

1st4sport Level 1 Award in Assistant Coaching Parkour/Freerunning

Qualification Specification



About Us

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

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

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

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

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

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

Qualification Specification

Title:	1st4sport Level 1 Award in Assistant Coaching Parkour/Freerunning
Qualification Overview:	Introduces learners to the principles and practice of coaching Parkour/Freerunning sessions to adults and young people.
Qualification Code:	L1ACPKR
Qualification Regulation Number:	600/0492/7
Guided Learning Hours (GLH):	32
Total Qualification Time (TQT):	48
Credit Value (if applicable):	Not applicable
Operational Start Date:	23/01/2011
Qualification Review Date:	30/06/2025
Learner Registration Period:	1 year
Qualification Objective:	This qualification qualifies learners to become an assistant coach of Parkour/Freerunning.
Qualification Purpose:	Develop knowledge and/or skills in a subject area.

Who is this qualification for?

This qualification is designed for learners who wish to gain future employment coaching Parkour/Freerunning.

Qualification Progression

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

Successful learners are eligible to seek employment in appropriate paid or voluntary assistant coaching roles. They should look to develop their learning and knowledge of Parkour/Freerunning by working with other, more experienced, coaches.

Entry Requirements

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

Pre-requisite(s) or other entry requirements

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

Prior to registration learners are required to:

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

Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 7 of 7 mandatory units),
- Practical Demonstration/Assignment (in 7 of 7 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
D/601/3531	Understanding the fundamentals of coaching sport	6
H/601/3532	Understanding the principles of planning coaching activities in sport	10
K/601/3533	Understanding the principles of conducting coaching activities in sport	10
M/601/3534	Understanding the principles of evaluating coaching activities in sport	7
K/502/9057	Planning coaching activities in parkour/ freerunning	2
M/502/9058	Conducting coaching activities in parkour/ freerunning	2
T/502/9059	Evaluating coaching activities in parkour/ freerunning	2

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Understanding the fundamentals of coaching sport
Unit Aim	This unit assesses the coach's understanding of his or her role and the fundamentals of coaching.
Unique Unit Number	D/601/3531
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed through a portfolio of evidence and observation of coaching practice.

Learning Outcome: 1. know how to establish and maintain an effective, fair and equitable coaching environment

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 outline why it is important to communicate clearly with participant(s) and colleagues	
1.2 outline what might happen if communication is not clear	
1.3 outline why equality and diversity are important in working with participant(s) and colleagues	
1.4 state how to treat people equally and respect their individuality	
1.5 identify how to dress and present self at work	
1.6 identify examples of positive behaviour when coaching participant(s)	
1.7 outline why dress, appearance and behaviour are important at work	

Learning Outcome: 2. understand the principles of coaching

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 outline why teamwork is important in providing good levels of service	
2.2 outline why it is important to always try to improve own work	
2.3 outline why feedback from colleagues and participant(s) is important	
2.4 identify how to use feedback from colleagues and participant(s) to improve own work	

Learning Outcome: 3. know how to establish and maintain a safe coaching environment

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 outline why safeguarding children and vulnerable people is important	
3.2 identify the procedures to follow for safeguarding children and vulnerable people	
3.3 describe the values or codes of practice relevant to own work	
3.4 explain the importance of dealing with accidents and emergencies promptly, calmly and correctly	
3.5 identify the types of injuries and illnesses that may occur in own area of work.	

Unit Title	Understanding the principles of planning coaching activities in sport
Unit Aim	This unit assesses the coach's understanding of how to plan and prepare activities within coaching sessions.
Unique Unit Number	H/601/3532
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed through a portfolio of evidence and observation of coaching practice.

Learning Outcome: 1. understand how to plan coaching activities

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 outline why it is important to plan and prepare for coaching sessions	
1.2 describe how to identify who has responsibility for different aspects of sessions	
1.3 outline why it is important to work closely with the person with overall responsibility for sessions	
1.4 identify the types of information needed to plan an activity within sessions	
1.5 outline the types of information that may be confidential	
1.6 outline how to deal with confidential information	
1.7 outline why it is important to use evaluations of other activities when planning new activities	
1.8 outline why it is important to make sure the planned activities meet the overall aims of the sessions	

Learning Outcome: 2. understand how to plan for a safe coaching environment

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 state why health, safety, cleanliness and tidiness are important in a coaching facility	
2.2 identify the procedures that must be followed for checking coaching facility areas and dealing with any problems found	
2.3 outline the types of problems that may be found in a coaching facility area	
2.4 outline the types of problems allowed to be dealt with by self	
2.5 describe the types of problems that should not be dealt with by self	
2.6 indicate who problems should be reported to	
2.7 outline health and safety requirements that cover own area of responsibility	

Learning Outcome: 3. understand how to prepare facilities and equipment for coaching activities

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 identify the types of equipment that might be used in coaching sessions	
3.2 outline the main health and safety requirements for different items of coaching equipment	
3.3 outline safe manual lifting and handling procedures	
3.4 describe why safe manual lifting and handling procedures are important	
3.5 identify the types of faults and/or hazards that may occur with coaching equipment	
3.6 outline how to identify and report problems with coaching equipment	
3.7 identify correct ways of setting up a range of coaching equipment	
3.8 outline why it is important to check with a more senior colleague that coaching equipment has been set up correctly	

Learning Outcome: 4. understand how to prepare participants for coaching activities

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 state the procedures to follow when arranging coaching facilities and equipment and giving information to participants	
4.2 identify the requirements for dress and equipment for the activities being coached	
4.3 outline how to give clear and correct demonstrations and explanations of skills, techniques, rules, codes and health and safety requirements	
4.4 outline why it is important to answer participant(s) questions	
4.5 outline why warm-ups are important	
4.6 outline the types of warm-up that are appropriate to activities being coached.	

Unit Title	Understanding the principles of conducting coaching activities in sport
Unit Aim	This unit assesses the coach's understanding of how to conduct activities, conclude activities and support participant behaviour and performance during a coaching session.
Unique Unit Number	K/601/3533
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed through a portfolio of evidence and observation of coaching practice.

Learning Outcome: 1. understand how to conduct planned coaching activities

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 describe own responsibilities during sessions	
1.2 state the health and safety requirements relevant to the activities being coached	
1.3 identify sport-specific techniques, skills, rules and codes of behaviour relevant to the activities being coached	
1.4 outline how to select appropriate equipment for different participants	
1.5 describe the procedures for reporting accidents, injuries and illnesses	

Learning Outcome: 2. understand how to support participant(s) behaviour and performance

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 outline the importance of good communication with participant(s) during sessions	
2.2 outline how to motivate and encourage participant(s) without putting them under stress	
2.3 describe ways in which participant(s) behaviour can be managed during sessions	
2.4 outline the coaching process as it applies to the improvement of participant performance	
2.5 outline the importance of giving feedback to participant(s) on what they are doing	
2.6 outline how to give feedback in a way that will help participant(s) to improve their performance	
2.7 identify appropriate times during an activity to provide feedback	

Learning Outcome: 3. understand how to conclude coaching activities

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 outline why it is important to allow enough time to finish an activity as planned	
3.2 outline why it is important to cool down	
3.3 outline types of appropriate cool-down exercises for the activities being coached	
3.4 outline why it is important to get feedback from participant(s) at the end of sessions	
3.5 identify procedures for putting away equipment and tidying the coaching facility	
3.6 outline how to identify faulty equipment and what to do with it	
3.7 outline why it is important to store equipment in the right place	
3.8 outline why it is important that storage areas should be clean, tidy and secure.	

Unit Title	Understanding the principles of evaluating coaching activities in sport
Unit Aim	This unit assesses the coach's understanding of how to evaluate activities within coaching sessions and how to use evaluations to improve his or her own coaching.
Unique Unit Number	M/601/3534
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed through a portfolio of evidence and observation of coaching practice.

Learning Outcome: 1. Understanding the Principles of Evaluating Coaching Activities in Sport

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 outline why evaluating activity sessions is important	
1.2 describe why it is important to compare what happened during a session with what was planned	
1.3 outline the importance of making positive use of the feedback from others, including participants and the person responsible for sessions	
1.4 outline why it is important to record the results of the evaluation	
1.5 outline how to complete evaluation forms	
1.6 state how to make use of past evaluations when planning and conducting future activities	

Learning Outcome: 2. understand how to develop own coaching practice

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 outline why it is important to always try to improve own coaching	
2.2 identify how to ask colleagues for feedback on own work	
2.3 outline why feedback from colleagues is important	
2.4 identify how to use feedback from colleagues to improve own coaching	
2.5 outline why it is important to take part in training and education	
2.6 outline the sources of training and education available to improve coaching practice.	

Unit Title	Planning coaching activities in parkour/ freerunning
Unit Aim	This unit assesses the assistant coach's ability to plan and prepare activities within a Parkour/Freerunning coaching session.
Unique Unit Number	K/502/9057
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	Learners need to produce evidence of: (i) collecting information needed to plan activities on a minimum of two types of participants (including type, ability and specific needs). (ii) the production of pre-prepared or personal plans for a minimum of two coaching activities from different Parkour/Freerunning coaching sessions. The planned activities must be of a minimum of 15 minutes in duration. All sessions must be drawn from the Level 1 Parkour/Freerunning Technical Syllabus.

Learning Outcome: 1. plan Parkour/Freerunning coaching activities	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 collect information needed to plan activities	
1.2 deal with confidential information correctly	
1.3 produce plans for activities that meet the session's aims	
1.4 use evaluations of previous activities to help the plan	
1.5 make sure the planned activities fit into the time available	
1.6 check the details of plans with the person responsible for the session	
1.7 identify own responsibilities of the session	

Learning Outcome: 2. plan for a safe Parkour/Freerunning environment

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 take account of health and safety requirements when planning activities	
2.2 check the facility following the correct procedures	
2.3 identify possible problems with facilities	
2.4 take correct action to deal with any problems, according to instructions	
2.5 report any problems clearly and accurately to a more senior colleague	

Learning Outcome: 3. prepare facilities and equipment for Parkour/Freerunning coaching activities

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 identify equipment needed to deliver planned activities	
3.2 find the equipment to set up	
3.3 lift and handle equipment safely and without causing damage	
3.4 follow instructions for setting up and laying out the equipment	
3.5 make sure equipment is ready when needed	
3.6 check with a senior colleague that the set up is correct	
3.7 identify and report any problems to a more senior colleague	

Unit Title	Conducting coaching activities in parkour/ freerunning
Unit Aim	This unit assesses the assistant coach's ability to conduct activities within Parkour/Freerunning coaching sessions.
Unique Unit Number	M/502/9058
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	Learners need to produce evidence of the delivery of one planned Parkour/Freerunning coaching session. The planned session/activities must be of a minimum of 15 minutes in duration and be observed being coached by an appropriately qualified assessor. All sessions must be drawn from the Level 1 Parkour/Freerunning Technical Syllabus.

Learning Outcome: 1. Conducting coaching activities in Parkour/Freerunning

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 follow agreed health and safety procedures	
1.2 Refer any problems which cannot be dealt with correctly to the person responsible for a session	
1.3 communicate with participant(s) and colleagues clearly	
1.4 provide participant(s) with information they need throughout sessions	
1.5 follow the correct procedures for safeguarding children and vulnerable people	
1.6 deal with accidents, injuries and illnesses following the correct procedures	
1.7 report accidents, injuries and illnesses following the correct procedures	

Learning Outcome: 2. Conducting coaching activities in Parkour/Freerunning

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 demonstrate how to observe participant(s) performance throughout activities	
2.2 pay attention to the needs of all the participant(s)	
2.3 give feedback to participant(s) at appropriate times during activities	
2.4 make sure that feedback highlights good performance and where participant(s) need to improve	
2.5 ensure that feedback is clear and encouraging	

Learning Outcome: 3. conclude Parkour/Freerunning coaching activities

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 allow enough time to finish activities	
3.2 help participant(s) to cool down safely	
3.3 provide participant(s) with feedback on what has been achieved	
3.4 encourage participant(s) to give their own feedback on activities	
3.5 follow the correct procedures for putting away equipment and tidying the coaching facility	
3.6 refer any problems which cannot be dealt with correctly to the person responsible for the session	

Unit Title	Evaluating coaching activities in parkour/ freerunning
Unit Aim	This unit assesses the assistant coach's ability to conclude activities within Parkour/Freerunning coaching sessions.
Unique Unit Number	T/502/9059
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	Learners need to produce evidence of the production of a recorded evaluation of the delivery of a minimum of one planned activity session. The activities delivered must be of a minimum of 15 minutes in duration in total. A minimum of one of the sessions evaluated must be observed being coached by an appropriately qualified assessor. All sessions must be drawn from the Level 1 Parkour/Freerunning Technical Syllabus.

Learning Outcome: 1. evaluate Parkour/Freerunning coaching activities

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 carry out evaluations with the person responsible for sessions	
1.2 compare what happened during the activity with what was planned	
1.3 identify what the participant(s) achieved during activities	
1.4 take account of participant(s)' feedback about activities	
1.5 provide own ideas about what went well and what could be improved	
1.6 listen to and take account of the views of the person responsible for the session	
1.7 record the results of evaluations to help improve future activities	

Learning Outcome: 2. develop own Parkour/Freerunning coaching practice

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 seek feedback on own coaching from colleagues	
2.2 work with a relevant colleague to: <ul style="list-style-type: none"> • identify the things done well and areas which could be done better • identify the new things needed to learn 	
2.3 identify training that would help to improve own coaching.	

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 do not apply. Centres must ensure that all workforce meet the requirements stated below. Parkour UK tutors are responsible for the delivery of the Learning and Assessment Programme for Parkour/Freerunning. Parkour UK tutors are required to attend a minimum of one Parkour UK standardisation day per year.

Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below. Parkour UK assessors are responsible for the delivery of the Learning and Assessment Programme for Parkour/Freerunning. Parkour UK assessors are required to attend a minimum of one Parkour UK standardisation day per year.

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

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below. The recognised centre is required to recruit and deploy an approved Parkour UK internal quality assurer. NSG for Parkour/Freerunning internal verifiers are responsible for the conduct of valid and reliable internal quality assurance activities in accordance with the 1st4sport Delivery, Assessment and Quality Assurance Approach.

Additional Qualification Requirements

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

In addition further qualification specific requirements are: 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:

- an area suitable in size and of safe construction for a maximum of 16 learners

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 Parkour/Freerunning and must include:

- 2 x horses
- 1 x large horse
- 12 mats (approx. 2m x 1m)
- 2 x floor beams/fenders
- or a Parkour UK mobile Parkour park.

The recognised centre must ensure that all learners and persons being coached wear appropriate sports apparel.

This qualification is regulated by Ofqual (600/0492/7) and CCEA.

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