



# 1st4sport Level 1 Award in Coaching Assistant (Fives)

## 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 Assistant (Fives)
Qualification Overview:	Prepares learners to assist in the delivery of Fives coaching sessions. .
Qualification Code:	L1AAC5R
Qualification Regulation Number:	603/2629/3
Guided Learning Hours (GLH):	16
Total Qualification Time (TQT):	38
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/01/2018
Qualification Review Date:	31/12/2025
Learner Registration Period:	1 year
Qualification Objective:	This qualification qualifies learners to assist a more qualified coach to deliver Fives coaching sessions.
Qualification Purpose:	Develop knowledge and/or skills in a subject area.

### Who is this qualification for?

The qualification is designed for those who wish to become involved in coaching at an assistant level, and to have responsibility for the delivery of coaching activities under the appropriate supervision of a more qualified coach. It is an entry point to coaching, depending on the ability and confidence of the learner. It is directed at learners who have an interest in Fives.

### Qualification Progression

Learners could progress on to the 1st4sport Level 2 Certificate in Coaching (Fives) or on to a sport-specific coaching qualification at level 1 or 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.

This qualification may lead to paid or voluntary roles in coaching Fives, working as a coaching assistant under the direct supervision of a more qualified coach.

## 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/616/6981	The role of the coaching assistant	9
T/616/6982	The coaching assistant in practice	9
T/617/6671	Technical coaching requirements for Fives	4

### Optional Units

There are no optional units in this qualification

### Pathway Units (where applicable)

There are no pathway units in this qualification

<b>Unit Title</b>	The role of the coaching assistant
<b>Unit Aim</b>	This unit aims to develop the coach's understanding of their role and responsibilities. This unit is designed to ensure duty of care through safe and equitable practice as a coaching assistant.
<b>Unique Unit Number</b>	M/616/6981
<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.

**Learning Outcome: 1. understand the role of the coaching assistant**

<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 and its boundaries</li> <li>• adherence to codes of conduct</li> <li>• the importance of being a role model</li> <li>• the importance of building relationships and rapport with others</li> <li>• working within a coaching team</li> </ul>

**Learning Outcome: 2. understand the responsibilities of the coaching assistant**

<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 sport's organisational procedures, responsibilities and liabilities</li> <li>• the rules and regulations of sport or physical activity to enable the delivery of activities</li> </ul>
2.2 identify responsibilities related to duty of care	<ul style="list-style-type: none"> <li>• The principles of duty of care towards participants</li> <li>• the principles of safeguarding children and adults at risk</li> <li>• how to assist with accessing resources for all participants including those who share protected characteristics</li> <li>• how to assist with accessing information for and about participants</li> <li>• how to maintain participants' confidentiality</li> <li>• the rationale and processes for referring participants whose needs cannot be met to a more qualified coach</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</li> <li>• following emergency procedures</li> <li>• correct procedures for dealing with accidents, injuries and illnesses</li> <li>• correct procedures for reporting accidents, injuries and illnesses</li> </ul>
2.4 identify responsibilities related to inclusive coaching practice	Inclusive delivery of coaching activities  Assisting the coaching of participants who share protected characteristics  Communicating with a variety of participant types: <ul style="list-style-type: none"> <li>• disabled and non-disabled people,</li> <li>• children, youths and adults</li> </ul> Recognising that different participants learn in different ways.  Different backgrounds and stages of participant development can impact on coaching: <ul style="list-style-type: none"> <li>• age</li> <li>• emotional development</li> <li>• skill development</li> </ul>

<b>Unit Title</b>	The coaching assistant in practice
<b>Unit Aim</b>	This unit aims to develop the coach's ability to deliver coaching activities. It also enables the coach to assist with the review of sessions and own practice.
<b>Unique Unit Number</b>	T/616/6982
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learners are required to demonstrate their ability to coach in a practical coaching assessment. The demonstration must be a minimum of 15 minutes in duration either in the form of a single session, or a series of shorter micro-session.

Learning Outcome: 1. be able to prepare the coaching environment	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 interpret the session plan to prepare equipment and participants	<ul style="list-style-type: none"> <li>• Understand principles of planning</li> <li>• choose, set out and take down the equipment for the sessions</li> <li>• set 'ground rules' and understand why this is important</li> </ul>



**Learning Outcome: 2. be able to assist with the delivery of coaching sessions**

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 ensure safety is maintained within sessions	<p>Ensure participants are physically prepared;</p> <ul style="list-style-type: none"> <li>• knowing how to deliver warm-ups and cooldowns</li> </ul> <p>Manage behaviours by being:</p> <ul style="list-style-type: none"> <li>• positive and challenging</li> <li>• encouraging and motivating</li> </ul> <p>Contribute to the review the effectiveness of the plan</p> <ul style="list-style-type: none"> <li>• timings</li> <li>• suitability of planned activities</li> <li>• progressions/adaptations</li> </ul> <p>Contribute of the review safety elements of</p> <ul style="list-style-type: none"> <li>• the session</li> <li>• behaviour</li> <li>• equipment</li> </ul> <p>Organisation of activities and/or participants</p> <p>Contribute to the review of the overall delivery</p> <ul style="list-style-type: none"> <li>• coaching style of coaching team</li> <li>• progress made by participants</li> <li>• recommendations for future sessions/activities</li> </ul>
2.2 deliver planned activities to agreed timings	<p>Use a range of coaching styles;</p> <p>understand how different participants learn</p> <p>encourage, engage, interest and empower participants</p> <p>communicate with a variety of participant types:</p> <ul style="list-style-type: none"> <li>• disabled and non-disabled people</li> <li>• children, youths and adults</li> </ul>
2.3 provide technically correct explanations and demonstrations of activities	<ul style="list-style-type: none"> <li>• Explain relevant technical and tactical requirements of the sport or physical activity</li> <li>• deliver demonstrations and explanations that are technically and tactically correct</li> </ul>
2.4 observe participants' performance and provide feedback	<ul style="list-style-type: none"> <li>• Analyse performance and give feedback to participants</li> <li>• facilitate effective questions and deliver correct answers</li> <li>• assist with the development of participants' skill</li> </ul>

**Learning Outcome: 3. be able to assist with the review of coaching sessions**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
3.1 contribute to the review of coaching sessions	Contribute to the review the effectiveness of the plan: <ul style="list-style-type: none"> <li>• timings</li> <li>• suitability of planned activities</li> <li>• progressions/adaptations</li> </ul> contribute of the review safety elements of <ul style="list-style-type: none"> <li>• the session</li> <li>• behaviour</li> <li>• equipment</li> </ul> organisation of activities and/or participants contribute to the review of the overall delivery <ul style="list-style-type: none"> <li>• coaching style of coaching team</li> <li>• progress made by participants</li> <li>• recommendations for future sessions/activities</li> </ul>
3.2 review own coaching practice.	<ul style="list-style-type: none"> <li>• Review chosen coaching styles and inclusive practice</li> <li>• review personal contribution to safety</li> <li>• review personal technical explanations and demonstrations</li> <li>• review personal contribution to the development of participants</li> <li>• take responsibility for own development as a coach</li> </ul> gaining feedback on performance from others understanding career development pathways and the continuing professional development (CPD) that can support these developing a personal action plan

<b>Unit Title</b>	Technical coaching requirements for Fives
<b>Unit Aim</b>	This unit aims to develop the assistant coach's ability to be able to coach a range of skills to support the development of a participant in Fives.
<b>Unique Unit Number</b>	T/617/6671
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learners are required to demonstrate their ability to coach Fives in a practical coaching assessment. The demonstration must be a minimum of 15 minutes in duration either in the form of a single session, or a series of shorter micro-sessions.

### Learning Outcome: 1. Know how to coach Fives

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Identify the key skill elements to playing Fives	<ul style="list-style-type: none"> <li>• Use appropriate footwork when playing a shot</li> <li>• Use correct body position &amp; effective weight transfer</li> <li>• Play with both hands</li> <li>• Hit the ball accurately (Direction, Speed, Height, Variations in pace)</li> <li>• Serve the ball: Standard, 'Foot down' (EF), Short Throw-up (RF), Deep Throw up (RF)</li> <li>• 'Cut' the ball (EF)</li> <li>• Return the 'cut' or serve using - Standard return, Return of Game-ball cut (EF), 'Turning' returns (RF), Volley return (RF), High return down the line (Wallball only)</li> <li>• Use different rally play to win the shot - Targeting the buttress (EF), Using the side-walls (EF), Volleying, Underarm, side-arm kill-shot volleys (Wallball only), Ground &amp; Wall Shots, Drop shots (not Eton Fives), Lob &amp; Drive</li> <li>• Play effectively as part of a team - Communication during play, Making the game fun for participants, Offering and taking 'Lets'</li> <li>• Demonstrating the accepted 'etiquette' of the game, when playing</li> </ul> <p>EF: Eton Fives only RF: Rugby Fives Only</p>

## 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 a minimum of one approved Fives Federation tutor.

Fives Federation tutors are responsible for the delivery of the Learning and Assessment Programme for Fives.

Fives Federation tutors are required to attend a minimum of one Fives Federation 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.

The recognised centre is required to recruit and deploy a minimum of one approved Fives Federation assessor.

Fives Federation tutors are responsible for the delivery of the Learning and Assessment Programme for Fives.

Fives Federation tutors are required to attend a minimum of one Fives Federation 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 Fives Federation Internal Quality Assurer.

## Additional Qualification Requirements

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

In addition further qualification specific requirements are:

- One court for every four 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 fives and must include:

- Appropriate fives gloves (learner must have availability to gloves ideally must bring their own appropriate to code. The hand must be gloved when participating)
- Ideally some form of eye protection as best practice
- Correct footwear (flat, clean non-marking soles - if indoors)

This qualification is regulated by Ofqual (603/2629/3) and QiW (C00/1305/1 - Designated).

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