

# 1st4sport Level 3 Certificate in Sports Coaching and Performance

## 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 Sports Coaching and Performance
Qualification Overview:	Develop the knowledge, skills and confidence to become a sports coach in a performance environment.
Qualification Code:	L3CSCP
Qualification Regulation Number:	603/4831/8
Guided Learning Hours (GLH):	369
Total Qualification Time (TQT):	369
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/09/2019
Qualification Review Date:	31/12/2025
Learner Registration Period:	3 years
Qualification Objective:	This qualification qualifies learners to work as a sports coach in a performance environment.
Qualification Purpose:	Prepare for employment in a specific occupational area.

### Who is this qualification for?

This qualification is designed for learners looking to support their development within the sports coaching sector working with high performing athletes.

### Qualification Progression

Learners could progress on to the 1st4sport Level 3 Certificate in Coaching, or it could be used to gain employment or towards entry to higher education (where accepted by the higher education institution). UCAS have allocated 32 tariff points to this qualification.

The skills and knowledge developed through this qualification may also be used to progress to other industry-relevant qualifications in coaching sport, activity leadership, supporting PE in school sport or sports development.

This qualification may lead to paid or voluntary roles in as lead coach with sport or physical activity.

### Entry Requirements

Learners must be a minimum of 16 years old at registration and 16 years old at certification.

## Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 16 years of age
- be able to undertake this assessment in English or Welsh (if available)

## Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 1 of 11 mandatory units),
- Oral Examination (in 1 of 11 mandatory units),
- Portfolio of Evidence (in 9 of 11 mandatory units),
- Practical Demonstration/Assignment (in 5 of 11 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

## Grading Methods

This qualification will be graded Pass / Fail.

## Qualification Structure

Learners must successfully complete all mandatory units to achieve this qualification.

### Mandatory Units

Unit ID	Unit Title	GLH
M/617/6829	Nutrition for Sports Performance	40
H/616/7738	The role of the programme coach	25
K/617/6831	Psychology for Sports Performance	50
H/617/1210	Understanding technical skills to achieve excellence in sport	30
F/503/6760	Support talented athletes through lifestyle change	9
H/616/7741	Plan a coaching programme	23
A/617/6834	Performance and Sports Landscape	80
K/616/7742	Deliver a coaching programme	17
F/617/6835	Managing Performance Athletes' Lifestyles and the Media	64
M/617/1212	Understanding tactical skills to achieve excellence in sport	30
M/616/7743	Review a coaching programme	9

### Optional Units

There are no optional units in this qualification

### Pathway Units (where applicable)

There are no pathway units in this qualification

<b>Unit Title</b>	Nutrition for Sports Performance
<b>Unit Aim</b>	This unit assesses the learner's understanding of the links between nutrition, health, physical activity and performance in sport. Learners will be assessed on the fundamental knowledge of nutrition including healthy diet, dietary requirements of the general population and develop an understanding of the influence of nutrition on sport and physical activity performance levels.
<b>Unique Unit Number</b>	M/617/6829
<b>Unit Assessment Method(s)</b>	Portfolio of Evidence
<b>Assessment Specification</b>	This unit will be assessed through a series of portfolio-based tasks.

**Learning Outcome: 1. understand the requirements for and the principles of a balanced diet**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 differentiate between key nutritional terms	<ul style="list-style-type: none"> <li>• Diet</li> <li>• Healthy eating</li> <li>• Nutrition</li> <li>• Balanced diet</li> </ul>
1.2 explain the nutritional information required when dealing with a variety of individuals	<ul style="list-style-type: none"> <li>• Individuals affected by:               <ul style="list-style-type: none"> <li>- Obesity</li> <li>- Diabetes</li> <li>- Eating disorders</li> <li>- Pregnancy</li> <li>- Food allergies - nuts, celiac, dairy, eggs, fruit</li> <li>- Food intolerances - lactose, wheat, e-numbers</li> </ul> </li> </ul>

**Learning Outcome: 2. understand the role of nutrients in sport**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
2.1 explain the role of macronutrients	<p>Macronutrients:</p> <ul style="list-style-type: none"> <li>• Why we need carbohydrates,</li> <li>- Carbohydrates are the body's main source of fuel.</li> <li>- Carbohydrates are easily used by the body for energy.</li> <li>- All of the tissues and cells in our body can use glucose for energy.</li> <li>- Carbohydrates are mainly found in starchy foods (like grain and potatoes), fruits, milk, and yogurt. Other foods like vegetables, beans, nuts, seeds and cottage cheese contain carbohydrates, but in lesser amounts.</li> <li>• Types of Carbohydrates</li> <li>- Simple and Complex</li> <li>- How the body produces energy from carbohydrates</li> <li>- How the body stores carbohydrates</li>   <li>• Why do we need protein?</li> <li>- Growth (especially important for children, teens, and pregnant women)</li> <li>- Tissue repair</li> <li>- Immune function</li> <li>- Making essential hormones and enzymes</li> <li>- Preserving lean muscle mass                         <ul style="list-style-type: none"> <li>• How the body produces energy from protein</li> <li>• How the body stores protein</li> <li>• Why do we need fat</li> </ul> </li> <li>- Normal growth and development</li> <li>- Energy (fat is the most concentrated source of energy)</li> <li>- Absorbing certain vitamins (like vitamins A, D, E, K, and carotenoids)</li> <li>- Providing cushioning for the organs</li> <li>- Maintaining cell membranes                         <ul style="list-style-type: none"> <li>• How the body produces energy from fat</li> <li>• How the body stores fat</li> <li>• What are micronutrients - vitamins and minerals</li> <li>• Where can they be found - source</li> <li>• Vitamins, E, C, B, D, B12</li> <li>• Minerals</li> <li>• Folic acid</li> <li>• Beta-carotene</li> <li>• Calcium</li> <li>• Iron</li> <li>• Immune system</li> <li>• Antioxidants</li> </ul> </li> </ul>
2.2 explain the role of micronutrients	

### Learning Outcome: 3. understand the use of supplements in sport

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 explain the relationship of macronutrients to sport and physical activity	<ul style="list-style-type: none"> <li>• Intensity of the exercise</li> <li>• Duration of the exercise</li> <li>• Fitness level</li> <li>• Pre-exercise diet</li> <li>• Fatigue</li> <li>• Fuelling and timings</li> </ul>
3.2 explain the relationship of micronutrients to sport and physical activity	
3.3 explain the use of legal supplements in order to meet nutritional requirements	<ul style="list-style-type: none"> <li>• Types of supplements</li> <li>• Guidelines for supplement use</li> <li>• Contamination</li> <li>• Side effects</li> </ul>

### Learning Outcome: 4. be able to produce nutrition plans in order to enhance performance in sport

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 evaluate energy expenditure of different sports and physical activities	<ul style="list-style-type: none"> <li>• Sport/physical activity type</li> <li>• Intensities</li> <li>• Duration</li> </ul>
4.2 develop a plan to improve performance in sport and physical activity	<ul style="list-style-type: none"> <li>• Food types</li> <li>• Timings - pre-during-post</li> <li>• Quantities</li> <li>• Food preparation/method of cooking</li> </ul>



<b>Unit Title</b>	The role of the programme 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>	H/616/7738
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	This unit will be assessed through a series of portfolio-based tasks and practical observation.

### Learning Outcome: 1. understand the role of the programme coach

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain organisational policies that can influence their role as a coach	the role of the lead/head coach in the implementation and management of the coaching programme and sessions strategies to manage others in the coaching environment how to promote, and coach within the boundaries of, relevant code(s) of practice that impact on the coach and others how to promote the ethos of the participant-centred approach how to produce a coaching philosophy the importance of being a positive role model for participants and others the importance of operating within own level of competence and experience the importance of continued professional development for self and others

### Learning Outcome: 2. understand the responsibilities of the programme coach

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 analyse responsibilities related to rules and regulations	<ul style="list-style-type: none"> <li>• The overarching legal and sport and/or physical activity-specific responsibilities of the role</li> <li>• the impact of organisational procedures on coaching practice</li> <li>• the rules and regulations required to enable the delivery of coaching programmes</li> <li>• the role of officials and the positive promotion of these</li> </ul>

<p>2.2 analyse responsibilities related to duty of care</p>	<ul style="list-style-type: none"> <li>• what constitutes acceptable relationships as a coach</li> <li>• the guidelines for safeguarding and</li> <li>• protecting the following participant groups,</li> <li>• adherence to these and maintaining confidentiality:</li> <li>• young people and children, including signs and symptoms of abuse</li> <li>• adults at risk</li> <li>• participants who share protected characteristics</li> <li>• the importance of maintaining the confidentiality of participants' personal details</li> <li>• how to utilise others to support participant development and welfare when to seek specialist advice from a competent person or agency on participants needs and potential that cannot be met</li> </ul>
<p>2.3 analyse responsibilities related to safe coaching practice</p>	<p>Health and safety management, knowing how to:</p> <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</li> </ul> <p>emergency procedures; knowing how to follow:</p> <ul style="list-style-type: none"> <li>• correct procedures for dealing with accidents,</li> <li>• emergencies and incidents</li> <li>• correct procedures for reporting issues</li> </ul> <p>facility normal operating procedures (NOPs) and emergency operating procedures (EOPs)</p> <p>management of others to ensure safety is maintained</p>
<p>2.4 evaluate responsibilities related to inclusive coaching practice</p>	<ul style="list-style-type: none"> <li>• How to ensure coaching practice is equitable</li> <li>• inclusive delivery of coaching programmes and activities and where to gain information on this</li> <li>• assessing individual participants' needs to ensure coaching is inclusive (disability/impairment)</li> <li>• how to recognise and address possible barriers to participant development; when to make reasonable adaptations to programme design, delivery methods and coaching styles</li> <li>• how to communicate with a variety of participant types:             <ul style="list-style-type: none"> <li>- disabled and non-disabled people</li> <li>- children/youth/adults</li> <li>- those who share protected characteristics                 <ul style="list-style-type: none"> <li>• recognising that different participants learn in different ways</li> <li>• how different backgrounds and stages of participant development can impact on:</li> </ul> </li> <li>- age</li> <li>- skill development</li> <li>- emotional development</li> </ul> </li> </ul>

2.5 evaluate the benefits of using others to support coaching programmes

How to operate within a coaching team

The breadth of roles in support of coaching, how to ensure positive relationships with, and the promotion:

- officials
- assistant coach
- physiotherapist
- nutritionist
- psychologist
- strength and conditioning specialist - physician
- parents
- club officials
- administrators
- grounds staff
- facility staff

How to share and agree roles and responsibilities of participants and others

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

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 evaluate factors contributing to participants' 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 participants</li> </ul>
3.2 review methods of maintaining the well-being of participants and others	<ul style="list-style-type: none"> <li>• How to encourage effective time management, supporting participants to plan and prioritise their own work and study commitments (e.g training, competition, employment and academic studies)</li> <li>• the impact of participation in developing participants socially through improved confidence and self-esteem</li> <li>• the need for participants to achieve a work-life balance</li> </ul>
3.3 explain the role of the coach injury prevention and management	<ul style="list-style-type: none"> <li>• how to work with others to prevent injury</li> <li>• how to support participants in recovering from injury, possibly with the support of others</li> </ul>
3.4 explain the overarching principles of nutrition and hydration related to sports 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>
3.5 describe the principles of the use of drugs and supplements in sport and physical activity, and medical considerations	<p>How to access information and prohibiting and understanding the ethical issues surrounding drug taking in sport</p> <p>how to identify and access sources of information on, including the consequences within sport and physical activity, of taking:</p> <ul style="list-style-type: none"> <li>• prescription medicines</li> <li>• supplements</li> <li>• performance-enhancing drugs</li> <li>• illegal substances</li> </ul>

Unit Title	Psychology for Sports Performance
Unit Aim	This unit will investigate the various psychological factors that affect the performance of an individual when participating or performing within a sport or physical activity. This unit will explore the relationship between performance and personality, the effect of motivation on performance, the relationship between aggression and performance, the impact of arousal, stress and anxiety and performance and the ways through which we can change our behaviour towards exercise and physical activity.
Unique Unit Number	K/617/6831
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	This unit will be assessed through a series of portfolio-based tasks.

**Learning Outcome: 1. understand the impact of stress, anxiety and arousal on participant performance in sport**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 discuss theories which underpin the relationship between stress, anxiety and arousal; identifying the impact on performance	<ul style="list-style-type: none"> <li>• Drive theory (Spence and Spence, 1966)</li> <li>• Inverted U Hypothesis (Landers &amp; Boutcher 1998)</li> <li>• Catastrophe Model. Hardy and Frazey (1987)</li> <li>• Individual Zones of Optimal Functioning (Hanin, 1997, 2000)</li> <li>• Multi-dimensional Anxiety Theory (Martens et al 1990)</li> </ul>
1.2 explain anxiety and arousal levels in athletes	<ul style="list-style-type: none"> <li>• Physiological measures - heart rates, respiration, skin conductance</li> <li>• Psychological measures - self reports, validated inventories:                         <ul style="list-style-type: none"> <li>- Test of Attentional and Interpersonal Style (TAIS) (Robert Nideffer, 1976)</li> <li>- Sport Competition Anxiety Test (SCAT) (Martens 1977)</li> <li>- Competitive state anxiety Inventory-2 (Martens, Burton, Vealey, Bump &amp; Smith, 1990)</li> </ul> </li> </ul>
1.3 explain relevant coping strategies	<ul style="list-style-type: none"> <li>• Proactive coping strategies:                         <ul style="list-style-type: none"> <li>- Developing pre-performance routines</li> <li>- Managing expectations</li> <li>- Building confidence (Self Efficacy Theory, Bandura 1977).                                 <ul style="list-style-type: none"> <li>• Reactive coping strategies</li> </ul> </li> <li>- Creating resilience</li> <li>- Managing internal self-talk</li> <li>- Developing attention and focussing triggers</li> </ul> </li> </ul>

**Learning Outcome: 2. understand the impact of group dynamics on participant performance in sport**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
2.1 discuss the impact of group and team dynamics	<ul style="list-style-type: none"> <li>• Team development, Tuckman 1965 (forming, storming, norming performing)</li> <li>• Competitive and cooperation</li> </ul>
2.2 explain factors which impact upon team cohesion	<ul style="list-style-type: none"> <li>• Team cohesion:                             <ul style="list-style-type: none"> <li>- Individual contributions and social loafing</li> <li>- Social cohesion</li> <li>- Task cohesion</li> <li>- Team climate (social support, proximity, distinctiveness, fairness, similarities)</li> </ul> </li> </ul>
2.3 discuss the impact of effective leadership in teams	<ul style="list-style-type: none"> <li>• Leadership definition and theories:</li> <li>• Leadership styles</li> <li>• Leadership theories - a range of sport and physical activity settings, individuals and team examples should be used to explain the:                             <ul style="list-style-type: none"> <li>- Trait approach</li> <li>- Behavioural approach</li> <li>- Interactional approach</li> <li>- Multi-dimensional model</li> </ul> </li> </ul>

<b>Unit Title</b>	Understanding technical skills to achieve excellence in sport
<b>Unit Aim</b>	This unit covers an understanding of how athletes develop technical skills in their chosen sport and includes understanding how to: (i) identify and agree a programme to improve technical skills (ii) implement a programme to improve technical skills (iii) apply and evaluate technical skills in competition.
<b>Unique Unit Number</b>	H/617/1210
<b>Unit Assessment Method(s)</b>	Portfolio of Evidence
<b>Assessment Specification</b>	This unit will be assessed through a series of portfolio-based tasks.

**Learning Outcome: 1. understand the technical demands and skill requirements of an elite athlete's role in sport**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 identify sources of information on the technical demands and skills requirement of an elite athlete's role in sport	
1.2 summarise the technical demands and skill requirements appropriate to excellence in an elite athlete's role in sport	
1.3 describe the types of technical priorities that an elite athlete may have to concentrate on to achieve excellence in the role in sport	



**Learning Outcome: 2. understand how an elite athlete works with coaching and other staff to identify own technical needs**

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 describe the types of assessments that are used to analyse technical skills in sport	
2.2 explain how an elite athlete takes part in assessments to analyse technical skills in their role(s) in sport	
2.3 explain how an elite athlete can help coaching and other staff to identify their own technical needs	
2.4 explain why it is important for an elite athlete to contribute to the discussions and analysis of their own technical needs	

**Learning Outcome: 3. understand the importance of an elite athlete setting goals for own technical development**

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 explain the importance of technical goal setting in achieving excellence in sport	
3.2 describe the types of technical goals that an elite athlete may need to set themselves	
3.3 explain the main components of a technical skills programme and how this programme should help to achieve individual goals	
3.4 explain the importance of an elite athlete understanding and agreeing the technical goals they need to achieve	

**Learning Outcome: 4. understand how an elite athlete applies themselves to a technical skills programme**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 explain the importance of an elite athlete committing themselves to a technical skills programme	
4.2 describe the types of behaviour that show an athlete is contributing positively to a technical skills programme	
4.3 explain why it is important that an elite athlete gives coaching staff objective feedback on how well the technical programme is meeting their needs	
4.4 describe the types of feedback an elite athlete should provide during a technical skills programme	
4.5 explain ways in which a technical skills programme can be continuously developed to meet individual athlete needs	

**Learning Outcome: 5. understand how an elite athlete prepares and applies technical skills for competition**

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 explain how an elite athlete can make best use of their technical skills during competition	
5.2 describe the types of technical pre-competition practices that can help an elite athlete prepare for competition	
5.3 identify ways in which an elite athlete can help coaching staff to improve technical pre-competition practices	
5.4 explain how an elite athlete can integrate technical, tactical, physical and psychological skills to achieve excellence during competition	

**Learning Outcome: 6. understand how an elite athlete can improve their technical performance through evaluation**

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 explain the importance of evaluating an elite athlete's technical performance in competition	
6.2 describe methods that can be used to evaluate an elite athlete's technical performance in competition	
6.3 explain how an elite athlete can contribute to evaluations of their competitive technical performance	
6.4 explain how an elite athlete can use evaluations to make further improvements to their technical skills	

<b>Unit Title</b>	Support talented athletes through lifestyle change
<b>Unit Aim</b>	This unit assesses a practitioner's understanding and application of athlete transition theory.
<b>Unique Unit Number</b>	F/503/6760
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	This unit will be assessed through a series of portfolio-based tasks and observation of practical delivery.

**Learning Outcome: 1. understand the effect that lifestyle change can have on athletes**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 compare the demands that sport (at a performance level) can have on athlete's lifestyle	
1.2 distinguish best practice in relation to a sports performance/ lifestyle balance	
1.3 summarise the potential transition points, which might impact on an athlete's lifestyle	

**Learning Outcome: 2. be able to support athletes through lifestyle change**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 analyse the lifestyle of athletes	
2.2 develop a plan to support athletes through lifestyle changes	
2.3 implement strategies to cope with the transitional change of lifestyle faced by athletes	
2.4 evaluate the success of such strategies with athletes	

Unit Title	Plan a coaching programme
Unit Aim	This unit assesses a coach's ability to plan an annual, or periodised, coaching programme to meet the needs of participants. The coaching programme will cover a prolonged period of time such as a year or a season, depending on the nature of the sport or physical activity and will develop participants' performance within a sport or physical activity.
Unique Unit Number	H/616/7741
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Portfolio of Evidence</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>This unit will be assessed through a series of portfolio-based tasks and practical observation. Learners are required to:</p> <ul style="list-style-type: none"> <li>(i) Profile the performance of a minimum of one participant or a specified cohort of a team</li> <li>(ii) Design and plan a comprehensive sport-specific coaching programme for a minimum of one participant or a specified cohort of a team, which should be based on the outcome of the performance profile</li> <li>(iii) Produce a detailed plan of a programme (macrocycle) and discrete cycle or phase (mesocycle and microcycles - minimum 8 weeks in total) associated with an aspect of the sport-specific coaching programme</li> <li>(iv) Produce a minimum specified number of coaching session plans within the discrete cycle or phase (minimum 8 sessions) associated with an aspect of the sport-specific coaching programme</li> <li>(v) Produce an evaluation schedule for the sport-specific coaching programme.</li> </ul>

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

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
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 explain the components and phases of a coaching programme	<p>Identify the components of a coaching programme (periodisation):</p> <ul style="list-style-type: none"> <li>• macrocycle</li> <li>• mesocycle</li> <li>• microcycle</li> </ul> <p>Describe the different phases within a coaching programme (periodisation):</p> <ul style="list-style-type: none"> <li>• preparation phase (general and specific)</li> <li>• Competition phase</li> <li>• transition phase (active rest)</li> </ul> <p>Incorporate the principles and processes, in the context of the sport or physical activity, involved in planning a coaching programme</p>
1.3 evaluate the factors to consider when developing a coaching programme	<ul style="list-style-type: none"> <li>• identify the demands of the sport or physical activity 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 seasonal, weekly training cycles and annual training programmes</li> <li>• integrate all training, competition/recreational and recovery activities effectively to ensure optimal training and performance programmes</li> <li>• embed skill acquisition effectively into the rest of the programme (ie constraint-led coaching)</li> </ul>

**Learning Outcome: 2. analyse participants' performance and stage of development; setting coaching programme goals.**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
2.1 evaluate participants' stages of development and how this will determine the coaching programme	Explain how the coaching programme, session content and coaching environment is influenced by: <ul style="list-style-type: none"> <li>• participants' age</li> <li>• participants' stage of development</li> <li>• participants' physical readiness to participate</li> </ul> competition
2.2 justify specific physical testing protocols and recording methods for the coaching programme	<ul style="list-style-type: none"> <li>• assess the risks involved in physical testing</li> <li>• monitor and refine the analysis at regular intervals throughout the programme</li> <li>• types of analysis, recording methodology and technology used</li> </ul>
2.3 perform physical tests to establish current performance levels	<ul style="list-style-type: none"> <li>• Analyse participants' 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>• manage the risks involved in testing</li> </ul>
2.4 evaluate methods and sources of information available to design a coaching programme	<ul style="list-style-type: none"> <li>• Evaluate valid sources of information to take forward to the programme planning stage</li> </ul>



<b>Unit Title</b>	Performance and Sports Landscape
<b>Unit Aim</b>	This unit investigates the way in which sport is funded within England from grass roots to elite level performance. The unit introduces the concept of talent identification and performance pathways and looks at the ways different sports structure their talent development programmes to ensure a structured pathway exists that supports the needs of athletes.
<b>Unique Unit Number</b>	A/617/6834
<b>Unit Assessment Method(s)</b>	Oral Examination
<b>Assessment Specification</b>	This unit will be assessed through a series of oral presentations and observation. Learners are required to complete three internal assessments; Assessment 1 - Sports funding project. Assessment 2 - Talent Identification and Performance Pathways presentation. Assessment 3 - Career Development Plan.

**Learning Outcome: 1. know the key organisations which provide funding for sport in the UK for (i) participation (ii) performance**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 explain the main funding organisations for sport within the UK	<ul style="list-style-type: none"> <li>• Overview of the main funding bodies in sport from grass roots (local provision) to elite level (individual athletes) to include:               <ul style="list-style-type: none"> <li>- Sport England/Wales/Scotland/Northern Ireland</li> <li>- UK Sport</li> <li>- The Big Lottery Fund</li> <li>- Charitable foundations</li> <li>- Sports specific Governing Bodies                   <ul style="list-style-type: none"> <li>• Sources of income for the funding bodies (charity, government)</li> <li>• Increased funding when leading into a major sporting event eg London 2012</li> </ul> </li> </ul> </li> </ul>
1.2 discuss the importance of funding to the future development of sport in the UK	<ul style="list-style-type: none"> <li>• Grass roots - health of the nation, participation agenda, social interaction</li> <li>• Elite level - role models to motivate the nation, medal hopes, national pride</li> </ul>

## Learning Outcome: 2. understand talent identification in sport

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 explain the difference between talent identification and talent selection	<ul style="list-style-type: none"> <li>• Clear definitions of the two concepts are given</li> <li>• Merits and pitfalls of each explained including conflict and long-term impact on participation and performance</li> </ul>
2.2 explain the talent identification process in a sport	<ul style="list-style-type: none"> <li>• Talent scout vs screening methods</li> <li>• Team sports vs individual sports</li> <li>• Screening methods to include:               <ul style="list-style-type: none"> <li>- Anthropometry and Physiology</li> <li>- Psychology</li> <li>- Sociology</li> <li>- Physical and motor abilities</li> <li>- Game specific skills</li> <li>- Injury epidemiology</li> <li>- Training history and Match experience</li> <li>- Perceptual cognitive skills (tactical awareness and decision making)</li> </ul> </li> </ul>
2.3 discuss the importance of effective talent identification in sport	<ul style="list-style-type: none"> <li>• Example talent identification structures to be described from grass roots to international level</li> <li>• Talent identification criteria will be dependent on the needs of the sport eg GB Rowing have 'Tall and Talented' where rowing experience is not essential</li> </ul>

**Learning Outcome: 3. understand performance pathways in sport**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
3.1 compare the performance pathways of one professional sport and one non-professional sport	<ul style="list-style-type: none"> <li>• What is a performance pathway?</li> <li>- Grass roots - elite</li> <li>- Benefits</li> <li>- Weaknesses                             <ul style="list-style-type: none"> <li>• Differences between different sports:</li> </ul> </li> <li>- Age the performance pathway begins (child, adolescent, young adult, later life)</li> <li>- Funding impact (training schedules, cost implications)</li> <li>- Professional v non-professional (training schedules, cost implications)</li> <li>- Team vs individual</li> <li>- Male vs female in same sport</li> <li>- Support networks available – what/who is included for different Sports and as you progress along the pathway</li> </ul>
3.2 summarise how the talent identification process links to the performance pathway in a sport	<ul style="list-style-type: none"> <li>• Highlight the 'normal' route into performance pathway</li> <li>• Look at other entry routes to pathway at different points in pathway and how entry might occur</li> </ul> <p>NB. If delivering to learners from the same sport, focus on their performance pathway in comparison to others.</p>

## Learning Outcome: 4. know how to develop a career plan

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 discuss the importance of having a realistic career plan	<ul style="list-style-type: none"> <li>• How to identify career goals – accessing career advice (college, outside providers, employers), training, education, career progression and/or exit routes</li> <li>• Why plans should be regularly reviewed</li> <li>• Why contingencies are key to success</li> <li>• Events that may require a revision of plans:               <ul style="list-style-type: none"> <li>- Injury/illness</li> <li>- Academic success/failure</li> <li>- Financial needs</li> <li>- Family commitments</li> <li>- Personal circumstances                   <ul style="list-style-type: none"> <li>• Organisations who can support athletes with career development – training, development, qualifications</li> </ul> </li> </ul> </li> </ul>
4.2 develop a career plan encompassing potential career paths both within and outside of sports performance	<ul style="list-style-type: none"> <li>• Sources of information and support – careers guidance, other sports performers, others in non-sport professions</li> <li>• Incorporate the performance pathway</li> <li>• Identify a number of routes within and outside of sport               <ul style="list-style-type: none"> <li>- Performer</li> <li>- Coach</li> <li>- Journalist</li> </ul> </li> <li>- Other routes available and the qualifications and training a learner would need to complete to achieve these goals.               <ul style="list-style-type: none"> <li>• Importance of regular review and revision to ensure plan remains relevant and of use</li> </ul> </li> </ul> <p>NB. If delivering to learners from the same sport, focus on their performance pathway</p>

<b>Unit Title</b>	Deliver a 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 coaching programme must be progressive in nature and meet the needs of the participants.
<b>Unique Unit Number</b>	K/616/7742
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	This unit will be assessed through a series of portfolio-based tasks and practical observation. Learners are required to: (i) Evidence the delivery of 8 (minimum) coaching sessions within the discrete cycle or phase within their normal coaching environment (off-course). (ii) Be observed by an appropriately qualified assessor, delivering a minimum of two coaching sessions to participants. The assessor observation should be a minimum of 60 minutes; generally, through the observation of two 30-minute sessions. Observations will ideally take place within the coach's normal coaching environment; however, simulation is acceptable with an appropriate rationale.

Learning Outcome: 1. manage the implementation of the coaching programme	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 agree roles and responsibilities of participants and others involved in the programme	<ul style="list-style-type: none"> <li>Communicate information about the programme to participants and others</li> <li>provide information to participants</li> </ul>
1.2 lead the implementation of the coaching programme including: <ul style="list-style-type: none"> <li>skill acquisition</li> <li>physical conditioning</li> <li>mental skill development</li> <li>holistic programme development</li> </ul>	Implement coaching programmes that incorporate the technical and tactical requirements of the sport  directly coach participants with a periodised programme: <ul style="list-style-type: none"> <li>macro (annual) planning</li> <li>mesocycle</li> <li>microcycle</li> </ul> use the principles of skill development in their coaching

## Learning Outcome: 2. deliver the coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
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 participants</li> <li>• implement good practice principles of starting and ending coaching sessions for physical and mental preparation - delivering warm-ups and cool-downs</li> </ul>
2.2 demonstrate a variety of coaching techniques, adapting coaching and leadership styles to meet the needs of participants and others	<ul style="list-style-type: none"> <li>• utilise a variety of communication methods with participants and others</li> <li>• utilise listening skills</li> <li>• lead participants and other staff in an effective and appropriate manner</li> <li>• adopt coaching techniques relevant to participants' 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 participants and others</li> </ul>
2.3 maintain participant engagement in sessions	<ul style="list-style-type: none"> <li>• Encourage and empower participants</li> <li>• incorporate a variety of coaching styles into delivery</li> <li>• maintain regular communication with participants and others</li> </ul>
2.4 manage the behaviour of participants and others in sessions	<ul style="list-style-type: none"> <li>• Manipulate the rules and regulations of sport or physical activity to enable the delivery of coaching sessions</li> <li>• set and enforce ground rules for behaviour within sessions</li> </ul>
2.5 manage risk and maintain a safe coaching environment	<ul style="list-style-type: none"> <li>• Manage risk, and monitor participants and others according to the health and safety requirements of the programme and the sport or physical activity</li> <li>• organise the setting up, taking down and managing of equipment required for sessions</li> </ul>

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

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 deliver technical and tactical requirements for coaching sessions	<ul style="list-style-type: none"> <li>• Identify the technical and tactical requirements of the sport or physical activity</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 participants in skill acquisition, physical conditioning and mental skills development</li> <li>• provide support and feedback to others involved in coaching participants in skill acquisition, physical conditioning and mental skills development</li> <li>• monitor and refine the skill acquisition components of the programme, including:               <ul style="list-style-type: none"> <li>- skill coordination</li> <li>- motor skill learning</li> <li>- skill acquisition - skill retention</li> <li>- skill transfer</li> </ul> </li> </ul>
3.3 observe, analyse, intervene and provide ongoing feedback to participants to improve performance within sessions	<ul style="list-style-type: none"> <li>• Observe participants' performance</li> <li>• analyse participants' performance and current skill level</li> <li>• provide constructive feedback to participants</li> <li>• offer information to participants after coaching sessions and different stages of the programme.</li> </ul>

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

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 review and evaluate progress with participant 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 participants 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 participants 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 participants' 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	Managing Performance Athletes' Lifestyles and the Media
Unit Aim	This unit encourages the learner to consider the impact of their lifestyle choices and image can impact on their sports performance, and the way in which the public perceive them. Learners will consider how to create a lifestyle balance between sport and interests and commitments away from sport. Learners will also learn about the media and how this can be used successfully to benefit an athlete's career.
Unique Unit Number	F/617/6835
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	This unit will be assessed through a series of portfolio-based tasks and oral presentations. Learners are required to complete two assessments: (i) Assessment 1: Behaviour scenarios (ii) Assessment 2: Sports Personalities and the Media.

**Learning Outcome: 1. understand lifestyle factors that can affect sports performance**

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 explain how lifestyle choices can affect sports performance	<ul style="list-style-type: none"> <li>• Lifestyle choices to include:               <ul style="list-style-type: none"> <li>- Effective and ineffective use of time                   <ul style="list-style-type: none"> <li>o Training</li> <li>o Social (peer pressure)</li> <li>o Family</li> <li>o Rest and relaxation</li> <li>o Leisure activities</li> </ul> </li> <li>- The impact of diet and nutrition to include alcohol use and abuse, drug use</li> <li>- How to assess if lifestyle factors are having a positive or negative impact and how to manage these</li> </ul> </li> </ul>
1.2 explain how to prioritise commitments, both within and outside of sport	<ul style="list-style-type: none"> <li>• Why it is important for an elite athlete to plan and manage commitments</li> <li>• Tools that can help to plan time and help to prioritise</li> <li>• Why flexibility is important</li> <li>• Who can help and coping/prioritisation strategies for when commitments clash</li> <li>• Commitments to include:               <ul style="list-style-type: none"> <li>- Training</li> <li>- Competition</li> <li>- Family</li> <li>- Academic</li> <li>- Social</li> </ul> </li> </ul>
1.3 explain how effective time management can impact on performance	<ul style="list-style-type: none"> <li>• Punctuality</li> <li>• Organisation</li> <li>• Impact of effective time management:               <ul style="list-style-type: none"> <li>- Benefits of following training regime (results, recovery, reliability)</li> <li>- Other's perception of you                   <ul style="list-style-type: none"> <li>• Impact of poor time management to include:                       <ul style="list-style-type: none"> <li>- Increased stress levels</li> <li>- Impact on others (inside and outside sport)</li> </ul> </li> </ul> </li> </ul> </li> </ul>

## Learning Outcome: 2. understand the importance of projecting a positive image of self

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 describe how behaviour can influence public perceptions of sports performers and why this is important	<ul style="list-style-type: none"> <li>• Appearance/image is key</li> <li>• Behaviour impacts on reputation, sporting image and career</li> <li>• Athletes must be aware of behaviour of themselves and those they associate with</li> <li>• Positive behaviour:               <ul style="list-style-type: none"> <li>- Often goes unnoticed by the media</li> <li>- Can help to generate additional income streams outside of sport</li> <li>- Can be used for charitable work                   <ul style="list-style-type: none"> <li>• Negative behaviour:                       <ul style="list-style-type: none"> <li>- Reported widely by the press</li> <li>- May result in threats and persecution by the public</li> </ul> </li> </ul> </li> </ul> </li> </ul>
2.2 explain how public perceptions of a sports performer can impact on their career	<ul style="list-style-type: none"> <li>• Explain the importance of positive public relations in the career of an elite sports performer</li> <li>• Positive perception can lead to:               <ul style="list-style-type: none"> <li>- Approaches from higher level teams/coaching</li> <li>- Sponsorship opportunities</li> <li>- Access to a wider range of services/opportunities                   <ul style="list-style-type: none"> <li>• Negative perception can lead to:                       <ul style="list-style-type: none"> <li>- Reduced/removed sponsorship</li> <li>- Reluctance of teams/coaches to engage</li> <li>- Withdrawal/termination of contracts</li> <li>- Financial considerations - income of a sports performer is linked to their public image</li> </ul> </li> </ul> </li> </ul> </li> </ul>
2.3 identify strategies used by sports performers to enhance their public image	<ul style="list-style-type: none"> <li>• Fair play</li> <li>• Attending public interest events</li> <li>• Humanitarian work including charity (volunteering, fundraising, donations)</li> <li>• Media interviews to 'humanise' them</li> </ul>

## Learning Outcome: 3. understand how to communicate effectively with the media and other influential personnel

Assessment Criteria The learner can:	Indicative Delivery Content

<p>3.1 explain considerations to be made when giving interviews to the media and making public appearances</p>	<p>A range of media formats and the benefits, drawbacks and considerations to be made for:</p> <ul style="list-style-type: none"> <li>- Television – live and pre-recorded</li> <li>- Radio – live and pre-recorded</li> <li>- Newspaper/magazine</li> <li>- Advertising and sponsorship</li> <li>- Social media</li> <li>- Live events/competitions</li> <li>- Public appearances</li> </ul> <ul style="list-style-type: none"> <li>• Manipulation of information and images</li> <li>• Sensitive and difficult issues (family, medical, lifestyle, historical events, poor performance) that may be raised by the media and how to respond appropriately</li> </ul> <p>A range of public appearances; the benefits, drawbacks and considerations to be made for:</p> <ul style="list-style-type: none"> <li>- Live events and/or competitions</li> <li>- Public appearances representing club/sport/sponsors</li> <li>- High profile events (eg film premieres)</li> <li>- Day to day</li> </ul>
<p>3.2 explain considerations to be made when using social media</p>	<ul style="list-style-type: none"> <li>• What is social media</li> <li>• The growth and power of social media: global access, instant publication</li> <li>• Positives and negatives of social media use and abuse</li> <li>• Legal implications of social media use</li> <li>• How social media can impact on public perception (both positive and negative)</li> <li>• How to use of social networking and social media sites to positive effect</li> </ul>
<p>3.3 provide interview material for media coverage</p>	<ul style="list-style-type: none"> <li>• Different techniques/considerations for:</li> </ul> <ul style="list-style-type: none"> <li>- Television – live and pre-recorded</li> <li>- Radio – live and pre-recorded</li> <li>- Newspaper/magazine</li> <li>- Social media</li> <li>- Live events</li> </ul>

3.4 explain considerations to be made when communicating with other influential personnel

Communication:

- Approachable
- Team player
- Ability to take part in discussion
- Honest and open

Personnel that can influence progression and performance in sport to include:

- Team members
- Coach
- Team selectors
- Talent scout
- Club/team owners
- Sponsors

Personnel that can influence progression outside of sport:

- Parents
- Employers
- Teachers/lecturers
- Functional and cooperative relationships between influential personnel

<b>Unit Title</b>	Understanding tactical skills to achieve excellence in sport
<b>Unit Aim</b>	This unit covers an understanding of how athletes develop tactical skills in their chosen sport and includes understanding how to: (i) identify and agree a programme to improve tactical skills (ii) implement a programme to improve tactical skills (iii) apply and evaluate tactical skills in competition.
<b>Unique Unit Number</b>	M/617/1212
<b>Unit Assessment Method(s)</b>	Portfolio of Evidence
<b>Assessment Specification</b>	This unit will be assessed through a series of portfolio-based tasks.

Learning Outcome: 1. understand the tactical demands and skill requirements of an elite athlete's role in sport	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 identify sources of information on the tactical demands and skills requirement of an elite athlete's role in sport	
1.2 summarise the tactical demands appropriate to excellence in an elite athlete's role in sport	
1.3 describe the types of tactical priorities that an elite athlete may have to concentrate on to achieve excellence in the role in sport	

### Learning Outcome: 2. understand how an elite athlete works with coaching and other staff to identify own tactical needs

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 describe the types of assessments that are used to analyse tactical skills in sport	
2.2 explain how an elite athlete takes part in assessments to analyse tactical skills in their role(s) in sport	
2.3 explain how an elite athlete can help coaching and other staff to identify their own tactical needs	
2.4 explain why it is important for an elite athlete to contribute to the discussions and analysis of their own tactical needs	

### Learning Outcome: 3. understand the importance of an elite athlete setting goals for own tactical development

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 explain the importance of tactical goal setting in achieving excellence in sport	
3.2 describe the types of tactical goals that an elite athlete may need to set themselves	
3.3 explain the main components of a tactical skills programme and how this programme should help to achieve individual goals	
3.4 explain the importance of an elite athlete understanding and agreeing the tactical goals they need to achieve	

**Learning Outcome: 4. understand how an elite athlete applies themselves to a tactical skills programme**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 explain the importance of an elite athlete committing themselves to a tactical skills programme	
4.2 describe the types of behaviour that show an elite athlete is contributing positively to a tactical skills programme	
4.3 explain why it is important that an elite athlete gives coaching staff objective feedback on how well the tactical skills programme is meeting their needs	
4.4 describe the types feedback an elite athlete can provide during a tactical skills programme	
4.5 explain ways in which a tactical skills programme can be continuously developed to meet individual needs	

**Learning Outcome: 5. understand how an elite athlete prepares and applies tactical skills for competition**

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 explain how an elite athlete can make best use of their tactical skills during competition	
5.2 describe the types of tactical pre-competition practices that can help an elite athlete prepare for competition	
5.3 identify ways in which an elite athlete can help coaching staff to improve tactical pre-competition practices	
5.4 explain how an elite athlete can integrate technical, tactical, physical and psychological skills to achieve excellence during competition	



**Learning Outcome: 6. understand how an elite athlete can improve their tactical performance through evaluation**

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 explain the importance of evaluating an elite athlete's tactical performance in competition	
6.2 describe methods that can be used to evaluate an elite athlete's tactical performance in competition	
6.3 explain how an elite athlete can contribute to evaluations of their competitive tactical performance	
6.4 explain how an elite athlete can use evaluations to make further improvements to their tactical skills	

Unit Title	Review a 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	M/616/7743
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Portfolio of Evidence</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>This unit will be assessed through a series of portfolio-based tasks and practical observation. Learners are required to:</p> <ul style="list-style-type: none"> <li>(i) Evaluate all aspects of the coaching programme, cycles and delivered sessions</li> <li>(ii) Evaluate coaching practice of self and others involved in the coaching programme and identify areas for development</li> <li>(iii) Complete a post programme evaluation of individual participant or a specified cohort of a team</li> <li>(iv) Produce a personal development plan and review and update this at regular intervals.</li> </ul>

## Learning Outcome: 1. evaluate the coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Monitor, review and modify the coaching programme	<ul style="list-style-type: none"> <li>• Work with participants 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 participants</li> <li>- feedback from others                   <ul style="list-style-type: none"> <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> </li> </ul> </li> </ul>
1.2 evaluate the impact of self in the design, management and delivery of the 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 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 and physical activity</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 participants 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	<ul style="list-style-type: none"> <li>• Explain the importance of taking account of organisational objectives when evaluating own performance and performance of others</li> <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 participants 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	Record evidence of continual updating, and recording of personal action plans

### Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

### Qualification Approval Conditions: Workforce requirements

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

#### Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

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

- hold or be working towards a recognised Level 3 sports coaching qualification or above

#### Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

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

- hold or be working towards a recognised Level 3 sports coaching qualification or above

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

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

The recognised centre is required to recruit and deploy approved internal quality assurers who are responsible for the internal quality assurance activities. Internal quality assurers are required to:

- hold or be working towards a recognised Level 3 sports coaching qualification or above.

## Additional Qualification Requirements

The minimum venue, facility and requirements stated in the centre handbook apply. All delivery sites must include the following:

- a practical space for coaching activities to be delivered. This may include:
  - sports field (for sports such as football, rugby union, rugby league, hockey, cricket, athletics)
  - courts (for sports such as tennis, badminton, squash, volleyball, netball, basketball)
  - sports hall and/or fitness studio (for physical activities such as group exercise)
  - swimming pool (for physical activities such as swimming, aqua aerobics)

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

- sports or physical activity equipment to facilitate the chosen coaching activities which may include:
  - balls
  - bibs
  - marker cones
  - goal posts
  - bats
  - rackets
  - nets
  - agility equipment (ladders, hurdles etc.)

This qualification is regulated by Ofqual (603/4831/8).

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