

# 1st4sport Level 3 Certificate in Coaching Snooker Advanced Skills

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 3 Certificate in Coaching Snooker Advanced Skills
Qualification Overview:	Gives Learners the knowledge and skills for employment as an Advanced Snooker Coach..
Qualification Code:	L3CCSAS
Qualification Regulation Number:	610/1157/5
Guided Learning Hours (GLH):	85
Total Qualification Time (TQT):	146
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/07/2022
Qualification Review Date:	30/10/2025
Learner Registration Period:	3 years
Qualification Objective:	This qualification qualifies learners to this qualification prepares Learners with the knowledge and skills needed for employment as an Advanced Snooker Coach..
Qualification Purpose:	Prepare for employment in a broad occupational area.

### Who is this qualification for?

This qualification is for Learners who work or want to work as an Advanced Snooker Coach. It is also for existing coaches who wish to advance their snooker skills and expertise and/or wish to achieve an accredited qualification to enhance their career opportunities.

### Qualification Progression

Learners may wish to continue their studies and obtain qualifications in related areas such as Sports Coaching and Performance, Sporting Excellence, Sports Development and Activity Leadership.

This qualification may lead to paid employment or unpaid voluntary roles in coaching snooker, either working independently or as part of a coaching team. Learners may consider exploring opportunities as an Activity Leader, Official and Sports Volunteer.

### Entry Requirements

Learners must be a minimum of 18 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 18 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 5 of 6 mandatory units),
- Practical Demonstration/Assignment (in 1 of 6 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
A/650/3355	The role of the advanced snooker coach	12
D/650/3356	Developing players through a snooker coaching programme	16
F/650/3357	Plan a snooker coaching programme	9
H/650/3358	Deliver a snooker coaching programme	20
J/650/3359	Review a snooker coaching programme	8
M/650/3360	Technical requirements for an advanced snooker coach	20

### 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 advanced snooker coach
<b>Unit Aim</b>	This unit assesses a programme coach's understanding of their role and responsibilities and the roles of others, ensuring that their coaching is safe and inclusive.
<b>Unique Unit Number</b>	A/650/3355
<b>Unit Assessment Method(s)</b>	Portfolio of Evidence
<b>Assessment Specification</b>	Learners are required to complete a series of assessed tasks within their learner portfolio. These are set by 1st4sport and assessed by their assessor.

### Learning Outcome: 1. understand the role of the Advanced Snooker Coach

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 explain the role of the Advanced Snooker Coach	<ul style="list-style-type: none"> <li>• The role of the advanced coach in the implementation and management of the coaching programme and sessions</li> <li>• managing others in the coaching environment</li> <li>• how to promote, and coach within the boundaries of, relevant code(s) of practice that impact on the coach and others</li> <li>• how to promote the ethos of the player-centred approach</li> <li>• the importance of being a positive role model for players and others</li> <li>• the importance of operating within own level of competence and experience</li> <li>• the importance of continued professional development for self and others</li> </ul>

### Learning Outcome: 2. understand the responsibilities of the Advanced Snooker Coach

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 describe responsibilities related to rules and regulations	<ul style="list-style-type: none"> <li>• The overarching legal and sport-specific responsibilities of the role</li> <li>• the impact of organisational procedures on coaching practice</li> <li>• the rules and regulations of Snooker to enable the delivery of coaching programmes</li> <li>• the role of Snooker officials and the positive promotion of these</li> <li>• promoting integrity within the sport</li> </ul>
2.2 describe responsibilities related to duty of care	<p>What constitutes acceptable relationships as an advanced coach the guidelines for safeguarding and protecting the following player groups, adherence to these and maintaining confidentiality: young people and children (including an understanding of signs and symptoms of abuse) adults at risk players who share protected characteristics the importance of maintaining the confidentiality of players' personal details how to utilise others to support player development and welfare when to seek specialist advice from a competent person or agency on players' needs and potential that cannot be met</p>

<p>2.3 describe responsibilities related to safe coaching practice</p>	<ul style="list-style-type: none"> <li>• Health and safety management, knowing how to:             <ul style="list-style-type: none"> <li>- prepare the environment</li> <li>- conduct a risk assessment</li> <li>- minimise risk</li> <li>- put contingency plans in place                 <ul style="list-style-type: none"> <li>• emergency procedures; knowing how to follow:</li> </ul> </li> </ul> </li> </ul> <p>correct procedures for dealing with accidents, emergencies and incidents</p> <p>correct procedures for reporting issues</p> <ul style="list-style-type: none"> <li>• facility normal operating procedures (NOPs) and emergency operating procedures (EOPs)</li> <li>• management of others to ensure safety is maintained</li> </ul>
<p>2.4 describe responsibilities related to inclusive coaching practice</p>	<ul style="list-style-type: none"> <li>• How to ensure coaching practice is equitable</li> <li>• in-depth discussion of inclusive delivery of snooker coaching programmes and activities and where to gain information on this</li> <li>• assessing individual players' needs to ensure coaching is inclusive (disability/impairment)</li> <li>• how to recognise and address possible barriers to player development; when to make reasonable adaptations to programme design, delivery methods and coaching styles</li> <li>• how to communicate with a variety of player types:             <ul style="list-style-type: none"> <li>- disabled and non-disabled people</li> <li>- children/young people/adults</li> </ul> </li> </ul> <p>those who share protected characteristics</p> <ul style="list-style-type: none"> <li>• recognising that different players learn in different ways</li> <li>• how different backgrounds and stages of player development can impact on</li> </ul> <p>skill development</p> <p>emotional development</p>
<p>2.5 evaluate the benefits of using others to support snooker coaching programmes</p>	<ul style="list-style-type: none"> <li>• How to operate within a coaching team</li> <li>• the breadth of roles in support of coaching, how to ensure positive relationships with, and the promotion:             <ul style="list-style-type: none"> <li>- officials</li> <li>- assistant coach</li> <li>- physiotherapist</li> <li>- nutritionist</li> <li>- psychologist</li> <li>- nutritionist</li> <li>- competition officials</li> <li>- professional snooker players/WBSPA coaching team                 <ul style="list-style-type: none"> <li>• how to share and agree roles and responsibilities of players and others</li> </ul> </li> </ul> </li> </ul>

**Learning Outcome: 3. understand how to support players' lifestyle through snooker coaching programmes.**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
3.1 evaluate factors contributing to players' lifestyle	<ul style="list-style-type: none"> <li>• The role of the coach in encouraging the pursuit of a healthy lifestyle</li> <li>• the lifestyle issues that may affect programme players</li> <li>• the impact of participation in developing players socially through improved confidence and self-esteem</li> </ul>
3.2 explain the role of the Advanced Snooker Coach in injury prevention and management	<ul style="list-style-type: none"> <li>• The most common injuries impacting on snooker players</li> <li>• how to prevent injury</li> <li>• how to support players in recovering from injury</li> </ul>
3.3 explain the overarching principles of nutrition and hydration related to snooker performance	<ul style="list-style-type: none"> <li>• Understand the principles of good nutrition as it relates to sports performance</li> <li>• understand how best to achieve optimum nutrition and hydration levels before, during and after training and competition</li> </ul>
3.4 describe the principles of the use of drugs and supplements in snooker and medical considerations	<ul style="list-style-type: none"> <li>• How to access information</li> <li>• the ethical issues surrounding drug taking in sport</li> <li>• how to identify and access sources of information on, including the consequences within snooker, of taking:                             <ul style="list-style-type: none"> <li>- prescription medicines</li> <li>- supplements</li> <li>- performance-enhancing drugs</li> <li>- illegal substances</li> </ul> </li> </ul>



<b>Unit Title</b>	Developing players through a snooker coaching programme
<b>Unit Aim</b>	This unit assesses an advanced coach's understanding of the impact of skill development on programme design for an annual, or periodised, coaching programme.
<b>Unique Unit Number</b>	D/650/3356
<b>Unit Assessment Method(s)</b>	Portfolio of Evidence
<b>Assessment Specification</b>	Learners are required to complete a series of assessed tasks within their learner portfolio. These are set by 1st4sport and assessed by their assessor.

Learning Outcome: 1. understand the physical requirements of snooker	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 assess the fundamental movement skills that underpin the technical, tactical and physical requirements for snooker	<ul style="list-style-type: none"> <li>The technical and tactical requirements for snooker</li> <li>the physical requirements for snooker</li> </ul>
1.2 evaluate the physical capabilities required for snooker	<ul style="list-style-type: none"> <li>The physical capabilities required for snooker</li> <li>the skill-related aspects of the sport in relation to physical fitness</li> <li>the concepts of physical conditioning, its role in training and how to apply them to players</li> </ul>

**Learning Outcome: 2. understand how to apply psychological skills training within the snooker coaching programme**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
2.1 evaluate the psychological skills required in Snooker	<ul style="list-style-type: none"> <li>• The psychological skills required for successful performance in snooker including:                             <ul style="list-style-type: none"> <li>- confidence - mental toughness, self-confidence, belief</li> <li>- concentration - ability to maintain focus, intentional control</li> <li>- motivation - intention and desire to be effective/succeed</li> <li>- emotional control - ability to maintain emotional control regardless of distraction</li> <li>- cohesion - commitment/ability to continue working to agreed goals</li> <li>- growth mindset - self-motivated learner</li> <li>- psychosocial characteristics of developing excellence (PCDE) skills</li> <li>- resilience                                     <ul style="list-style-type: none"> <li>• Psychology, anxiety/arousal</li> </ul> </li> </ul> </li> </ul>
2.2 explain how an advanced coach can contribute to the development of players' mental skills	<ul style="list-style-type: none"> <li>• How to develop players' psychological skills in snooker including:                             <ul style="list-style-type: none"> <li>- confidence - mental toughness, self-confidence, belief</li> <li>- concentration - ability to maintain focus, intentional control</li> <li>- motivation - intention and desire to be effective/succeed</li> <li>- emotional control - ability to maintain emotional control regardless of distraction</li> <li>- cohesion - commitment/ability to continue working to agreed goals</li> <li>- growth mindset - self-motivated learner</li> <li>- psychosocial characteristics of developing excellence (PCDE) skills</li> <li>- resilience                                     <ul style="list-style-type: none"> <li>• Psychology - anxiety/arousal</li> </ul> </li> </ul> </li> </ul>

**Learning Outcome: 3. understand how to apply skill development within the snooker coaching programme**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
3.1 describe the key factors of skill development	<ul style="list-style-type: none"> <li>• The concepts of: skill coordination motor skill learning skill acquisition skill retention - skill transfer</li> </ul>
3.2 explain the principal methodologies of skill development	<ul style="list-style-type: none"> <li>• The delivery style - pedagogy vs andragogy</li> <li>• the range skill development delivery methods: whole practice part instruction whole-part-whole instruction shaping chaining                             <ul style="list-style-type: none"> <li>• the range of skill development coaching activities: - drills based - scenario based - differentiation (adaptations and progressions)</li> <li>• the range of coaching methods for skill development: facilitation instruction demonstration question and answer</li> </ul> </li> </ul>
3.3 analyse how coaching behaviours impact on player skill development	<ul style="list-style-type: none"> <li>• How players' learning preferences and the use of coaching style impact on skill development</li> <li>• how different backgrounds and stages of player development can impact on skill development</li> </ul>

<b>Unit Title</b>	Plan a snooker coaching programme
<b>Unit Aim</b>	This unit assesses a coach's ability to plan an annual, or periodised, coaching programme to meet the needs of players. The coaching programme will cover a prolonged period of time such as a year or a season, depending on the nature of the sport and will develop players' performance within snooker.
<b>Unique Unit Number</b>	F/650/3357
<b>Unit Assessment Method(s)</b>	Portfolio of Evidence
<b>Assessment Specification</b>	<p>Learners are required to:</p> <ul style="list-style-type: none"> <li>• profile the performance of up to three players</li> <li>• design and plan a comprehensive sport-specific coaching programme of up to three players, which should be based on the outcome of the performance profile.</li> <li>• produce a detailed plan of a programme (minimum 10 weeks in total) associated with an aspect of the sport-specific coaching programme</li> </ul> <p>produce an evaluation schedule for the snooker coaching programme</p>

### Learning Outcome: 1. understand the process of planning snooker coaching programmes

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 discuss the strategic overview of the coaching programme	<ul style="list-style-type: none"> <li>• Identify and define the overall aims of a coaching programme</li> <li>• measure the outcomes of the coaching programme</li> </ul>
1.2 evaluate the factors to consider when developing a coaching programme	<ul style="list-style-type: none"> <li>• Identify the demands of the sport to inform the programme design</li> <li>• identify and analyse evidence and sources of information that need to be collated to design the programme</li> <li>• plan the focus and priority of each phase of the coaching programme</li> <li>• identify appropriate recovery activities and strategies within training programmes</li> <li>• integrate all training, competition/recreational and recovery activities effectively to ensure optimal training and performance programmes</li> </ul>

**Learning Outcome: 2. analyse players' performance and stage of development; setting programme goals in snooker**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
2.1 evaluate players' stages of development and how this will determine the coaching programme	<ul style="list-style-type: none"> <li>• Explain how the coaching programme, session content and coaching environment is influenced by:                             <ul style="list-style-type: none"> <li>players' age</li> <li>players' stage of development</li> <li>players' physical readiness to participate</li> <li>competition</li> </ul> </li> <li>• analyse players' current and desired levels of performance, including technical and tactical ability and physical conditioning</li> <li>• integrate performance analysis effectively into the programme</li> <li>• monitor and refine the analysis at regular intervals throughout the programme</li> </ul>
2.2 evaluate methods and sources of information available to design a coaching programme	Evaluate valid sources of information to take forward to the programme planning stage

**Learning Outcome: 3. be able to design snooker coaching programmes to meet players' needs**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
3.1 evaluate the overall aims of the coaching programme	<ul style="list-style-type: none"> <li>• Identify the technical and tactical requirements of the sport</li> <li>• categorise:                             <ul style="list-style-type: none"> <li>- player types</li> <li>- player aims and aspirations                                     <ul style="list-style-type: none"> <li>• review analysis of players'</li> </ul> </li> <li>- level of development</li> <li>- actual and potential performance levels</li> <li>- level of motivation</li> </ul> </li> </ul> and explain the importance of these when planning a coaching programme <ul style="list-style-type: none"> <li>• design and initially agree coaching programme aims for, and with, players to include:                             <ul style="list-style-type: none"> <li>- physical skill development</li> <li>- mental skill development</li> <li>- technical and tactical skill development                                     <ul style="list-style-type: none"> <li>• set out and agree coaching programme goals with players and others</li> </ul> </li> </ul> </li> </ul>
3.2 justify the focus and priority of each stage of the snooker coaching programme	<ul style="list-style-type: none"> <li>• Plan the programme in relation to:                             <ul style="list-style-type: none"> <li>• recreation</li> <li>• competition</li> <li>• training cycles</li> </ul> </li> <li>• design and agree the goals for the of the programme for players</li> <li>• explain to others their roles and responsibilities</li> </ul>
3.3 plan the snooker coaching programme to meet players' needs	<ul style="list-style-type: none"> <li>• Select and plan activities and resources that facilitate the achievement of coaching programme goals and enhance player development:                             <ul style="list-style-type: none"> <li>- skill acquisition</li> <li>- physical conditioning</li> <li>- mental skills                                     <ul style="list-style-type: none"> <li>• explain methods of enhancing and maintaining performance</li> <li>• prepare players for competition</li> </ul> </li> </ul> </li> </ul>
3.4 evaluate resources required for the snooker coaching programme	<ul style="list-style-type: none"> <li>• Ensure the required resources and facilities are available to players and others involved in the programme and in line with good practice</li> <li>• assess and manage the risks involved</li> </ul>
3.5 justify how and when to evaluate the snooker coaching programme	Identify when to regularly evaluate and review players' progress throughout the coaching programme <ul style="list-style-type: none"> <li>• plan a schedule for the evaluation of the coaching programme, and share with players and others</li> </ul>



<b>Unit Title</b>	Deliver a snooker coaching programme
<b>Unit Aim</b>	This unit assesses the coach's ability to implement and deliver a coaching programme, overseeing other coaching staff, where appropriate. The snooker coaching programme must be progressive in nature and meet the needs of the players.
<b>Unique Unit Number</b>	H/650/3358
<b>Unit Assessment Method(s)</b>	Practical Demonstration/Assignment
<b>Assessment Specification</b>	<p>Learners are required to:</p> <ul style="list-style-type: none"> <li>• evidence and deliver a minimum of ten sessions in total and a minimum of 6 sessions with each player</li> <li>• be observed by an appropriately qualified assessor within their normal coaching environment (off-course)</li> <li>• video record the delivery of one snooker coaching session of 60 minutes in duration for moderation purposes by 1st4sport</li> </ul> <p>observations will ideally take place within the coach's normal coaching environment; however simulation is acceptable with an appropriate rationale</p>

**Learning Outcome: 1. manage the implementation of the snooker coaching programme**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 lead the implementation of the coaching programme	<ul style="list-style-type: none"> <li>• Communicate information about the programme to players and others</li> <li>• implement coaching programmes that incorporate the technical and tactical requirements of the sport</li> <li>• directly coach players with a periodised programme</li> <li>• use the principles of skill development in their coaching</li> </ul>



**Learning Outcome: 2. deliver the snooker coaching programme.**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
2.1 create and maintain an effective learning environment/culture	<ul style="list-style-type: none"> <li>• Identify the key aspects of an effective coaching environment</li> <li>• clarify aims and objectives of sessions, set SMART/tangible goals and agree these with players</li> <li>• implement good practice</li> </ul>
2.2 demonstrate a variety of coaching techniques, adapting coaching and leadership styles to meet the needs of players and others	<ul style="list-style-type: none"> <li>• Utilise a variety of communication methods with players and others</li> <li>• lead players and other staff in an effective and appropriate manner</li> <li>• adopt coaching techniques relevant to players' needs</li> <li>• deliver a balance of facilitation, instruction and demonstration</li> <li>• ensure there is a balance of activities in the sessions</li> <li>• adapt their coaching and style of leadership to meet the needs and varied learning styles of players and others</li> </ul>
2.3 maintain player engagement in sessions	<ul style="list-style-type: none"> <li>• Encourage and empower players</li> <li>• incorporate a variety of coaching styles into delivery</li> <li>• maintain regular communication with players and others</li> </ul>
2.4 manage risk and maintain a safe coaching environment.	<ul style="list-style-type: none"> <li>• Manage risk, and monitor players and others according to the health and safety requirements of the programme and the sport</li> <li>• organise the setting up, taking down and managing of equipment required for sessions</li> </ul>

### Learning Outcome: 3. develop player performance during the snooker coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 deliver technical and tactical requirements of snooker in sessions	<ul style="list-style-type: none"> <li>• Identify the technical and tactical requirements of the sport</li> <li>• provide technical and tactical demonstrations and explanations that are correct</li> <li>• apply appropriate communication methods in the provision of technical guidance</li> </ul>
3.2 manage the implementation in sessions of skill acquisition, physical conditioning and mental skills development	<ul style="list-style-type: none"> <li>• Directly coach players in skill acquisition, physical conditioning and mental skills development</li> <li>• provide support and feedback to others involved in coaching players in skill acquisition, physical conditioning and mental skills development</li> <li>• monitor and refine the skill acquisition units of the programme, including:               <ul style="list-style-type: none"> <li>- skill coordination</li> <li>- motor skill</li> <li>- learning</li> <li>- skill acquisition</li> <li>- skill retention</li> <li>- skill transfer</li> </ul> </li> </ul>
3.3 observe, analyse, intervene and provide ongoing feedback to players to improve performance within sessions	<ul style="list-style-type: none"> <li>• Observe players' performance</li> <li>• analyse players' performance and current skill level</li> <li>• provide constructive feedback to players</li> <li>• offer information to players after coaching sessions and different stages of the programme.</li> </ul>

## Learning Outcome: 4. monitor player development during the snooker coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 review and evaluate progress with player and others at agreed points during the programme	<ul style="list-style-type: none"> <li>• Develop methods for evaluating performance that are safe, valid and reliable</li> <li>• continually monitor and review the programme at intervals required by the sport</li> <li>• work with players to regularly evaluate and review progress throughout the programme, developing action plans when required</li> <li>• provide support and feedback to others involved in the programme</li> </ul>
4.2 adapt programme goals for players based on: <ul style="list-style-type: none"> <li>• observation</li> <li>• feedback</li> <li>• progress</li> <li>• circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and refine the programme as it develops, using contingency plans where appropriate</li> <li>• manage change effectively within the programme.</li> </ul>
4.3 modify the coaching programme to ensure sessions continually meet players' needs and programme goals	<ul style="list-style-type: none"> <li>• Implement the principles of needs-led coaching, and understand how this can impact on programme and session goals</li> <li>• modify the coaching programme to ensure sessions meet the programme goals.</li> </ul>

Unit Title	Review a snooker coaching programme
Unit Aim	This unit assesses the coach's ability to monitor, review and modify the coaching sessions, phases and overall coaching programme. Learners will also reflect on their own and others' coaching practice, identifying areas or development.
Unique Unit Number	J/650/3359
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	<p>Learners are required to:</p> <ul style="list-style-type: none"> <li>• evaluate of all aspects of the coaching programme, cycles and delivered sessions</li> <li>• evaluate coaching practice of self and others involved in the coaching programme and identify areas for development</li> <li>• produce a personal development plan and review and update this at regular intervals</li> </ul> <p>conduct a 15-30-minute interview to evaluate the coaching programme</p>

## Learning Outcome: 1. evaluate the snooker coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 monitor, review and modify the snooker coaching programme	<ul style="list-style-type: none"> <li>• Work with players to regularly review and evaluate their progress throughout the coaching programme</li> <li>• complete evaluations of individual coaching sessions and cycles</li> <li>• monitor and refine the programme as it develops, using contingency plans where appropriate</li> <li>• manage change effectively within the programme</li> <li>• complete an evaluation of a complete coaching programme to include:               <ul style="list-style-type: none"> <li>analysis of performance evidence from the programme, cycles and sessions</li> <li>the short- and long- term effectiveness of physical and mental conditioning</li> <li>coaching contributions from others</li> <li>feedback from players</li> <li>feedback from others</li> </ul> </li> <li>• explain how the analysis of the evidence from the monitoring and review process informs the evaluation results</li> <li>• justify any modifications made to the coaching programme</li> </ul>
1.2 evaluate the impact of self in the design, management and delivery of the snooker coaching programme.	<ul style="list-style-type: none"> <li>• Review and justify the methods selected and understand their importance and impact during the planning of the programme</li> </ul>
1.3 evaluate the contributions of others involved in the snooker coaching programme and identify development needs	<ul style="list-style-type: none"> <li>• Promote a culture of continuing professional development</li> <li>• explain the importance of taking account of organisational objectives when evaluating and developing others</li> <li>• identify coaching roles, career progressions and pathways in sport</li> <li>• assist with the development of others involved in the coaching programme</li> </ul>
1.4 evaluate findings and recommendations for current and future programmes	<ul style="list-style-type: none"> <li>• Ensure the outcomes of the evaluation are recorded effectively and communicated to players and others</li> <li>• report and implement recommendations for improvement from the evaluation process</li> </ul>

## Learning Outcome: 2. create a personal development plan

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 define the skills, knowledge and organisational requirements for planning and delivering coaching programmes	<p>Explain the importance of taking account of organisational objectives when evaluating own performance and performance of others</p> <ul style="list-style-type: none"> <li>• appreciate the importance of continuing professional development for those involved in the coaching programme</li> </ul>
2.2 analyse own development needs using self-reflection and feedback from others	<ul style="list-style-type: none"> <li>• Take responsibility for own development</li> <li>• explain the importance of taking account of organisational objectives when evaluating and developing self</li> <li>• self-reflect on own performance</li> <li>• critically analyse and identify personal development needs</li> <li>• obtain valid feedback on own performance from players and others</li> <li>• write a SMART personal development plan</li> </ul>
2.3 source developmental opportunities that will meet identified development needs	<ul style="list-style-type: none"> <li>• Source opportunities for continuing professional development</li> </ul>
2.4 evaluate and update personal action plan continually throughout the programme.	<ul style="list-style-type: none"> <li>• Record evidence of continual updating, and recording of personal action plans</li> </ul>

<b>Unit Title</b>	Technical requirements for an advanced snooker coach
<b>Unit Aim</b>	The aim of this unit is to develop in the learner the knowledge and skills to add significant value to a range of performance players in both training and competitive environments.
<b>Unique Unit Number</b>	M/650/3360
<b>Unit Assessment Method(s)</b>	Portfolio of Evidence
<b>Assessment Specification</b>	<p>Learners are required to:</p> <ul style="list-style-type: none"> <li>• deliver technically and tactically relevant sessions for players</li> <li>• evaluate coaching practice of self and others involved in the coaching programme and identify areas for development</li> </ul> <p>understand the role of the coach at the competitive event and how they can effectively support the player</p>

**Learning Outcome: 1. be able to analyse the needs of the player and apply advanced coaching principles**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 demonstrate a player centred approach to the coaching session	<ul style="list-style-type: none"> <li>• Understand the importance and principles of employing a player centred approach to the coaching environment</li> <li>• apply the principles of player centred coaching within the delivery of a coaching session with a player</li> </ul>
1.2 undertake a technical analysis of the player and identify areas for development	<ul style="list-style-type: none"> <li>• Critically observe a singles player and develop a relevant coaching session that address the issues identified</li> <li>• compare player technique against their targeted performance level</li> <li>• provide feedback that is personal and meaningful</li> <li>• ensure that practice conditions are sufficient for development to take place</li> </ul>
1.3 apply tactical principles in the practice development	Develop sets of progressive tactically relevant practices that relate to the needs of the player

**Learning Outcome: 2. be able to apply advanced coaching principles in the management and delivery an effective session for advanced players**

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 explain how the underpinning sports psychology knowledge could be applied to performance players within a competitive environment	<ul style="list-style-type: none"> <li>• Understand the different mental skills required by the performance player</li> <li>- these may include areas such as: maintenance of focus, goal setting, motivation, emotional control, concentration</li> <li>• understand how some of these areas could be applied to the player before during and after competition</li> </ul>

**Learning Outcome: 3. be able to apply advanced coaching principles and underpinning sports science knowledge to support the player in the competition environment**

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 demonstrate and explain the use of notational analysis in the competitive situation	<ul style="list-style-type: none"> <li>• Understand the importance and varied uses of notational analysis from both the live competitive situation</li> <li>• complete a relevant game analysis</li> <li>• understanding the physics of the cue ball to underpin high level snooker skills to produce match winning snooker and century breaks</li> </ul>



## 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):

Tutors involved in the delivery and of the qualification must:

- be licensed by the WPBSA
- hold or be working towards a suitable teaching qualification or have NGB approved evidence of relevant and recent experience tutoring snooker;
- hold an NGB approved Level 2 coaching qualification for example the 1st4sport Level 2 Certificate in Snooker Coaching, the WPBSA World Snooker Coach, Grade A or equivalent experience, as recognised by the WPBSA
- have professional credibility approved by NGB

Support Tutors - who may be employed to demonstrate sport specific skills - can be deployed in the delivery of this qualification. However, they should only be used to support delivery, and will not be allowed to deliver aspects of this qualification without appropriate tutor supervision.

### Assessor(s):

Assessors involved in the delivery and assessment of the qualification must:

- be licensed by the WPBSA
- hold or be working towards a suitable assessing qualification;
- hold an NGB approved Level 2 coaching qualification for example the 1st4sport Level 2 Certificate in Snooker Coaching, the WPBSA World Snooker Coach, Grade A or equivalent experience, as recognised by the WPBSA
- have professional credibility approved by NGB

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

Internal quality assurers are required to:

- be licensed by the WPBSA
- hold a Level 3 coaching snooker qualification, the WPBSA World Snooker Coach, Grade A or equivalent experience, as recognised by the WPBSA
- hold or be working towards a suitable IV/IQA qualification or complete a WPBSA IQA training programme.
- have professional credibility approved by NGB

## Additional Qualification Requirements

Learner pre-requisites:

- obtained the UK Coaching/NSPCC child protection and safeguarding training
- evidence compliance with the following Technical Competencies:
- be a current or former recognised WPBSA member, having played or currently playing on the 128-professional World Snooker tour for a minimum of one completed season or hold the 1st4sport Level 2 Certificate in Snooker Coaching and provide video evidence of completing the WPBSA technical competency test
- provide suitable evidence to support their playing ability demonstrating that they have played to a high standard and understand positional play or that they have proven knowledge at professional level, match play and tactical situations, which has resulted in improving the player's consistency
- provide 1-3 players as participants within their coaching programme. To participate in the coaching programme all players must be above 50-break standard and at least one player must be above a 75-break standard

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