

# 1st4sport Level 2 Certificate 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 2 Certificate in Coaching Bowls
Qualification Overview:	Prepares learners to plan and deliver Bowls linked and progressive Bowls sessions .
Qualification Code:	L2CCBOWLS
Qualification Regulation Number:	600/6090/6
Guided Learning Hours (GLH):	102
Total Qualification Time (TQT):	125
Credit Value (if applicable):	17
Operational Start Date:	01/07/2012
Qualification Review Date:	31/05/2025
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to become a Bowls coach.
Qualification Purpose:	Prepare for employment in a specific occupational area.

### Who is this qualification for?

This qualification is for those who wish to become involved in coaching, and to have responsibility for the planning, delivery and evaluation of an annual coaching programme. It can be an entry point to coaching, depending on the ability and confidence of the learner. It is directed at learners who have an interest in Bowls.

### Qualification Progression

This qualification could lead to learners completing sport-specific coaching qualifications at level 3 or above. The skills and knowledge developed through this qualification may also be used enable them to progress to other industry-relevant qualifications in coaching sports, activity leadership, supporting PE in school sport and sports development.

This qualification may lead to employment, paid or voluntary, as a lead coach in a Bowls setting such as a sports club or holiday activity programme.

## Entry Requirements

Learners must be a minimum of 17 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 17 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 8 of 8 mandatory units),
- Practical Demonstration/Assignment (in 8 of 8 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
J/601/2101	Understanding the fundamentals of coaching sport	22
Y/601/2104	Understanding how to develop participant(s) through coaching sport	12
H/601/2106	Supporting participants lifestyle through coaching sport	16
M/601/2108	Understanding the principles of safe and equitable coaching practice	13
A/504/1178	Prepare the Bowls Coaching Environment	6
F/504/1179	Deliver a Series of Bowls Coaching Sessions	7
F/504/1182	Monitor and Evaluate Bowls Coaching Sessions	5
T/504/1177	Plan a Series of Bowls Coaching Sessions	8

### 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 fundamentals of coaching sport
<b>Unit Aim</b>	This unit assesses the coach's understanding of their role in the planning, implementing, analysing and revising coaching sessions. They will also identify a range of methods of developing learning, performance and the effective management of participant behaviour.
<b>Unique Unit Number</b>	J/601/2101
<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 the role of a coach

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 describe how to ensure that the participant is at the centre of the coaching process	
1.2 explain how to empower participants' choice, discovery of solutions and need to develop at their own pace	
1.3 describe how to develop and maintain positive relationships with and between participants	
1.4 describe how to provide a coaching environment that motivates, recognises and values diversity, controls risk, encourages challenge, enjoyment and achievement	
1.5 identify methods to develop participants' confidence and self esteem	
1.6 describe how to identify opportunities for the coach to reflect and develop their coaching practice	

1.7 list the different support personnel that can contribute to coaching sessions	
1.8 describe how support personnel can be used to contribute to coaching sessions	
1.9 explain the importance of positively promoting the role of officials in competition	
1.10 define what is acceptable in terms of a coach:participant relationship	
1.11 explain the consequences of not adhering to the principles of what is acceptable in terms of a coach:participant relationship	
1.12 identify the components of a code of practice for coaching which allows high standards of personal conduct to be maintained and a positive image of the sport to be projected	
1.13 outline the types of information that the coach should provide to participants after a coaching session	

## Learning Outcome: 2. understand the coaching process

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 outline how to identify participants' needs	
2.2 list the sources of information that a coach can use when planning and preparing coaching sessions	
2.3 identify the types of information about participants which should be treated confidentially	
2.4 describe the stages and components of the coaching process	

2.5 describe how to plan coaching sessions that meet participants' needs	
2.6 explain how individual coaching sessions support the aims of the wider coaching programme	
2.7 explain the process of setting smart goals/objectives	
2.8 describe how to start and end a coaching session	
2.9 explain how the physical and psychological capabilities of participants will influence the content and structure of the session	
2.10 describe different types of demonstrations that encourage learning	
2.11 explain how to balance instruction, facilitation, and demonstration within sessions	
2.12 describe how to use listening skills	
2.13 describe how to select language that is appropriate to participants	
2.14 list how the coach can establish the views of participants about the coaching sessions	
2.15 identify situations when a coach may need to change or adapt a session	
2.16 describe how to give constructive feedback to participants	
2.17 identify how to cater for an individual's needs within group coaching	
2.18 describe how to organise group coaching sessions	



### Learning Outcome: 3. understand participants' learning styles

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 outline different learning styles and needs	
3.2 explain how to consider participants' learning styles and needs when planning coaching sessions	
3.3 describe the difference between the ways that adults and children learn	
3.4 define the principles of monitoring and evaluating learning	
3.5 describe how the coach can support participants in taking responsibility for their own learning	
3.6 describe how to manage different learning styles and learning needs, in group coaching	

## Learning Outcome: 4. understand behaviour management

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 identify the principles of positive behaviour management	
4.2 describe how to develop a behaviour management strategy for coaching sessions	
4.3 outline ground rules for positive behaviour during coaching sessions	
4.4 outline the methods of communicating and implementing ground rules	
4.5 explain the importance of fair and consistent behaviour management	
4.6 explain how to encourage and reward positive behaviour	
4.7 identify the types of behaviour by participants and others that may cause emotional distress	
4.8 explain how to respond as a coach to behaviour by participants that may cause emotional distress	
4.9 describe how to respond to discriminatory behaviour	
4.10 describe the procedures to be followed if a participant wants to complain about discrimination	

**Learning Outcome: 5. understand how to reflect on a coaching session.**

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 identify valid sources of feedback from participants and support staff	
5.2 explain how to do each of the following as part of self-reflection: ? make self-assessment of skill level ? identify action to be taken ? use different methods of self-reflection	
5.3 outline how to use evidence of own performance	
5.4 list factors that impact on the ability to identify own development needs	
5.5 identify methods for personal action planning and the prioritisation of such planning	
5.6 describe how to measure each of the following: ? the quality of the coaching experience ? participant development ? the quality assurance mechanisms used	
5.7 describe how to use information taken from evaluations to improve the programme/session	

Unit Title	Understanding how to develop participant(s) through coaching sport
Unit Aim	This unit assesses the coach's understanding of the principles of planning, delivering and evaluating coaching sessions, which improve participants' performance in sport
Unique Unit Number	Y/601/2104
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 the assessment of a portfolio of evidence and observation of coaching practice.

**Learning Outcome: 1. understand the principles of planning coaching sessions**

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 identify the information required to plan coaching sessions	
1.2 identify health and safety requirements that may impact on coaching sessions	
1.3 describe how to establish goals for coaching sessions based on participants' needs	
1.4 identify sport-specific technical content to be included in coaching session plans	
1.5 list a range of coaching styles	
1.6 explain the use of different coaching styles	
1.7 describe how fun and enjoyment in coaching sessions can impact on learning	
1.8 describe the components of planning a progressive coaching sessions	
1.9 identify other appropriate people who can contribute to the delivery of coaching sessions and describe their potential contributions	
1.10 describe how coaching sessions might be adapted as a result of unforeseen changes to the coaching environment or participants' needs	

**Learning Outcome: 2. understand the principles of skill development through coaching sessions**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 define: ? skill coordination ? motor-skill learning ? skill acquisition ? skill retention ? skill transfer	
2.2 describe the basic methods of analysing participants' performance	
2.3 identify factors that affect the development of participants' skills in sport	
2.4 describe the organisational requirements for the delivery of coaching sessions	
2.5 describe the different techniques available for developing participants' skill through coaching	
2.6 identify methods to support participant development	
2.7 identify sources of feedback which will support participants' development	
2.8 explain the importance of gaining feedback from participants	

**Learning Outcome: 3. understand the how the stages of participants' development impact on their coaching**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
3.1 describe the progressive stages of development through maturity	
3.2 identify how the participants' stage of development affects the content of coaching sessions	
3.3 identify how participants' stage of development impacts on the coaching environment	
3.4 identify what influence training and competition have throughout the different stages of development	

**Learning Outcome: 4. understand the principles of evaluation in coaching.**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 explain the principles of evaluating coaching sessions	
4.2 identify a variety of evaluation methods that can be used to monitor participants' development and learning	
4.3 identify types of information that can be gathered to monitor participants' development and learning	
4.4 identify appropriate other people who can contribute to the evaluation of coaching sessions	
4.5 describe how and when to gather information on current coaching practice from participants and others	
4.6 explain how the feedback from participants and others should impact on future coaching practice	
4.7 describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development	



<b>Unit Title</b>	Supporting participants lifestyle through coaching sport
<b>Unit Aim</b>	This unit assesses the coach's understanding of the lifestyle factors of nutrition, physical conditioning, mental preparation and awareness of drugs, which underpin performance in sport.
<b>Unique Unit Number</b>	H/601/2106
<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 basic nutrition and hydration principles for sports performance**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 identify the five different food/nutritional groups	
1.2 describe the principles of good nutrition as it relates to sports performance	
1.3 describe the principles of hydration	
1.4 identify the signs and symptoms of dehydration	
1.5 describe the principles of weight management as appropriate to specific sports	
1.6 explain how best to achieve optimum nutrition and hydration levels before, during and after training and competition	

**Learning Outcome: 2. understand physical conditioning for sport**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 identify the components of physical and skill-related fitness	
2.2 describe the physical capabilities required for a sport	
2.3 describe the principles of injury prevention in training	
2.4 describe how to support participants in the management of injury	
2.5 identify methods of training different physical components in participants	
2.6 identify the basic anatomy and biomechanical demands of a sport related activity	
2.7 identify specific physical testing protocols for a sport related activity	
2.8 identify methods to enhance participant recovery time from session to session	

**Learning Outcome: 3. understand principles of mental preparation in sport**

<b>Assessment Criteria</b>	<b>Indicative Delivery Content</b>
The learner can:	
3.1 identify key methods for improving participants': ? confidence ? concentration ? motivation ? emotional control ? cohesion	
3.2 describe the principles of participants' development at the different stages of cognitive, emotional and social development	
3.3 outline how a coach can profile participants' mental skills	
3.4 describe the basic coach intervention techniques for developing mental skills for training and competition	

**Learning Outcome: 4. understand how to support participant awareness of drugs in sport.**

<b>Assessment Criteria</b>	<b>Indicative Delivery Content</b>
The learner can:	
4.1 outline the ethical issues surrounding drug taking in sport	
4.2 identify sources of information on drugs in sport	
4.3 outline the consequences for participants in taking supplementation or prescription medicines	

<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

Assessment Criteria The learner can:	Indicative Delivery Content
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	

<p>2.6 describe the nature of impairments and how their implications may affect aspects of the coaching process</p>	
<p>2.7 describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment</p>	
<p>2.8 describe how and when to involve support staff to ensure participants' needs are provided for within the coaching activity</p>	
<p>2.9 describe how to adapt and progress activities and sessions</p>	
<p>2.10 describe how to prepare athletes for competition</p>	
<p>2.11 identify types of performance enhancing drugs and illegal substances</p>	
<p>2.12 explain how a coach can discourage the use of performance enhancing drugs and any illegal substances</p>	

<b>Unit Title</b>	Prepare the Bowls Coaching Environment
<b>Unit Aim</b>	This unit covers the provision of resources for a bowls coaching session, assessing and minimising risk, establishing and maintaining working relationships with participants and other people and the safeguarding and protecting of children and vulnerable adults during a bowls coaching session.
<b>Unique Unit Number</b>	A/504/1178
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learners must evidence: - individual session plans for 4 coaching sessions derived from the outline plan, and an additional two coaching sessions - the delivery of a minimum of 6 coaching sessions, including the 4 linked and progressive sessions from the outline plan - a health and safety log for each coaching venue utilised for the delivery of coaching sessions - the observation and internal assessment of the delivery of a minimum of one session by an appropriately qualified assessor. The session may be drawn from the sessions planned previously. This may be delivered in a simulated environment and will take a minimum of 20 minutes per learner. All sessions must be drawn from the Level 2 Bowls Technical Syllabus.

Learning Outcome: 1. be able to prepare resources for the bowls coaching session	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 ensure that the identified resources meet the requirements of the sport or activity	
1.2 handle equipment safely	
1.3 set up equipment according to the session plan	
1.4 ensure the coaching environment is safe, appropriate and conducive to learning for all participants	
1.5 ensure everyone involved in the session has the information they need to participate	

**Learning Outcome: 2. be able to assess and minimise risks before the bowls session**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 identify existing risk assessments for: <ul style="list-style-type: none"> <li>• the activities</li> <li>• the resources</li> <li>• the participants</li> </ul>	
2.2 identify possible hazards	
2.3 assess the risk that identified hazards present, including likelihood of occurrence and severity	
2.4 assess how to minimise the identified risks	
2.5 identify a competent person who can advise if there are hazards or risks outside of own level of competence to assess	
2.6 comply with information in the normal operating procedures for the environment where the session will take place	



### Learning Outcome: 3. be able to establish and maintain working relationships

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 establish effective rapport with participants and other people involved in the bowls session	
3.2 communicate effectively with participants and other people	
3.3 give participants and other people time, attention and support relevant to their needs	
3.4 manage participant behaviour and any conflict	
3.5 ensure working relationships take account of equality and diversity and are in line with relevant codes of practice	

### Learning Outcome: 4. be able to safeguard and protect children and vulnerable adults

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 outline the ethical issues surrounding drug taking in sport	
4.2 identify sources of information on drugs in sport	
4.3 outline the consequences for participants in taking supplementation or prescription medicines	
4.4 follow procedures for recording and reporting concerns about the welfare of children and vulnerable adults	
4.5 Maintain confidentiality as appropriate	



Unit Title	Deliver a Series of Bowls Coaching Sessions
Unit Aim	This unit covers the delivery of bowls coaching sessions, including preparing the participants to take part, delivering the session, developing participant performance and concluding the session.
Unique Unit Number	F/504/1179
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>Learners need to produce evidence of: (i) the delivery of a minimum of 6 coaching sessions, including the 4 linked and progressive sessions from the outline plan. (ii) a health and safety log for each coaching venue utilised for the delivery of coaching sessions contributing the achievement of this qualification. (iii) the observation and internal assessment of the delivery of a minimum of one session by an appropriately qualified assessor. The session may be drawn from the sessions planned previously. This may be delivered in a simulated environment and will take a minimum of 20 minutes per learner. (iv) the observation and independent assessment of the delivery of a minimum of one session by an appropriately qualified assessor. The session may be drawn from the sessions planned previously. This may be delivered in a simulated environment and will take a minimum of 20 minutes per learner. All sessions must be drawn from the Level 2 Bowls Technical Syllabus.</p>

**Learning Outcome: 1. be able to prepare participants for bowls coaching sessions**

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 meet the participants punctually	
1.2 ensure participants are made to feel welcome and at ease	
1.3 record attendance in line with relevant procedures	
1.4 ensure participants are at a level of experience, ability and physical readiness to participate safely	
1.5 ensure participants have the correct clothing and equipment	
1.6 establish behaviour rules for the session	
1.7 deliver warm up activities appropriate to the participants and session	
1.8 ensure participants are aware of the goals of the session	

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

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 provide clear information to participants about the planned activities	
2.2 ensure activities maximise participants' learning in line with the participants' goals	
2.3 provide technically correct explanations and demonstrations appropriate to participants' needs and level of experience	
2.4 use methods for motivating participants appropriate to their needs and in line with accepted good practice	
2.5 ensure all participants have the opportunity to take part in activities	
2.6 deliver sessions at a pace appropriate to the participants' needs	
2.7 carry out emergency procedures when appropriate	

**Learning Outcome: 3. be able to develop participants' performance**

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 review participants' bowls performance with regards to: <ul style="list-style-type: none"> <li>• strengths</li> <li>• weaknesses</li> <li>• areas for improvement</li> </ul>	
3.2 use appropriate coaching methods and practices	
3.3 provide feedback to participants during the session to help participants achieve their goals	
3.4 adapt sessions to respond to the participants' changing needs	
3.5 provide opportunities for participants to reflect on their learning and apply their reflections to their performance	
3.6 encourage participants to take responsibility for their own learning	

## Learning Outcome: 4. be able to conclude bowls coaching sessions

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 ensure there is sufficient time to conclude the session	
4.2 encourage participants to give feedback	
4.3 provide feedback to participants on their performance relating to their goals	
4.4 deliver cool down activities appropriate to the participants and session	
4.5 provide information to participants about future sessions	
4.6 ensure participants depart from the session safely	
4.7 follow procedures for checking and dealing with equipment used	
4.8 ensure the coaching environment is left in a condition fit for future use.	

<b>Unit Title</b>	Monitor and Evaluate Bowls Coaching Sessions
<b>Unit Aim</b>	This unit covers the monitoring and evaluation of bowls coaching sessions, including evaluating participant performance, coaching sessions and own coaching practice.
<b>Unique Unit Number</b>	F/504/1182
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learners need to produce evidence of: (i) A recorded evaluation for each coaching session delivered that contributes to the achievement of this qualification (ii) the observation and independent assessment of the delivery of a minimum of one session by an appropriately qualified assessor, during which all the relevant assessment criteria for this qualification are met. The session may be drawn from the sessions planned previously. This may be delivered in a simulated environment and will take a minimum of 20 minutes per learner. All sessions must be drawn from the Level 2 Bowls Technical Syllabus.

Learning Outcome: 1. be able to evaluate participant performance	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 carry out participant evaluations according to the bowls session evaluation plan	
1.2 involve all participants in evaluating their performance	
1.3 review participants' performance	
1.4 measure participants' progress against planned goals	
1.5 provide feedback to participants	
1.6 produce an action plan to progress or adapt participants' goals	
1.7 record evaluations for future reference	



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

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 carry out session evaluations according to the session evaluation plan	
2.2 use feedback from participants and other people involved in the session to evaluate the session	
2.3 compare outcomes and feedback to the session goals	
2.4 identify the effectiveness of the activities, and session overall	
2.5 identify the effectiveness of own management of the session, including health and safety and welfare issues	
2.6 discuss evaluations with an appropriate colleague for additional feedback	
2.7 record evaluations for future reference	

**Learning Outcome: 3. be able to evaluate and develop own bowls coaching practice.**

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 review evaluations of previous sessions and feedback from relevant colleagues	
3.2 ensure own knowledge is up-to-date with current developments in chosen sport or activity	
3.3 ensure own knowledge is up-to-date with current developments in coaching practice	
3.4 identify areas for development of own coaching practice	
3.5 produce a personal action plan to develop own coaching practice	
3.6 take part in development activities identified in personal action plan	
3.7 review progress against personal action plan regularly and update accordingly	

Unit Title	Plan a Series of Bowls Coaching Sessions
Unit Aim	This unit covers the planning of a short series of linked bowls coaching sessions, which includes reviewing participants' needs and establishing goals for bowls coaching sessions, producing plans for individual bowls coaching sessions within the series that support participants' needs and identified goals, and planning for the evaluation of the series of bowls coaching sessions.
Unique Unit Number	T/504/1177
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>Learners need to produce evidence of: (i) an outline plan for a series of 4 coaching sessions in bowls. The series of sessions is required to be drawn from the Level 2 Bowls Technical Syllabus and demonstrate progression appropriate to the needs of the participants. The outline plan should identify the evaluation methods to be used and identify sources of feedback (ii) individual session plans for each of the 4 coaching sessions derived from the outline plan above, and an additional two coaching sessions. All sessions must be drawn from the Level 2 Bowls Technical Syllabus.</p>

**Learning Outcome: 1. be able to review participants' needs for a series of bowls coaching sessions**

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 collect accurate and up-to-date information relevant to the participants and the series of sessions	
1.2 maintain confidential information appropriately	
1.3 use the collected information to identify participants' needs	
1.4 identify how participants' needs may impact on the sessions	
1.5 identify the overall aims for the series of coaching sessions	
1.6 refer participants whose needs cannot be met to a competent person or agency	

**Learning Outcome: 2. be able to produce a series of bowls coaching session plans**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 identify the goals for each session in the series, that meet the needs of the participants and the group	
2.2 develop coaching session plans which are consistent with own level of technical knowledge and competence	
2.3 identify coaching activities and styles that will motivate the participants and achieve planned goals, for each session in the series	
2.4 ensure plans include realistic timings, sequences, intensity and duration of activities	
2.5 ensure plans allow for a balance of instruction, activity and discussion	
2.6 identify resources required for each session	
2.7 ensure plans are consistent with accepted good practice for the sport or activity	

**Learning Outcome: 3. be able to plan the evaluation of a series of bowls coaching sessions.**

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 identify the information required to evaluate the series of coaching sessions	
3.2 identify how and when the information will be collected	
3.3 identify others who may be able to contribute to the evaluation	

## 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.

The recognised centre is required to recruit and deploy approved tutors. The tutors are responsible for the delivery of the qualification. Tutors are required to:

- hold or be working towards a regulated Level 3 or above coaching qualification (in any sport) or be a recognised leading expert in performance bowls, supervised by the Coach Bowls Manager
- hold or be working towards a recognised teaching qualification or have attended a programme of tutor training matched to national standards or hold QTS.

NB. The tutor and assessor for a course may be the same individual

### 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.

The recognised centre is required to recruit and deploy approved assessors. The assessors are responsible for the assessment of the qualification. Assessors are required to:

- hold or be working towards a regulated Level 3 or above coaching qualification (non bowls qualified must be accompanied by a recognised leading expert in performance bowls)
- hold or be working towards a recognised assessors qualification or have attended a programme of assessor training matched to national standards

NB. The tutor and assessor for a course may be the same individual.

Evidence: ongoing capability and competence

### 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 approved internal quality assurers who are responsible for the internal quality assurance activities. Internal quality assurers are required to:

- hold or be working towards a regulated Level 3 or above coaching qualification in any sport
- hold or be working towards a recognised IQA qualification or have attended a programme of internal quality assurer training matched to national standards

## Additional Qualification Requirements

This qualification is regulated by Ofqual (600/6090/6) and QiW (C00/1298/2 - Regulated).

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