

1st4sport Level 2 Certificate in Coaching Motorsport

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

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| Title: | 1st4sport Level 2 Certificate in Coaching Motorsport |
| Qualification Overview: | Ensures that learners have the knowledge, skills and confidence to deliver safe and inclusive motorsport sessions to adults and young people. |
| Qualification Code: | L2CCMS |
| Qualification Regulation Number: | 610/1555/6 |
| Guided Learning Hours (GLH): | 97 |
| Total Qualification Time (TQT): | 124 |
| Credit Value (if applicable): | Not applicable |
| Operational Start Date: | 01/10/2022 |
| Qualification Review Date: | 30/09/2026 |
| Learner Registration Period: | 2 years |
| Qualification Objective: | This qualification qualifies learners to coach motorsport sessions to adults and young people. |
| Qualification Purpose: | Prepare for employment in a specific occupational area. |

Who is this qualification for?

This qualification is designed for individuals working in, or preparing to work in, a motorsport coaching environment who wish to independently coach motorsport to young people and adults, usually within a club environment. This qualification is not designed for those wishing to coach junior drivers in a kart environment.

Qualification Progression

The qualification sits within a suite of motorsport coaching qualifications and is recognised as the industry standard level 2 qualification for coaching motorsport in the UK.

Coaches may wish to undertake further CPD, better preparing them for coaching in an alternative environment to that currently being operated within.

This qualification may lead to paid or voluntary roles as a motorsport coach or they may wish to explore other industry-relevant roles which include:

- Race and rally marshalling
- Race and rally stewarding/spectator safety
- Activities in other motorsporting disciplines (eg sprints, hillclimbs, autotesting etc)
- Motorsport engineering
- Sports Volunteer.

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:

- Portfolio of Evidence (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 |
|------------|--|-----|
| T/650/4325 | Understanding the fundamentals of coaching motorsport | 10 |
| Y/650/4326 | Understanding how to develop participants through coaching motorsport | 8 |
| A/650/4327 | Supporting participants' lifestyle through coaching motorsport | 9 |
| D/650/4328 | Understanding the principles of safe and equitable coaching practice in motorsport | 6 |
| F/650/4329 | Plan a series of motorsport coaching sessions | 12 |
| K/650/4330 | Prepare the motorsport coaching environment | 12 |
| L/650/4331 | Deliver a series of motorsport coaching sessions | 32 |
| M/650/4332 | Monitor and evaluate motorsport 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

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| Unit Title | Understanding the fundamentals of coaching motorsport |
| Unit Aim | This unit assesses the coach's understanding of the basic attributes and factors involved in creating a holistic approach to delivering effective coaching in motorsport. |
| Unique Unit Number | T/650/4325 |
| Unit Assessment Method(s) | - Portfolio of Evidence - Practical Demonstration/Assignment |
| Assessment Specification | This unit will be assessed through a portfolio of evidence and observation of coaching practice. |

| Learning Outcome: 1. understand the role of a coach | |
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| 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 | There is no mandatory content for this criteria |
| 1.2 explain how to empower participants' choice, discovery of solutions and need to develop at their own pace | There is no mandatory content for this criteria |
| 1.3 describe how to develop and maintain positive relationships with and between participants | There is no mandatory content for this criteria |
| 1.4 describe how to provide a coaching environment that motivates, recognises and values diversity, controls risk, encourages challenge, enjoyment and achievement | There is no mandatory content for this criteria |
| 1.5 identify methods to develop participants' confidence and self esteem | There is no mandatory content for this criteria |
| 1.6 describe how to identify opportunities for the coach to reflect and develop their coaching practice | There is no mandatory content for this criteria |

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| 1.7 list the different support personnel that can contribute to coaching sessions | There is no mandatory content for this criteria |
| 1.8 describe how support personnel can be used to contribute to coaching sessions | There is no mandatory content for this criteria |
| 1.9 explain the importance of positively promoting the role of officials in competition | There is no mandatory content for this criteria |
| 1.10 define what is acceptable in terms of a coach:participant relationship | There is no mandatory content for this criteria |
| 1.11 explain the consequences of not adhering to the principles of what is acceptable in terms of a coach:participant relationship | There is no mandatory content for this criteria |
| 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 | There is no mandatory content for this criteria |
| 1.13 outline the types of information that the coach should provide to participants after a coaching session | There is no mandatory content for this criteria |

Learning Outcome: 2. understand the coaching process

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 2.1 outline how to identify participants' needs | There is no mandatory content for this criteria |
| 2.2 state the sources of information that a coach can use when planning and preparing coaching sessions | There is no mandatory content for this criteria |
| 2.3 identify the types of information about participants which should be treated confidentially | There is no mandatory content for this criteria |
| 2.4 describe the stages and components of the coaching process | There is no mandatory content for this criteria |

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| 2.5 describe how to plan coaching sessions that meet participants' needs | There is no mandatory content for this criteria |
| 2.6 explain how individual coaching sessions support the aims of the wider coaching programme | There is no mandatory content for this criteria |
| 2.7 explain the process of setting smart goals/objectives | There is no mandatory content for this criteria |
| 2.8 describe how to start and end a coaching session | There is no mandatory content for this criteria |
| 2.9 explain how the physical and psychological capabilities of participants will influence the content and structure of the session | There is no mandatory content for this criteria |
| 2.10 describe different types of demonstrations that encourage learning | There is no mandatory content for this criteria |
| 2.11 explain how to balance instruction, facilitation, and demonstration within sessions | There is no mandatory content for this criteria |
| 2.12 describe how to use listening skills | There is no mandatory content for this criteria |
| 2.13 describe how to select language that is appropriate to participants | There is no mandatory content for this criteria |
| 2.14 list how the coach can establish the views of participants about the coaching sessions | There is no mandatory content for this criteria |
| 2.15 identify situations when a coach may need to change or adapt a session | There is no mandatory content for this criteria |
| 2.16 describe how to give constructive feedback to participants | There is no mandatory content for this criteria |
| 2.17 identify how to cater for an individual's needs within group coaching | There is no mandatory content for this criteria |
| 2.18 describe how to organise group coaching sessions | There is no mandatory content for this criteria |

Learning Outcome: 3. know ways to coach to meet participant needs

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 3.1 outline different learning styles and needs | There is no mandatory content for this criteria |
| 3.2 explain how to consider participants' learning styles and needs when planning coaching sessions | There is no mandatory content for this criteria |
| 3.3 describe the difference between the ways that adults and children learn | There is no mandatory content for this criteria |
| 3.4 define the principles of monitoring and evaluating learning | There is no mandatory content for this criteria |
| 3.5 describe how the coach can support participants in taking responsibility for their own learning | There is no mandatory content for this criteria |
| 3.6 describe how to manage different learning styles and learning needs, in group coaching | There is no mandatory content for this criteria |

Learning Outcome: 4. understand behaviour management

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 4.1 identify the principles of positive behaviour management | There is no mandatory content for this criteria |
| 4.2 describe how to develop a behaviour management strategy for coaching sessions | There is no mandatory content for this criteria |
| 4.3 outline ground rules for positive behaviour during coaching sessions | There is no mandatory content for this criteria |
| 4.4 outline the methods of communicating and implementing ground rules | There is no mandatory content for this criteria |
| 4.5 explain the importance of fair and consistent behaviour management | There is no mandatory content for this criteria |
| 4.6 explain how to encourage and reward positive behaviour | There is no mandatory content for this criteria |
| 4.7 identify the types of behaviour by participants and others that may cause emotional distress | There is no mandatory content for this criteria |
| 4.8 explain how to respond as a coach to behaviour by participants that may cause emotional distress | There is no mandatory content for this criteria |
| 4.9 describe how to respond to discriminatory behaviour | There is no mandatory content for this criteria |
| 4.10 describe the procedures to be followed if a participant wants to complain about discrimination | There is no mandatory content for this criteria |

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

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 5.1 identify valid sources of feedback from participants and support staff | There is no mandatory content for this criteria |
| 5.2 explain how to do each of the following as part of self-reflection: <ul style="list-style-type: none"> • make self-assessment of skill level • identify action to be taken • use different methods of self-reflection | There is no mandatory content for this criteria |
| 5.3 outline how to use evidence of own performance | There is no mandatory content for this criteria |
| 5.4 list factors that impact on the ability to identify own development needs | There is no mandatory content for this criteria |
| 5.5 identify methods for personal action planning and the prioritisation of such planning | There is no mandatory content for this criteria |
| 5.6 describe how to measure each of the following: <ul style="list-style-type: none"> • the quality of the coaching experience • participant development • the quality assurance mechanisms used | There is no mandatory content for this criteria |
| 5.7 describe how to use information taken from evaluations to improve the programme/session | There is no mandatory content for this criteria |

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| Unit Title | Understanding how to develop participants through coaching motorsport |
| 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/650/4326 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Portfolio of Evidence - Practical Demonstration/Assignment |
| Assessment Specification | This unit will be assessed through a portfolio of evidence and observation of coaching practice. |

Learning Outcome: 1. know key factors which can impact coaching sessions

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 1.1 identify the information required to plan coaching sessions | There is no mandatory content for this criteria |
| 1.2 identify health and safety requirements that may impact on coaching sessions | There is no mandatory content for this criteria |
| 1.3 describe how to establish goals for coaching sessions based on participants' needs | There is no mandatory content for this criteria |
| 1.4 identify sport-specific technical content to be included in coaching session plans | There is no mandatory content for this criteria |
| 1.5 list a range of coaching styles | There is no mandatory content for this criteria |
| 1.6 explain the use of different coaching styles | There is no mandatory content for this criteria |
| 1.7 describe how fun and enjoyment in coaching sessions can impact on learning | There is no mandatory content for this criteria |
| 1.8 describe the components of planning a progressive coaching sessions | There is no mandatory content for this criteria |
| 1.9 identify other appropriate people who can contribute to the delivery of coaching sessions and describe their potential contributions | There is no mandatory content for this criteria |
| 1.10 describe how coaching sessions might be adapted as a result of unforeseen changes to the coaching environment or participants' needs | There is no mandatory content for this criteria |

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

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 2.1 define: <ul style="list-style-type: none"> • skill coordination • motor-skill learning • skill acquisition • skill retention • skill transfer | There is no mandatory content for this criteria |
| 2.2 describe the basic methods of analysing participants' performance | There is no mandatory content for this criteria |
| 2.3 identify factors that affect the development of participants' skills in sport | There is no mandatory content for this criteria |
| 2.4 describe the organisational requirements for the delivery of coaching sessions | There is no mandatory content for this criteria |
| 2.5 describe the different techniques available for developing participants' skill through coaching | There is no mandatory content for this criteria |
| 2.6 identify methods to support participant development | There is no mandatory content for this criteria |
| 2.7 identify sources of feedback which will support participants' development | There is no mandatory content for this criteria |
| 2.8 explain the importance of gaining feedback from participants | There is no mandatory content for this criteria |

Learning Outcome: 3. understand stages of participants' development can impact on their coaching

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 3.1 describe the progressive stages of development through maturity | There is no mandatory content for this criteria |
| 3.2 identify how the participants' stage of development affects the content of coaching sessions | There is no mandatory content for this criteria |
| 3.3 identify how participants' stage of development impacts on the coaching environment | There is no mandatory content for this criteria |
| 3.4 identify what influence training and competition have throughout the different stages of development | There is no mandatory content for this criteria |

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

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 4.1 explain the principles of evaluating coaching sessions | There is no mandatory content for this criteria |
| 4.2 identify a variety of evaluation methods that can be used to monitor participants' development and learning | There is no mandatory content for this criteria |
| 4.3 identify types of information that can be gathered to monitor participants' development and learning | There is no mandatory content for this criteria |
| 4.4 identify appropriate other people who can contribute to the evaluation of coaching sessions | There is no mandatory content for this criteria |
| 4.5 describe how and when to gather information on current coaching practice from participants and others | There is no mandatory content for this criteria |
| 4.6 explain how the feedback from participants and others should impact on future coaching practice | There is no mandatory content for this criteria |
| 4.7 describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development | There is no mandatory content for this criteria |

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| Unit Title | Supporting participants' lifestyle through coaching motorsport |
| Unit Aim | This unit assesses the coach's understanding of the lifestyle factors of nutrition, physical conditioning, mental preparation and drug awareness, which underpin performance in sport. |
| Unique Unit Number | A/650/4327 |
| Unit Assessment Method(s) | - Portfolio of Evidence - Practical Demonstration/Assignment |
| Assessment Specification | This unit will be assessed through a portfolio of evidence and observation of coaching practice. |

Learning Outcome: 1. Know the key nutrition and hydration principles for sports performance

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|---|
| 1.1 identify the five different food/nutritional groups | There is no mandatory content for this criteria |
| 1.2 describe the principles of good nutrition as it relates to sports performance | There is no mandatory content for this criteria |
| 1.3 describe the principles of hydration | There is no mandatory content for this criteria |
| 1.4 identify the signs and symptoms of dehydration | There is no mandatory content for this criteria |
| 1.5 describe the principles of weight management as appropriate to motorsport | There is no mandatory content for this criteria |
| 1.6 explain how best to achieve optimum nutrition and hydration levels before, during and after training and competition | There is no mandatory content for this criteria |

Learning Outcome: 2. understand physical conditioning for sport

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|---|
| 2.1 identify the components of physical and skill-related fitness | There is no mandatory content for this criteria |
| 2.2 describe the physical capabilities required for a sport | There is no mandatory content for this criteria |
| 2.3 describe the principles of injury prevention in training | There is no mandatory content for this criteria |
| 2.4 describe how to support participants in the management of injury | There is no mandatory content for this criteria |
| 2.5 identify methods of training different physical components in participants | There is no mandatory content for this criteria |
| 2.6 identify the basic anatomy and biomechanical demands of a sport related activity | There is no mandatory content for this criteria |
| 2.7 identify specific physical testing protocols for a sport related activity | There is no mandatory content for this criteria |
| 2.8 identify methods to enhance participant recovery time from session to session | There is no mandatory content for this criteria |

Learning Outcome: 3. Know the key principles of mental preparation in sport

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 3.1 identify the mental capabilities required for a sport related activity | There is no mandatory content for this criteria |
| 3.2 identify key methods for improving participants': <ul style="list-style-type: none"> • confidence • concentration • motivation • emotional control • cohesion | There is no mandatory content for this criteria |
| 3.3 describe the principles of participants' development at the different stages of cognitive, emotional and social development | There is no mandatory content for this criteria |
| 3.4 outline how a coach can profile participants' mental skills | There is no mandatory content for this criteria |
| 3.5 describe the basic coach intervention techniques for developing mental skills for training and competition | There is no mandatory content for this criteria |

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

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|---|
| 4.1 outline the ethical issues surrounding drug taking in sport | There is no mandatory content for this criteria |
| 4.2 identify sources of information on drugs in sport | There is no mandatory content for this criteria |
| 4.3 outline the consequences for participants in taking supplementation or prescription medicines | There is no mandatory content for this criteria |

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| Unit Title | Understanding the principles of safe and equitable coaching practice in motorsport |
| Unit Aim | This unit assesses the coach's understanding of how to ensure that their coaching is safe and equitable. |
| Unique Unit Number | D/650/4328 |
| Unit Assessment Method(s) | - Portfolio of Evidence - Practical Demonstration/Assignment |
| Assessment Specification | This unit will be assessed through a portfolio of evidence and observation of coaching practice. |

Learning Outcome: 1. understand how to ensure participants' safety during motorsport coaching sessions

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|---|
| 1.1 describe the health and safety requirements that are relevant to planned motorsport-specific activities and competition | There is no mandatory content for this criteria |
| 1.2 describe how to structure motorsport coaching sessions to minimise the risk of injury to participants | There is no mandatory content for this criteria |
| 1.3 explain how to plan for contingencies to motorsport coaching sessions as a result of external influences | There is no mandatory content for this criteria |
| 1.4 explain how to implement contingencies to motorsport coaching sessions as a result of external influences | There is no mandatory content for this criteria |
| 1.5 describe the principles for checking the safe functionality of equipment used during sport-specific activities and competition | There is no mandatory content for this criteria |
| 1.6 outline the main rules/regulations of the motorsport activity appropriate to the level of the participants | There is no mandatory content for this criteria |

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| 1.7 explain how to interpret and communicate the rules/regulations of motorsport to participants | There is no mandatory content for this criteria |
| 1.8 describe the coach's duty of care responsibilities for participants, including children | There is no mandatory content for this criteria |
| 1.9 outline the coach's responsibilities for ensuring that the coaching environment is maintained appropriately | There is no mandatory content for this criteria |
| 1.10 describe the following requirements for ensuring the protection of children from abuse: <ul style="list-style-type: none"> • legal requirements • sport-specific requirements | There is no mandatory content for this criteria |
| 1.11 describe the insurance requirements on a coach operating in a coaching environment | There is no mandatory content for this criteria |

Learning Outcome: 2. Know ways to promote equitable coaching

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|---|
| 2.1 describe the following requirements impacting on equitable coaching: <ul style="list-style-type: none"> • legal requirements • sport-specific requirements | There is no mandatory content for this criteria |
| 2.2 explain the purpose of motorsport-specific codes of practice for coaching | There is no mandatory content for this criteria |
| 2.3 explain how motorsport-specific codes of practice for coaching impact on coaching behaviour | There is no mandatory content for this criteria |
| 2.4 describe methods to minimise barriers to participant development | There is no mandatory content for this criteria |
| 2.5 explain what information is required in order to provide appropriate and safe opportunities for disabled participants and specific populations | There is no mandatory content for this criteria |

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| 2.6 describe the nature of impairments and how their implications may affect aspects of the coaching process | There is no mandatory content for this criteria |
| 2.7 describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment | There is no mandatory content for this criteria |
| 2.8 describe how and when to involve support staff to ensure participants' needs are provided for within the coaching activity | There is no mandatory content for this criteria |
| 2.9 describe how to adapt and progress activities and sessions | There is no mandatory content for this criteria |
| 2.10 describe how to prepare athletes for competition | There is no mandatory content for this criteria |
| 2.11 identify types of performance enhancing drugs and illegal substances | There is no mandatory content for this criteria |
| 2.12 explain how a coach can discourage the use of performance enhancing drugs and any illegal substances | There is no mandatory content for this criteria |

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| Unit Title | Plan a series of motorsport coaching sessions |
| Unit Aim | This unit covers the planning of a short series of linked motor sport coaching sessions, which includes reviewing participants' needs and establishing goals for motor sport coaching sessions, producing plans for individual motor sport coaching sessions within the series that support participants' needs and identified goals, and planning for the evaluation of the series of motor sport coaching sessions. |
| Unique Unit Number | F/650/4329 |
| Unit Assessment Method(s) | - Portfolio of Evidence - Practical Demonstration/Assignment |
| Assessment Specification | Learners need to produce evidence of: <ul style="list-style-type: none"> • an outline plan for a series of four coaching sessions in motor sport. The series of sessions is required to be drawn from the Level 2 Motorsport 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 • individual session plans for each of the four coaching sessions derived from the outline plan above, and an additional two coaching sessions All sessions must be drawn from the Level 2 motorsport Technical Syllabus. |

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

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|---|
| 1.1 collect accurate and up-to-date information relevant to the participants and the series of sessions | There is no mandatory content for this criteria |
| 1.2 maintain confidential information appropriately | There is no mandatory content for this criteria |
| 1.3 use the collected information to identify participants' needs | There is no mandatory content for this criteria |
| 1.4 identify how participants' needs may impact on the sessions | There is no mandatory content for this criteria |
| 1.5 identify the overall aims for the series of coaching sessions | There is no mandatory content for this criteria |
| 1.6 refer participants whose needs cannot be met to a competent person or agency | There is no mandatory content for this criteria |

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

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 2.1 identify the goals for each session in the series, that meet the needs of the participants and the group | There is no mandatory content for this criteria |
| 2.2 develop coaching session plans which are consistent with own level of technical knowledge and competence | There is no mandatory content for this criteria |
| 2.3 identify coaching activities and styles that will motivate the participants and achieve planned goals, for each session in the series | There is no mandatory content for this criteria |
| 2.4 ensure plans include realistic timings, sequences, intensity and duration of activities | There is no mandatory content for this criteria |
| 2.5 ensure plans allow for a balance of instruction, activity and discussion | There is no mandatory content for this criteria |
| 2.6 identify resources required for each session | There is no mandatory content for this criteria |
| 2.7 ensure plans are consistent with accepted good practice for the sport or activity | There is no mandatory content for this criteria |

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

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|---|
| 3.1 identify the information required to evaluate the series of coaching sessions | There is no mandatory content for this criteria |
| 3.2 identify how and when the information will be collected | There is no mandatory content for this criteria |
| 3.3 identify others who may be able to contribute to the evaluation | There is no mandatory content for this criteria |

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| Unit Title | Prepare the motorsport coaching environment |
| Unit Aim | This unit covers the provision of resources for a motor sport 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 motor sport coaching session. |
| Unique Unit Number | K/650/4330 |
| Unit Assessment Method(s) | - Portfolio of Evidence - Practical Demonstration/Assignment |
| Assessment Specification | Learners need to produce evidence of: <ul style="list-style-type: none"> • individual session plans for each of the four coaching sessions derived from the outline plan above • the delivery of a minimum of four coaching sessions, including the four linked and progressive sessions from the outline plan • a health and safety log for each coaching venue utilised for the delivery of coaching sessions contributing the achievement of this qualification • the observation and assessment of the delivery of a minimum of two sessions by an appropriately qualified assessor. The session may be drawn from the sessions planned previously. This may be delivered in a simulator environment All sessions must be drawn from the Level 2 motorsport Technical Syllabus. |

| Learning Outcome: 1. be able to prepare resources for the motorsport coaching session | |
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| Assessment Criteria The learner can: | Indicative Delivery Content |
| 1.1 ensure that the identified resources meet the requirements of the sport or activity | There is no mandatory content for this criteria |
| 1.2 handle equipment safely | There is no mandatory content for this criteria |
| 1.3 set up equipment according to the session plan | There is no mandatory content for this criteria |
| 1.4 ensure the coaching environment is safe, appropriate and conducive to learning for all participants | There is no mandatory content for this criteria |
| 1.5 ensure everyone involved in the session has the information they need to participate | There is no mandatory content for this criteria |

Learning Outcome: 2. be able to assess risks before the coaching session

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 2.1 identify existing risk assessments for: <ul style="list-style-type: none"> • the activities • the resources • the participants | There is no mandatory content for this criteria |
| 2.2 identify possible hazards | There is no mandatory content for this criteria |
| 2.3 assess the risk that identified hazards present, including likelihood of occurrence and severity | There is no mandatory content for this criteria |
| 2.4 assess how to minimise the identified risks | There is no mandatory content for this criteria |
| 2.5 identify a competent person who can advise if there are hazards or risks outside of own level of competence to assess | There is no mandatory content for this criteria |
| 2.6 comply with information in the normal operating procedures for the environment where the session will take place | There is no mandatory content for this criteria |

Learning Outcome: 3. be able to maintain working relationships

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 3.1 Establish effective rapport with participants and other people involved in the motor sport session | There is no mandatory content for this criteria |
| 3.2 Communicate effectively with participants and other people | There is no mandatory content for this criteria |
| 3.3 Give participants and other people time, attention and support relevant to their needs | There is no mandatory content for this criteria |
| 3.4 Manage participant behaviour and any conflict | There is no mandatory content for this criteria |
| 3.5 Ensure working relationships take account of equality and diversity and are in line with relevant codes of practice | There is no mandatory content for this criteria |

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

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 4.1 Follow the relevant procedures for safeguarding children and vulnerable adults | There is no mandatory content for this criteria |
| 4.2 Follow the relevant procedures for protecting self from accusations | There is no mandatory content for this criteria |
| 4.3 Identify possible signs of abuse | There is no mandatory content for this criteria |
| 4.4 Follow procedures for recording and reporting concerns about the welfare of children and vulnerable adults | There is no mandatory content for this criteria |
| 4.5 Maintain confidentiality as appropriate | There is no mandatory content for this criteria |

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| Unit Title | Deliver a series of motorsport coaching sessions |
| Unit Aim | This unit covers the delivery of motorsport coaching sessions, including preparing the participants to take part, delivering the session, developing participant performance and concluding the session. |
| Unique Unit Number | L/650/4331 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Portfolio of Evidence - Practical Demonstration/Assignment |
| Assessment Specification | <p>Learners need to produce evidence of:</p> <ul style="list-style-type: none"> • the delivery of a minimum of four coaching sessions, including the four linked and progressive sessions from the outline plan • a health and safety log for each coaching venue utilised for the delivery of coaching sessions contributing the achievement of this qualification • the available support of an appropriately qualified assessor. <p>The session may be drawn from the sessions planned previously. This may be delivered in a simulator environment. All sessions must be drawn from the Level 2 motor sport Technical Syllabus.</p> |

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

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|---|
| 1.1 ensure that the identified resources meet the requirements of the motorsport or activity | There is no mandatory content for this criteria |
| 1.2 handle motorsport equipment safely | There is no mandatory content for this criteria |
| 1.3 set up equipment according to the session plan | There is no mandatory content for this criteria |
| 1.4 ensure the coaching environment is safe, appropriate, and conducive to learning for all participants | There is no mandatory content for this criteria |
| 1.5 ensure everyone involved in the session has the information they need to participate | There is no mandatory content for this criteria |
| 1.6 establish behaviour rules for the session | There is no mandatory content for this criteria |
| 1.7 deliver warm up activities appropriate to the participants and session | There is no mandatory content for this criteria |
| 1.8 ensure participants are aware of the goals of the session | There is no mandatory content for this criteria |

Learning Outcome: 2. be able to deliver motorsport coaching sessions

| Assessment Criteria | Indicative Delivery Content |
|--|---|
| The learner can: | |
| 2.1 provide clear information to participants about the planned activities | There is no mandatory content for this criteria |
| 2.2 ensure activities maximise participants' learning in line with the participants' goals | There is no mandatory content for this criteria |
| 2.3 provide technically correct explanations and demonstrations appropriate to participants' needs and level of experience | There is no mandatory content for this criteria |
| 2.4 use methods for motivating participants appropriate to their needs and in line with accepted good practice | There is no mandatory content for this criteria |
| 2.5 ensure all participants have the opportunity to take part in activities | There is no mandatory content for this criteria |
| 2.6 deliver sessions at a pace appropriate to the participants' needs | There is no mandatory content for this criteria |
| 2.7 carry out emergency procedures when appropriate | There is no mandatory content for this criteria |

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

| Assessment Criteria | Indicative Delivery Content |
|--|---|
| The learner can: | |
| 3.1 review participants' motor sport performance with regards to: <ul style="list-style-type: none"> • strengths • weaknesses • areas for improvement | There is no mandatory content for this criteria |
| 3.2 use appropriate coaching methods and practices | There is no mandatory content for this criteria |
| 3.3 provide feedback to participants during the session to help participants achieve their goals | There is no mandatory content for this criteria |
| 3.4 adapt sessions to respond to the participants' changing needs | There is no mandatory content for this criteria |
| 3.5 provide opportunities for participants to reflect on their learning and apply their reflections to their performance | There is no mandatory content for this criteria |
| 3.6 encourage participants to take responsibility for their own learning | There is no mandatory content for this criteria |

Learning Outcome: 4. be able to conclude motorsport coaching sessions

| Assessment Criteria | Indicative Delivery Content |
|---|---|
| The learner can: | |
| 4.1 ensure there is sufficient time to conclude the session | There is no mandatory content for this criteria |
| 4.2 encourage participants to give feedback | There is no mandatory content for this criteria |
| 4.3 provide feedback to participants on their performance relating to their goals | There is no mandatory content for this criteria |
| 4.4 deliver cool down activities appropriate to the participants and session | There is no mandatory content for this criteria |
| 4.5 provide information to participants about future sessions | There is no mandatory content for this criteria |
| 4.6 ensure participants depart from the session safely | There is no mandatory content for this criteria |
| 4.7 follow procedures for checking and dealing with equipment used | There is no mandatory content for this criteria |
| 4.8 ensure the coaching environment is left in a condition fit for future use | There is no mandatory content for this criteria |

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|----------------------------------|--|
| Unit Title | Monitor and evaluate motorsport coaching sessions |
| Unit Aim | This unit covers the monitoring and evaluation of motor sport coaching sessions, including evaluating participant performance, coaching sessions and own coaching practice. |
| Unique Unit Number | M/650/4332 |
| Unit Assessment Method(s) | - Portfolio of Evidence - Practical Demonstration/Assignment |
| Assessment Specification | Learners need to produce evidence of: <ul style="list-style-type: none"> • A recorded evaluation for each coaching session delivered that contributes to the achievement of this qualification • 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 simulator environment All sessions must be drawn from the Level 2 motorsport Technical Syllabus. |

| Learning Outcome: 1. be able to evaluate participant performance | |
|--|---|
| Assessment Criteria The learner can: | Indicative Delivery Content |
| 1.1 carry out participant evaluations according to the motor sport session evaluation plan | There is no mandatory content for this criteria |
| 1.2 involve all participants in evaluating their performance | There is no mandatory content for this criteria |
| 1.3 review participants' performance | There is no mandatory content for this criteria |
| 1.4 measure participants' progress against planned goals | There is no mandatory content for this criteria |
| 1.5 provide feedback to participants | There is no mandatory content for this criteria |
| 1.6 produce an action plan to progress or adapt participants' goals | There is no mandatory content for this criteria |
| 1.7 record evaluations for future reference | There is no mandatory content for this criteria |

Learning Outcome: 2. be able to evaluate coaching sessions

| Assessment Criteria | Indicative Delivery Content |
|---|---|
| The learner can: | |
| 2.1 carry out session evaluations according to the session evaluation plan | There is no mandatory content for this criteria |
| 2.2 use feedback from participants and other people involved in the session to evaluate the session | There is no mandatory content for this criteria |
| 2.3 compare outcomes and feedback to the session goals | There is no mandatory content for this criteria |
| 2.4 identify the effectiveness of the activities, and session overall | There is no mandatory content for this criteria |
| 2.5 identify the effectiveness of own management of the session, including health and safety and welfare issues | There is no mandatory content for this criteria |
| 2.6 discuss evaluations with an appropriate colleague for additional feedback | There is no mandatory content for this criteria |
| 2.7 record evaluations for future reference | There is no mandatory content for this criteria |

Learning Outcome: 3. be able to evaluate own coaching practice

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|---|
| 3.1 review evaluations of previous sessions and feedback from relevant colleagues | There is no mandatory content for this criteria |
| 3.2 ensure own knowledge is up-to-date with current developments in chosen sport or activity | There is no mandatory content for this criteria |
| 3.3 ensure own knowledge is up-to-date with current developments in coaching practice | There is no mandatory content for this criteria |
| 3.4 identify areas for development of own coaching practice | There is no mandatory content for this criteria |
| 3.5 produce a personal action plan to develop own coaching practice | There is no mandatory content for this criteria |
| 3.6 take part in development activities identified in personal action plan | There is no mandatory content for this criteria |
| 3.7 review progress against personal action plan regularly and update accordingly | There is no mandatory content for this criteria |

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):

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

- hold a Level 2 Certificate in Coaching Motorsport qualification or recognised equivalent based on individual application

Tutors who possess considerable professional experience in this area, but do not possess or are working towards the above qualifications, must be approved by Motorsport UK to tutor the programme prior to the delivery of teaching.

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

Assessor(s):

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

- hold a Level 2 Certificate in Coaching Motorsport qualification or recognised equivalent based on individual application

Assessors who possess considerable professional experience in this area, but do not possess or are working towards the above qualifications, must be approved by Motorsport UK to assess the programme prior to delivery

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

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

- hold a Level 2 Certificate in Coaching Motorsport qualification or recognised equivalent

Additional Qualification Requirements

This qualification is solely awarded by 1st4sport Qualifications as the recognised awarding organisation regulated by Ofqual in England. All training and assessment sites must be an approved association venue, meeting the requirements of accepted safe practice in motor sport.

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