

# 1st4sport Level 1 Award in Coaching Bowls

## Qualification Specification



## About Us

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

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

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

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

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

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

## Qualification Specification

Title:	1st4sport Level 1 Award in Coaching Bowls
Qualification Overview:	Gives learners a key understanding of the principles and practice of safe, ethical and effective coaching of Bowls sessions.
Qualification Code:	L1ACBOWLS
Qualification Regulation Number:	601/8837/6
Guided Learning Hours (GLH):	39
Total Qualification Time (TQT):	52
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/06/2016
Qualification Review Date:	31/05/2025
Learner Registration Period:	1 year
Qualification Objective:	This qualification qualifies learners to become a Bowls coach or Bowls activity facilitator.
Qualification Purpose:	Prepare for employment in a specific occupational area.

### Who is this qualification for?

The qualification is designed for those who wish to become involved in bowls as a coach; at the start of their commencing their career pathway. It is directed at learners who have an interest in bowls.

### Qualification Progression

Learners achieving this qualification might consider progression to the following qualifications 1st4sport Level 2 Certificate in Coaching Bowls.

They should look to develop their learning and knowledge of Bowls by working with other, more experienced, coaches. 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 Bowls and other coaching-related organisations.

Learners achieving this qualification might consider progression to the following qualifications 1st4sport Level 2 Certificate in Coaching Bowls.

They should look to develop their learning and knowledge of Bowls by working with other, more experienced, coaches. 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 Bowls and other coaching-related organisations.

## Entry Requirements

Learners must be a minimum of 15 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 15 years of age
- be able to undertake this assessment in English or Welsh (if available)

## Assessment Methods

The assessment methods used in this qualification are:

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

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

## Grading Methods

This qualification will be graded Pass / Fail.

## Qualification Structure

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

### Mandatory Units

Unit ID	Unit Title	GLH
M/508/4433	The role of the bowls session coach	5
T/508/4434	The bowls session coach in practice	5
A/508/4435	Technical coaching requirements for bowls	5

### 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 bowls session coach
<b>Unit Aim</b>	This component aims to develop the bowls session coach's understanding of their role and responsibilities. This component is designed to ensure duty of care through safe and equitable practice as a bowls session coach.
<b>Unique Unit Number</b>	M/508/4433
<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 bowls session coach**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 Identify the key aspects of the role	<ul style="list-style-type: none"> <li>• The role, its boundaries and adherence to bowls codes of conduct</li> <li>• the importance of building relationships and rapport with others</li> <li>• the ethos of the participant-centred approach</li> <li>• the role of the bowls coach in encouraging the pursuit of a healthy lifestyle</li> <li>• the importance of being a role model</li> <li>• the bowls coaching process of plan - do - review</li> </ul>

## Learning Outcome: 2. Understand the responsibilities of the bowls session coach

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 overarching legal and bowls -specific responsibilities</li> <li>• the bowls organisational procedures, responsibilities and liabilities</li> <li>• the rules and regulations of bowls to enable the delivery of sessions</li> <li>• the role of bowls officials and the positive promotion of these</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 bowls guidelines for safeguarding and protecting the following participant groups, adherence to these and maintaining confidentiality: young people and children, including signs and symptoms of abuse adults at risk 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> <li>• the rationale and processes for referring participants whose needs cannot be met</li> </ul> </li> </ul>
2.3 identify responsibilities related to safe coaching practice	<ul style="list-style-type: none"> <li>• General principles of safe practice</li> <li>• health and safety requirements including basic risk assessment</li> <li>• health and safety management; knowing how to:           <ul style="list-style-type: none"> <li>o prepare the environment,</li> <li>o conduct risk assessment</li> <li>o minimise risk</li> <li>o put contingency plans in place               <ul style="list-style-type: none"> <li>• emergency procedures; knowing how to follow:</li> </ul> </li> <li>o correct procedures for dealing with accidents, emergencies and incidents</li> <li>o correct procedures for reporting issues</li> </ul> </li> </ul>
2.4 identify responsibilities related to inclusive coaching practice	<ul style="list-style-type: none"> <li>• Inclusive delivery of bowls coaching activities</li> <li>• coaching participants who share protected characteristics</li> <li>• communicating with a variety of participant types: disabled and non-disabled people children, youths and adults           <ul style="list-style-type: none"> <li>• recognising that different participants learn in different ways</li> <li>• different backgrounds and stages of participant development can impact on bowls coaching:</li> </ul> </li> </ul> <p>age emotional development skill development</p>

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

Assessment Criteria	Indicative Delivery Content
The learner can:	
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>• 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>• The basic physical capabilities, basic hydration and nutritional requirements for bowls, and how to minimise the risk of injury</li> <li>• how to apply basic hydration and nutrition advice relevant to bowls and environmental conditions</li> <li>• how the physical capabilities of participants will influence the content and structure of the bowls session</li> <li>• the impact of the stages of participant development and how they impact on bowls 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 bowls session</li> <li>• how to develop bowls participants socially; building relationships and rapport with and between participant</li> </ul>



<b>Unit Title</b>	The bowls session coach in practice
<b>Unit Aim</b>	This component aims to develop the coach's ability to plan, deliver and review bowls coaching activities. It also enables the coach to assist with the review of sessions and own practice.
<b>Unique Unit Number</b>	T/508/4434
<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 bowls activities in a 15 minute practical coaching assessment (either in their workplace or in a simulated environment). The demonstration must be 15-minutes either in the form of a single session, or a series of shorter micro-session. The coaching activities should focus on bowls.

### Learning Outcome: 1. be able to plan bowls coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 identify activities to meet participants' needs	<ul style="list-style-type: none"> <li>Plan or liaise with the session's organiser/manager/provider to ensure the session meets the needs of the participants, where appropriate</li> <li>identify and gather information from relevant sources about lifestyle, and the needs of the participant group</li> <li>understand the needs of different groups and individuals</li> <li>know how to apply basic goal setting</li> <li>select a balance of activities to meet the needs of the participant group</li> </ul>
1.2 plan a coaching session to meet participants' needs	<ul style="list-style-type: none"> <li>Plan a balance of bowls activities to meet the needs of the participant group</li> <li>plan and prepare for bowls sessions involving realistic timings, sequences, intensity and duration of activities</li> <li>know how to ensure basic hydration and nutrition advice is applied, relevant to the activity and environmental conditions</li> </ul>

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

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 prepare the coaching environment	<ul style="list-style-type: none"> <li>• Know how to set up the equipment required for the bowls session</li> </ul>
2.2 prepare the participants for the coaching session	<ul style="list-style-type: none"> <li>• Understand how to set ground rules</li> <li>• understand physical preparation and the delivery of warm-ups</li> </ul>
2.3 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:               <ul style="list-style-type: none"> <li>• disabled and non-disabled people,</li> <li>• children, youths and adults</li> </ul> </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 bowls sessions are adapted to meet participants' needs in the time available</li> </ul>
2.4 use technically correct explanations and demonstrations of activities	<ul style="list-style-type: none"> <li>• Explain relevant technical and tactical requirements of bowls</li> <li>• deliver demonstrations and explanations that are technically and tactically correct</li> </ul>
2.5 observe participants' performance and provide them with feedback	<ul style="list-style-type: none"> <li>• Develop participants' skill through coaching bowls</li> <li>• respond to different participants and their individual learning styles; understanding the factors that affect the development of participants' bowls skills</li> <li>• analyse performance and give feedback to participants</li> </ul>
2.6 ensure the participants and others' safety is maintained throughout the session	<ul style="list-style-type: none"> <li>• Manage the equipment required for the bowls</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>
2.7 end a coaching session	<ul style="list-style-type: none"> <li>• Deliver cool-downs</li> <li>• take down and store the equipment following the bowls session</li> </ul>

**Learning Outcome: 3. be able to review bowls coaching sessions**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
3.1 review a coaching session	<ul style="list-style-type: none"> <li>• Understand how to review and evaluate sessions, using the views of participants and others; understanding how the review outcomes can be used to impact on future bowls sessions</li> <li>• know where to refer participants whose needs cannot be met</li> </ul>
3.2 review own coaching practice	<ul style="list-style-type: none"> <li>• Take responsibility for own development</li> <li>• develop a Personal Development Plan; identifying types of personal development activities potential career progressions and the role of others.</li> </ul>

<b>Unit Title</b>	Technical coaching requirements for bowls
<b>Unit Aim</b>	This component aims to develop the coach's knowledge of the technical coaching requirements for bowls.
<b>Unique Unit Number</b>	A/508/4435
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learners are required to demonstrate their knowledge, understanding and skills for coaching the technical requirements for bowls by completing the tasks in the learner portfolio. These are set by 1st4sport and assessed by their assessor.

Learning Outcome: 1. Know how to coach bowls	
<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>

1.1 Identify the key elements of bowls skills.

Work with the Jack

- holding the jack
- stance
- rolling the jack
- the delivery action
- centring the jack
- cover

o delivering the jack to the legal/required length

Work with the bowl

- bowl selection
- holding the bowl
- stance
- trial bowl delivery and bias
- delivery: both sides
- cover

o selecting appropriately sized bowls

o choosing a suitable grip

o stance

o delivery

o understanding the bias and establishing an aiming point

Use line

- aiming points
- shoulder
- use of visual aids
- cover

o understanding bias and establishing an aiming point

o line bowling

Use length

- backswing
- follow-through (speed)
- pendulum
- varying length
- cover

o length

Introduce basic shots

- draw
- resting
- wresting out
- jack trail
- follow-through
- firing

Use game play

- positional play
- use of scoreboard and scorecard
- rink possession
- basic measuring techniques
- etiquette
- fun game ideas



## Qualification Conditions: Delivery and assessment requirements

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

## Qualification Approval Conditions: Workforce requirements

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

### Tutor(s):

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

The recognised centre is required to recruit and deploy a minimum of one approved NSG for Bowls tutor. The tutors are responsible for the delivery and assessment of the qualification. Tutors are required to:

- hold a level 2 BDA qualification or a level 2 sport specific QCF coaching qualification or above in another sport combined with the level 1 bowls qualification
- have attended BDA assessor training
- have attended the NSG for bowls qualification induction

For the purposes of being a tutor the Coach Bowls Coaching Manager will be considered appropriately qualified to carry out these roles.

NSG for bowls tutors are required to attend a minimum of one standardisation day per year.

### Assessor(s):

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

The recognised centre is required to recruit and deploy a minimum of one approved NSG for Bowls assessor. The assessors are responsible for the delivery and assessment of the qualification. Assessors are required to:

- hold a level 2 BDA qualification or a level 2 sport specific QCF coaching qualification or above in another sport combined with the level 1 bowls qualification
- have attended BDA assessor training
- have attended the NSG for bowls qualification induction

For the purposes of being a tutor the Coach Bowls Coaching Manager will be considered appropriately qualified to carry out these roles.

NSG for bowls tutors are required to attend a minimum of one standardisation day per year.

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

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

The recognised centre is required to recruit and deploy approved internal quality assurers who are responsible for the internal quality assurance activities. Internal quality assurers are required to:

- hold a UKCC endorsed Level 3 sport specific coaching qualification or equivalent
- have attended the NSG for bowls qualification induction

Evidence: ongoing capability and competence

Must be evidenced through:

- recorded standardisation activities
- internal quality assurance records (implementation of sampling and reports)
- external quality assurance reports and action responses.

## Additional Qualification Requirements

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

In addition further qualification specific requirements are:

All delivery sites must include the following facilities and equipment:

- a minimum of three rinks that are suitable in size and of uniform construction and even surface for a minimum four learners per rink
- a selection of bowls in various sizes and weights (Junior 00 to 05 where possible)
- a number of jacks
- correct footwear (flat, clean non marking soles - not trainers)

This qualification is regulated by Ofqual (601/8837/6), CCEA and QiW (C00/1301/2 - Regulated).



---

UK Coaching

2 City Walk

Leeds

LS11 9AR

T: 0113 274 4802

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

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