevant people who may be able to provide advice on coaching issues outside their own area of competence or authority. | |

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):

Assessor(s):

Assessors involved and responsible for the assessment of the qualification must hold one (or more) of the following:

- the 1st4sport Level 3 Certificate in Coaching Strength and Conditioning for Sport (QCF)
- the British Weight Lifters' Association (BWLA) Instructors Award/1st4sport Level 2 Certificate in Coaching Weight Lifting (QCF)
- an Australian Strength and Conditioning Association (ASCA) Level 2 award
- be a UKSCA accredited strength and conditioning coach
- be a certified strength and conditioning specialist (CSCS)

or equivalent based on individual application.

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

Internal Quality Assurers involved and responsible for the internal verification of the qualification must hold one (or more) of the following:

- the 1st4sport Level 2 Certificate in Coaching Strength and Conditioning for Sport (QCF)
- the British Weight Lifters' Association (BWLA) Instructors Award/1st4sport Level 2 Certificate in Coaching Weight Lifting (QCF)
- an Australian Strength and Conditioning Association (ASCA) Level 2 award
- be a UKSCA accredited strength and conditioning coach
- be a certified strength and conditioning specialist (CSCS)
- be a certified and practising PE teacher
- or equivalent based on individual application.

Additional Qualification Requirements

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

The recognised centre is required to have one or more delivery sites with facilities to support the programme of training and assessment. All delivery sites must include the following:

- indoor and outdoor areas for safe practice of speed and agility activities
- a gym or training area

The recognised centre is required to have equipment in place to facilitate the full programme of learning and assessment which must include:

- Enough tables and chairs for each participant
- Gym/training area must include:
 - Dumb-bells
 - Medicine ball
 - Swiss ball
 - Floor space for bodyweight exercises.
 - Clear wall or screen for projection
 - Laptop computer
 - Projector or connection to screen
 - Power extension lead
 - Flip chart.

This qualification is regulated by Ofqual (600/0337/6), CCEA and QiW (C00/1296/1 - Regulated).

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