

# 1st4sport Level 1 in Coaching and Instructing Sport in Prisons (Basketball)

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 in Coaching and Instructing Sport in Prisons (Basketball)
Qualification Overview:	Gives learners the skills and competencies required to deliver basketball sessions in prisons.
Qualification Code:	L1CSPBB
Qualification Regulation Number:	603/5251/6
Guided Learning Hours (GLH):	22
Total Qualification Time (TQT):	38
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/12/2019
Qualification Review Date:	30/04/2026
Learner Registration Period:	1 year
Qualification Objective:	This qualification qualifies learners to deliver basketball sessions in a prison environment.
Qualification Purpose:	Develop knowledge and/or skills in a subject area.

### Who is this qualification for?

This qualification is designed for current P.E Officers employed by Her Majesty's Prison and Probation Service wishing to progress in their role as P.E Officers. It is solely for those who are already working in prisons and who have responsibility for delivering coaching sessions within the prison environment.

### Qualification Progression

Learners could undertake additional pathway qualifications for the prison environment, 1st4sport Level 1 Coaching and Instructing Sport in Prisons (Badminton). The skills and knowledge developed through this qualification may also be used to progress externally to other industry-relevant qualifications in coaching sport, activity leadership, or sports development including the or the 1st4sport Level 2 Certificate in Basketball.

This qualification may lead to further employment in the prison service or externally to pursue a career in coaching 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 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
Y/617/8624	The Role of the P.E Instructor	9
D/617/8625	The P.E Instructor in Practice	9
K/617/8627	Technical Coaching Requirements for Basketball	4

### 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 P.E Instructor
<b>Unit Aim</b>	This unit aims to develop the coach's understanding of their role and responsibilities. This component is designed to ensure duty of care through safe and equitable practice as a coach.
<b>Unique Unit Number</b>	Y/617/8624
<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. These are set by 1st4sport and assessed by their assessor.

### Learning Outcome: 1. understand the role of the P.E Instructor

Assessment Criteria The learner can:	Indicative Delivery Content
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>• the coaching process of plan -do-review</li> </ul>

### Learning Outcome: 2. understand the responsibilities of the P.E Instructor

Assessment Criteria The learner can:	Indicative Delivery Content
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 overarching legal and specific responsibilities</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 importance of operating within their own level of competence and experience</li> <li>• what is acceptable in terms of the coach-participant relationship</li> <li>• the principles of duty of care towards participants</li> <li>• the guidelines for safeguarding and protecting the following participant groups, adherence to these and maintaining confidentiality: <ul style="list-style-type: none"> <li>-young people and children, including signs and symptoms of abuse</li> <li>-adults at risk</li> <li>-participants who share protected characteristics <ul style="list-style-type: none"> <li>• the requirements of the participant group, managing resources for all participants including those who share protected characteristics</li> <li>• the requirements of the participant group; managing information for and about all types of participants</li> </ul> </li> </ul> </li> </ul>

<p>2.3 identify responsibilities related to safe coaching practice</p>	<ul style="list-style-type: none"> <li>• the importance of operating within their own level of competence and experience</li> <li>• what is acceptable in terms of the coach participant relationship</li> <li>• the principles of duty of care towards participants</li> <li>• the guidelines for safeguarding and protecting the following participant groups,</li> <li>• adherence to these and maintaining confidentiality:             <ul style="list-style-type: none"> <li>◦ young people and children, including signs and symptoms of abuse</li> <li>◦ adults at risk</li> <li>◦ participants who share protected characteristics</li> </ul> </li> <li>• the requirements of the participant group, managing resources for all participants including those who share protected characteristics</li> <li>• the requirements of the participant group; managing information for and about all</li> <li>• general principles of safe practice</li> <li>• health and safety requirements health and safety management; knowing how to:             <ul style="list-style-type: none"> <li>◦ prepare the environment,</li> <li>◦ conduct risk assessment</li> <li>◦ minimise risk</li> <li>◦ put contingency plans in place</li> </ul> </li> </ul>
<p>2.4 identify responsibilities related to inclusive coaching practice</p>	<ul style="list-style-type: none"> <li>• inclusive delivery of coaching activities</li> <li>• coaching participants who share protected characteristics</li> <li>• 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> </li> <li>• recognising that different participants learn in different ways</li> </ul> <p>different backgrounds and stages of participant development can impact on coaching:</p> <ul style="list-style-type: none"> <li>• age,</li> <li>• emotional development</li> <li>• skill development</li> </ul>

## Learning Outcome: 3. Understand participants and their development needs

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 identify how to engage with and develop a range of participants	<ul style="list-style-type: none"> <li>• Participants' motivations for taking part</li> <li>• how to manage sessions for different backgrounds, stages of participant development and needs</li> <li>• how to cater for individual needs within group coaching</li> <li>• the basics of the C System; focussing on:               <ul style="list-style-type: none"> <li>- Connection</li> <li>- Competence</li> <li>- Confidence</li> </ul> </li> </ul>
3.2 Identify the physical influences on participation	<ul style="list-style-type: none"> <li>• How the physical capabilities of participants will influence the content and structure of the session</li> <li>• the impact of the stages of participant development and how they impact on coaching practice</li> </ul>
3.3 Identify the mental and social influences on participation	<ul style="list-style-type: none"> <li>• How the mental capabilities of participant(s) will influence the content and structure of the session</li> <li>• how to develop participants socially; building relationships and rapport with and between participant</li> </ul>



<b>Unit Title</b>	The P.E Instructor 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 their own practice.
<b>Unique Unit Number</b>	D/617/8625
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learners are required to demonstrate their ability to plan, deliver and review activities in a practical coaching assessment (either in their workplace or in a simulated environment). The demonstration must be a minimum of 20 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**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 plan a coaching session to meet participants' needs	<ul style="list-style-type: none"> <li>Plan a balance of activities to meet the needs of the participant group</li> <li>know how to apply basic goal setting</li> <li>plan and prepare for sessions involving realistic timings, sequences, intensity and duration of activities</li> </ul>
1.2 establish a safe coaching environment	<ul style="list-style-type: none"> <li>Conduct a risk assessment, minimising any identified risks</li> <li>organise the setting up of equipment required for the session</li> </ul>
1.3 prepare the participants for the coaching sessions	<ul style="list-style-type: none"> <li>Apply the principles of good practice for starting coaching sessions</li> <li>provide information to participants on the aims and objectives of sessions, agreeing these with participants</li> <li>understand physical preparation and how to deliver warm-ups</li> </ul>

## Learning Outcome: 2. be able to deliver coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 deliver a coaching session which meets participants needs	<ul style="list-style-type: none"> <li>• Apply range of coaching styles; listening to and motivating participants</li> <li>• cater to a variety of learning styles; balancing instruction, facilitation, demonstration, questions and answers</li> <li>• ensure inclusivity and consideration of participants who share protected characteristics; communicating and listening to a variety of participant types:</li> <li>• disabled and non-disabled people,</li> <li>• children, youths and adults</li> <li>• ensure there is a balance of activities; realistic timings, sequences, intensity and duration of activities within the session</li> <li>• implement contingency plans and modify plans when needed; ensuring that sessions are adapted to meet participants' needs in the time available</li> </ul>
2.2 use technically correct explanations and demonstrations of activities	<ul style="list-style-type: none"> <li>• Explain relevant technical and tactical requirements of the sport</li> <li>• deliver demonstrations and explanations that are technically and tactically correct</li> </ul>
2.3 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>
2.4 ensure participants' safety is maintained	<ul style="list-style-type: none"> <li>• Manage coaching activities and adapt to maintain safety as required</li> <li>• manage safe use of equipment during the session</li> <li>• manage behaviours by being:               <ul style="list-style-type: none"> <li>- positive and challenging</li> <li>- encouraging and motivating</li> </ul> </li> </ul>
2.5 conclude the session	<ul style="list-style-type: none"> <li>• Apply the principles of good practice for concluding coaching sessions</li> <li>• deliver cool-downs</li> <li>• summarise session outcomes, providing feedback to participants</li> <li>• organise the taking down and storage of equipment used during the session</li> <li>• offer information to participants after coaching sessions</li> </ul>

## Learning Outcome: 3. be able to review coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 review a coaching session	<ul style="list-style-type: none"> <li>• Contribute to the review the effectiveness of the plan</li> <li>- timings</li> <li>- suitability of planned activities</li> <li>- progressions/adaptations               <ul style="list-style-type: none"> <li>• contribute of the review safety elements of the session</li> </ul> </li> <li>- behaviour</li> <li>- equipment</li> <li>- organisation of activities and/or participants               <ul style="list-style-type: none"> <li>• contribute to the review of the overall delivery</li> </ul> </li> <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               <ul style="list-style-type: none"> <li>• take responsibility for own development as a coach</li> </ul> </li> <li>- gaining feedback on performance from others</li> <li>- developing a personal action plan</li> </ul>

Unit Title	Technical Coaching Requirements for Basketball
Unit Aim	This unit aims to develop the coach's ability to be able to coach a range of skills to support the development of a participant in basketball.
Unique Unit Number	K/617/8627
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	Learners are required to demonstrate their ability to coach basketball activities in a practical coaching assessment (either in their workplace or in a simulated environment). The demonstration must be a minimum of 20 minutes in duration either in the form of a single session, or a series of shorter micro-sessions.

**Learning Outcome: 1. know how to coach basketball activities**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 identify the key elements necessary to plan basketball activities	<ul style="list-style-type: none"> <li>• Support the delivery of activities and relevant warm-up and cool-down exercises designed to develop one, some or all of the following:                             <ul style="list-style-type: none"> <li>- basic posture and limb movement (starting, stopping, pivoting and change of direction)</li> <li>- passing (controlled safe passing, two-hand passing and catching stability, direct straight-line passes and passing on the move)</li> <li>- shooting (player control, ball control, consideration of how height, direction and distance are achieved)</li> <li>- dribbling (changing hands, direction, speed and position of the ball, start of a dribble, ball protection, stopping, upper/lower limb movement and picking the ball up at the end of the dribble)</li> <li>- Individual offense (with the ball, without the ball and how to face basket when holding the ball in the offensive area)</li> <li>- Individual defence (position, introduction of additional player building up to 3 v 3, 4 v 4, 5 v 5 and use of modified games such as no dribble, small court etc.)</li> </ul> </li> </ul>
1.2 identify the key coaching points necessary to deliver basketball activities	
1.3 deliver basketball activities	
1.4 evaluate basketball activities	

## 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.

In addition, the 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:

- sports or physical activity equipment to facilitate the chosen coaching activities which may include:

- balls
- bibs
- marker cones
- goal posts

- a space for theoretical sessions to be delivered with conditions conducive to learning

- toilet facilities

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

- FIBA-approved basketballs appropriate to the needs of the learners (size 6 basketballs should be available for female learners), sufficient for one per learner

- a minimum of 4 BSI-approved baskets.

- flip chart and a selection of coloured pens

This qualification is regulated by Ofqual (603/5251/6).

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