

# 1st4sport Level 1 Award in Coaching Primary Rugby League

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 Primary Rugby League
Qualification Overview:	Prepares learners to coach primary rugby league teams (7 to 11 years of age). This product is mapped against the Coaching Assistant (Occupation) Professional Standards as a CIMSPA Professional Standards Endorsed Qualification.
Qualification Code:	L1ACPRLR
Qualification Regulation Number:	603/4728/4
Guided Learning Hours (GLH):	16
Total Qualification Time (TQT):	60
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/07/2019
Qualification Review Date:	30/06/2025
Learner Registration Period:	1 year
Qualification Objective:	This qualification qualifies learners to coach 7-11-year-olds, assist in coaching rugby league-based activities planned by a more qualified coach, and to contribute to the evaluation of the sessions.
Qualification Purpose:	Develop knowledge and/or skills in a subject area.

### Who is this qualification for?

This qualification is designed for those who wish to become involved in rugby league through coaching primary rugby league and who are commencing their career pathway.

### Qualification Progression

Learners could progress on to the 1st4sport Level 2 Certificate in Coaching Rugby League. The skills and knowledge developed through this qualification may also be used to progress to other industry-relevant qualifications in coaching sport, activity leadership, supporting PE in school sport or sports development.

This qualification may lead to paid or voluntary roles in coaching primary rugby league. Other roles that the learner may consider exploring include activity leader, rugby league match official or sports volunteer.

### 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 3 of 3 mandatory units),
- Practical Demonstration/Assignment (in 1 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/617/6572	The role of the primary rugby league coach	2
T/617/6573	The primary rugby league coach in practice	5
A/617/6574	Technical coaching requirements for primary rugby league	9

### 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 primary rugby league coach
<b>Unit Aim</b>	This unit aims to develop the primary rugby league coach's understanding of their role and responsibilities. This unit is designed to ensure duty of care through safe and equitable practice.
<b>Unique Unit Number</b>	M/617/6572
<b>Unit Assessment Method(s)</b>	Coursework
<b>Assessment Specification</b>	This unit will assess the learners understanding of the Level 1 knowledge components and the specific technical knowledge underpinning the coaching of Primary Rugby League, which will be assessed via performance, simulation, tasks and assignments.

**Learning Outcome: 1. understand the role of the primary rugby league 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 rugby league 'Enjoy the Game', a shared respect for the common good</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 rugby league coach in encouraging the pursuit of a healthy lifestyle</li> <li>• the importance of being a role model</li> <li>• the rugby league coaching process of plan - do - review</li> <li>• how their role as a coach fits into a wider context</li> <li>• responsibility of coaches to seek self-development, and take responsibility for their own development</li> </ul>

**Learning Outcome: 2. understand the responsibilities of the primary rugby league coach**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
2.1 identify responsibilities related to rules and regulations	<ul style="list-style-type: none"> <li>• The overarching legal and rugby league-specific responsibilities</li> <li>• the rugby league organisational procedures, responsibilities and liabilities</li> <li>• the rules and regulations of rugby league to enable the delivery of sessions</li> <li>• the role of rugby league 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 rugby league 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                      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>? prepare the environment,</li> <li>? conduct a safety checklist</li> <li>? minimise risk</li> <li>? put contingency plans in place                             <ul style="list-style-type: none"> <li>• emergency procedures; knowing how to follow:</li> </ul> </li> <li>? correct procedures for dealing with accidents, emergencies and incidents</li> <li>? 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 primary rugby league coaching activities</li> <li>• coaching participants who share protected characteristics</li> <li>• communicating with a variety of participant types:                      disabled and non-disabled children                      male and female                     <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 primary rugby league coaching:</li> </ul>                     age                      emotional development                      skill development                 </li> </ul>

**Learning Outcome: 3. understand primary rugby league 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: Connection Competence Confidence</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 primary rugby league, and how to minimise the risk of injury</li> <li>• how to apply basic hydration and nutrition advice relevant to primary rugby league and environmental conditions</li> <li>• how the physical capabilities of participants will influence the content and structure of the primary rugby league session</li> <li>• the impact of the stages of participant development and how they impact on primary rugby league 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 primary rugby league session</li> <li>• how to develop primary rugby league participants socially; building relationships and rapport with and between participant</li> </ul>



<b>Unit Title</b>	The primary rugby league coach in practice
<b>Unit Aim</b>	This unit aims to develop the coach's ability to plan, deliver and review primary rugby league activity plans.
<b>Unique Unit Number</b>	T/617/6573
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	This unit will assess the learners: (i) ability to produce a session plan for a 30-minute coaching activity in Primary Rugby League. The activity must be drawn from the Level 1 Technical Syllabus for Rugby League. Learners will develop the plan in conjunction with another learner. (ii) competency in delivering 15 mins of the planned 30 minute session they have planned with another learner. Learners to deliver independently without the assistance of the partner. (iii) ability to complete safety checklist for the coaching venues used during the coaching of the above activity. (iv) ability to produce a written evaluation of the above activity. (v) competency when being observed delivering a Primary Rugby League coaching activity by an appropriately qualified assessor. This session may be simulated and delivered on the course of training. An individual session plan, risk assessment and evaluation should be produced for the activity.

**Learning Outcome: 1. be able to plan primary rugby league coaching sessions**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 identify activities to meet participants' needs	<ul style="list-style-type: none"> <li>• Prepare 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 prepare a coaching session to meet participants' needs	<ul style="list-style-type: none"> <li>• Prepare or select a balance of rugby league activities to meet the needs of the participant group</li> <li>• prepare for primary rugby league sessions involving realistic timings, sequences, intensity and duration of activities</li> </ul>

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

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 prepare the coaching environment	<ul style="list-style-type: none"> <li>Know how to set up the equipment required for the primary rugby league 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 children</li> <li>? male and female</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 primary rugby league 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 primary rugby league</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 primary rugby league</li> <li>respond to different participants with appropriate approaches to learning</li> <li>understanding the factors that affect the development of participants' primary rugby league 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 primary rugby league sessions</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 primary rugby league session</li> </ul>

**Learning Outcome: 3. be able to review primary rugby league 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 primary rugby league 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>

Unit Title	Technical coaching requirements for primary rugby league
Unit Aim	This unit aims to develop the coach's knowledge of the technical coaching requirements for primary rugby league.
Unique Unit Number	A/617/6574
Unit Assessment Method(s)	Coursework
Assessment Specification	This unit assess the learners understanding of the Level 1 knowledge components and the specific technical knowledge underpinning the coaching of Primary Rugby League, which will be assessed via performance, simulation, tasks and assignments.

**Learning Outcome: 1. be able to coach primary rugby league**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 identify the key elements of primary rugby league skills.	Coach in the following areas: Ball Retrieval The fundamentals of: <ul style="list-style-type: none"> <li>• possession recovery</li> <li>• safe and effective methods of retrieval and catching</li> <li>• methods of scoring a try</li> </ul> The techniques and skills of: <ul style="list-style-type: none"> <li>• picking up a stationary ball</li> <li>• controlling a moving ball</li> <li>• scoring a try (placing a ball)</li> <li>• catching a ball</li> </ul> Catch, Carry, Grip and Pass The fundamentals of: <ul style="list-style-type: none"> <li>• holding the ball (grip)</li> <li>• grip and ball control</li> <li>• carrying the ball</li> <li>• passing backwards</li> <li>• passing and catching the ball</li> </ul> The techniques and skills of: <ul style="list-style-type: none"> <li>• passing and receiving</li> <li>• supporting the ball carrier</li> <li>• decision-making principles</li> </ul> Play the Ball The fundamentals of: <ul style="list-style-type: none"> <li>• rules for contact and falling</li> <li>• the importance of the play the ball</li> </ul> The techniques and skills of: <ul style="list-style-type: none"> <li>• contact and falling</li> <li>• the play the ball</li> <li>• the static dummy-half pass</li> </ul> Tackling and Protective Falling The fundamentals of: <ul style="list-style-type: none"> <li>• the rules for contact and falling</li> <li>• the importance of safety in practices</li> <li>• demonstration protocol</li> <li>• the importance of tackling technique</li> <li>• tackling practices</li> <li>• pressuring the skill</li> <li>• safety principles</li> <li>• tackle target areas</li> </ul>
1.2 identify the key coaching points of primary rugby league skills.	



## 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 RFL accredited coach educators (tutors). The coach educators (tutors) are responsible for the delivery and assessment of the qualification.

Coach educators (Tutors) are responsible for the delivery of the learning programme developed by the NSG for Rugby League. They must have attended the RFL Coaching qualification induction.

### 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 RFL accredited assessors. The assessors are responsible for the delivery and assessment of the qualification.

Assessors are responsible for the assessment of the learning programme developed by the NSG for Rugby League. They must have attended the RFL Coaching qualification induction.

### 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 RFL accredited internal quality assurers who are responsible for the internal quality assurance activities.

Internal quality assurers are responsible for the conduct valid and reliable internal quality assurance activities. They must have attended the RFL qualification induction.

## 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:

- a grassed or AstroTurf playing area that is a minimum size of 50m x 68m (half the size of a regular rugby league pitch)
- a theory space for up to 24 learners which includes a classroom containing multimedia facilities, flip charts and flip chart pens

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

- a minimum of 12 rugby balls of appropriate size to the needs of the players/learners (sizes 3, 4 and 5)
- a minimum of 50 multi-coloured marker cones

This qualification is regulated by Ofqual (603/4728/4) and CCEA. This product is mapped against the Coaching Assistant (Occupation) Professional Standards as a CIMSPA Professional Standards Endorsed Qualification



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