

# 1st4sport Level 3 Certificate in Coaching Rowing

## 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 3 Certificate in Coaching Rowing
Qualification Overview:	Gives learners the knowledge, skills, and confidence to develop rowers through sessions in a club environment.
Qualification Code:	L3CCROWQ
Qualification Regulation Number:	600/3002/1
Guided Learning Hours (GLH):	64
Total Qualification Time (TQT):	184
Credit Value (if applicable):	28
Operational Start Date:	01/09/2011
Qualification Review Date:	30/04/2026
Learner Registration Period:	3 years
Qualification Objective:	This qualification qualifies learners to become a rowing coach in a club environment.
Qualification Purpose:	Prepare for employment in a specific occupational area.

### Who is this qualification for?

The qualification is designed to prepare aspiring coaches for employment as a Rowing Coach in paid or voluntary roles, potentially within a high performance team. It is appropriate for existing Level 2 rowing coaches wishing to further develop, refine and enhance their coaching skills in rowing.

### Qualification Progression

Following a period of practice as a qualified coach, learners may choose to develop their skills by participating in continuing professional development (CPD) opportunities offered within Rowing and other coaching-related organisations. Learners may gain the opportunity to develop their learning and knowledge by volunteering or gaining employment as a coach at the appropriate level. In addition, they may wish to progress their knowledge of coaching methods and practices in a specific area of interest and may undertake workshops and/or alternative learning opportunities offered by other relevant organisations, such as sports coach UK.

Holders of this Certificate may seek employment, paid or unpaid, as a Rowing coach. Learners should look to develop your learning and knowledge of Rowing by working with other, more experienced, coaches.

## 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)

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/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
D/503/3428	Analyse rower/s' performance and set programme goals in rowing	5
D/503/3560	Monitor and evaluate rowing coaching programmes	6
K/503/3481	Plan coaching programmes in Rowing	10
K/503/3562	Develop coaching practice in rowing	5
M/503/3482	Manage safe and effective rowing coaching programmes	12
M/503/3546	Develop rower/s' performance in Rowing	20
R/503/3491	Deliver rowing coaching programmes	17

### 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>	Understanding the principles of safe and equitable coaching practice
<b>Unit Aim</b>	This unit assesses the coach's understanding of how to ensure that their coaching is safe and equitable.
<b>Unique Unit Number</b>	M/601/2108
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	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**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
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"> <li>• legal requirements</li> <li>• sport-specific requirements</li> </ul>	
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	



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"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
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 The learner can:	Indicative Delivery Content
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 The learner can:	Indicative Delivery Content
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	

<b>Unit Title</b>	Understanding the principles of planning coaching programmes
<b>Unit Aim</b>	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.
<b>Unique Unit Number</b>	A/601/3536
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	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**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
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**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
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 The learner can:	Indicative Delivery Content
3.1 provide definitions of: <ul style="list-style-type: none"> <li>• skill coordination</li> <li>• motor skill learning</li> <li>• skill acquisition</li> <li>• skill retention</li> <li>• skill transfer</li> </ul>	
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	

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)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
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 The learner can:	Indicative Delivery Content
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 The learner can:	Indicative Delivery Content
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 The learner can:	Indicative Delivery Content
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	

<b>Unit Title</b>	Analyse rower/s' performance and set programme goals in rowing
<b>Unit Aim</b>	This unit assesses coaches' ability to gather Rowing-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.
<b>Unique Unit Number</b>	D/503/3428
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	<p>To complete this unit learners are required to evidence the production of a performance profile for a minimum of two participants and the Rowing team. These should be matched against established performance factors for Rowing and identify the current and potential level of player performance and/ or development.</p> <p>This should cover all of the following areas:</p> <ul style="list-style-type: none"> <li>- Skill levels</li> <li>- Technical ability</li> <li>- Tactical awareness</li> <li>- Physiological needs</li> <li>- Psychological needs</li> </ul> <p>All performance factors must be drawn from the Level 3 technical syllabus developed for Rowing.</p>

Learning Outcome: .	
<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>

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Unit Title	Monitor and evaluate rowing coaching programmes
Unit Aim	This unit assesses coaches' ability to review the implementation of Rowing coaching programmes against an evaluation plan and take opportunities to improve programmes and personal contributions to them.
Unique Unit Number	D/503/3560
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>To complete this unit learners are required to evidence: the production of a recorded review and evaluation for two detailed training cycles or phases (minimum of 4 weeks each) associated with an aspect of the rowing coaching programme.</p> <p>All sessions must be drawn from the Level 3 technical syllabus developed for rowing.</p>

Unit Title	Plan coaching programmes in Rowing
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 Rowing. A plan for the evaluation of the aspirations of the programme is also required.
Unique Unit Number	K/503/3481
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>To complete this unit learners are required to evidence the: Design and plan a Rowing Coaching Programme for a minimum of two rowers or a crew, which should be based upon the outcome of the performance profile (s) developed in Unit 304. Production of a detailed plan of two discrete cycles or phases (minimum of 4 weeks in each) associated with an aspect of the Rowing Coaching Programme. Production of a minimum of 8 coaching session plans for each discrete cycle or phase (minimum of 4 weeks each) associated with an aspect of the Rowing Coaching Programme. Production of a recorded plan for the ongoing evaluation of the Rowing Coaching Programme. Production of a recorded plan for the ongoing performance and/or development review for either two rowers or a team. The plan should identify the methodology and timings for the ongoing review.</p> <p>All sessions must be drawn from the Level 3 technical syllabus developed for Rowing.</p>



Unit Title	Develop coaching practice in rowing
Unit Aim	This unit assesses coaches' ability to review their own contributions to Rowing coaching programmes, their personal development needs, and how they can support others in developing their coaching skills and knowledge.
Unique Unit Number	K/503/3562
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>To complete this unit learners are required to evidence: the production of a personal action plan to develop own coaching practice based upon the delivery of two detailed training cycles or phases (minimum of 4 weeks each) associated with an aspect of the rowing coaching programme an action plan to develop coaching practice for others involved in supporting the rowing coaching programme.</p> <p>All sessions must be drawn from the Level 3 technical syllabus developed for rowing.</p>

Unit Title	Manage safe and effective rowing 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	M/503/3482
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>To complete this unit learners are required to evidence: That they are competent in managing a safe coaching environment for rowers and others. This is must be observed by an appropriately qualified assessor on a minimum of two occasions. 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 two discrete cycles or phases associated with an aspect of their coaching programme. All sessions must be drawn from the Level 3 technical syllabus developed for rowing.</p>

Unit Title	Develop rower/s' performance in Rowing
Unit Aim	This unit assesses the coaches' ability to deliver Rowing coaching activities within a Rowing coaching programme. They will show that they can monitor and develop participants' performance in Rowing and effectively conclude the activities in a safe manner.
Unique Unit Number	M/503/3546
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>To complete this unit learners are required to evidence: the delivery of a minimum of 16 rowing coaching sessions within two discrete cycles or phases (minimum of 4 weeks each) associated with an aspect of the rowing Coaching Programme the delivery of a minimum of two rowing coaching sessions, which must be observed by an appropriately qualified assessor on separate occasions the production of recorded rower performance and/or development reviews and associated action plan(s) for a minimum of two rowers or a team during the rowing coaching programme. This may include technical ability and at least one other of the following areas:</p> <ul style="list-style-type: none"> <li>• Technical ability</li> <li>• Skill</li> <li>• Tactical awareness</li> <li>• Physiological</li> <li>• Psychological</li> </ul> <p>All sessions must be drawn from the Level 3 technical syllabus developed for rowing.</p>

Unit Title	Deliver rowing coaching programmes
Unit Aim	This unit assesses coaches' ability to begin the implementation of a Rowing 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	R/503/3491
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>To complete this unit learners are required to evidence: the delivery of a minimum of 16 rowing coaching sessions within two discrete cycles or phases (minimum of 4 weeks for each) associated with an aspect of the rowing coaching programme the delivery of a minimum of two rowing coaching sessions, which must be observed by an appropriately qualified assessor on separate occasions the production of recorded rower performance and/ or development reviews and associated action plan(s) for a minimum of two rowers or a crew during the rowing coaching programme.</p> <p>This may include technical ability and at least one other of the following areas:</p> <ul style="list-style-type: none"> <li>• Technical ability</li> <li>• Skill</li> <li>• Tactical awareness</li> <li>• Physiological</li> <li>• Psychological</li> </ul> <p>All sessions must be drawn from the Level 3 technical syllabus developed for rowing.</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.

#### Assessor(s):

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

#### 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.

The recognised centre is required to have equipment in place to facilitate the full programme of learning and assessment which must comply with accepted health and safety practice for rowing and must include:

- boats, vessels and equipment suitable for the water, location and environment
- safety equipment suitable for the water, location and environment

This qualification is regulated by Ofqual (600/3002/1), CCEA and QiW (C00/1297/3 - Regulated).

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