

1st4sport Level 2 Certificate in Supporting Physical Activity and Sport within the School Environment

Qualification Specification



About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

Our Mission: To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

Our Direction: We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

Qualification Specification

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| Title: | 1st4sport Level 2 Certificate in Supporting Physical Activity and Sport within the School Environment |
| Qualification Overview: | Ensures that learners have the knowledge, confidence and skills to support the delivery of safe and inclusive curricular and extra-curricular physical education and sport programmes to children and young people. |
| Qualification Code: | L2CSPASSE |
| Qualification Regulation Number: | 610/1633/0 |
| Guided Learning Hours (GLH): | 120 |
| Total Qualification Time (TQT): | 160 |
| Credit Value (if applicable): | Not applicable |
| Operational Start Date: | 01/12/2022 |
| Qualification Review Date: | 30/11/2025 |
| Learner Registration Period: | 2 years |
| Qualification Objective: | This qualification qualifies learners to support the delivery of curricular and extra-curricular physical activity and sport programmes within a school sport environment, with the supervision of a qualified teacher. |
| Qualification Purpose: | Prepare for employment in a broad occupational area. |

Who is this qualification for?

This qualification is designed for learners looking to develop their knowledge and skills in order to support the delivery of school sport programmes. This is not sport or setting specific and the learner can complete the assessments in their specific setting within the school environment and focussing on the most appropriate sporting context for their role.

Qualification Progression

Learners may wish to undertake the following qualifications to further develop their understanding in this area:

1st4sport Level 3 Certificate in Delivering Physical Activity and Sport within the School Environment

1st4sport Level 3 Award in Education and Training

1st4sport Level 2 Certificate in Coaching

1st4sport Level 2 Award in Multi-Skill Development in Sport

This qualification may lead to paid or voluntary roles in supporting delivery in Physical Activity and School Sport, a coach, a children's activity professional or a sports leader in schools, under the guidance and supervision of a qualified teacher, normally as part of a schools overarching curriculum.

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 7 of 9 mandatory units),
- Portfolio of Evidence (in 1 of 9 mandatory units),
- Practical Demonstration/Assignment (in 1 of 9 mandatory units)

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 |
|------------|---|-----|
| L/650/4601 | Supporting children and young people in a school coaching environment | 14 |
| M/650/4602 | Supporting Relationships within their School Community | 12 |
| R/650/4603 | Understanding the School Sector and the Curriculum | 12 |
| A/650/4606 | Understanding the coaching industry and coaching practices | 16 |
| T/650/4604 | Supporting schools and sports within their communities | 10 |
| Y/650/4605 | Supporting safe environments for children and young people | 15 |
| D/650/4607 | Prepare safe and progressive coaching activities | 10 |
| F/650/4608 | Deliver coaching activities | 20 |
| H/650/4609 | Review their coaching activities | 10 |

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

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| Unit Title | Supporting children and young people in a school coaching environment |
| Unit Aim | To develop a Learners understanding and skills of ways to improve their practice to support children and young people within their school coaching environment. |
| Unique Unit Number | L/650/4601 |
| Unit Assessment Method(s) | Portfolio of Evidence |
| Assessment Specification | The learner evidence must relate to their chosen age population of children or young people. |

Learning Outcome: 1. Know ways to support an inclusive coaching environment in their school coaching environment

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 1.1 State key components of a coaching environment | <p>A coaching environment should be:</p> <ul style="list-style-type: none"> • Fun • Safe • Inclusive • Equitable |
| 1.2 Differentiate between an equitable and inclusive environment | <p>Definition of both terms:</p> <ul style="list-style-type: none"> • equitable • and inclusive |
| 1.3 Give reasons for ensuring coaching activities are inclusive | <p>Learners give reasons for ensuring all participants have the opportunity to take part in the planned activities.</p> |
| 1.4 Suggest ways to improve inclusivity within their school coaching environment | <p>Provide ways to improve inclusivity specific to their school coaching environment. Suggestions can include but are not limited to:</p> <ul style="list-style-type: none"> • identifying participant needs, • standard of behaviour and enforcing these, • coach to support and include all participants within learning and their approach regardless of demographic, ability and/or their status. |
| 1.5 Outline a typical journey for their population within their school coaching environment. | <p>To reflect a typical journey for participants within their school coaching environment setting.</p> |

Learning Outcome: 2. Know ways to support their population within their school coaching environment

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 2.1 State types of information the coach requires to support individuals within their school coaching environment | To include different types of information the coach needs to be able to support individuals and how this may differ in different parts of the school coaching environment; for example: within a lesson, after school club, sporting activity. This list is not exhaustive and learners should identify information specific to their coaching environment. |
| 2.2 Describe ways the information of their population can support the preparation of coaching activities | Include how the information available can support the preparation of coaching activities. |
| 2.3 State learning theories to support personalised learning | Include different learning theories to support personalised learning within their coaching environment. |
| 2.4 Summarise the goal setting process | The process of setting goals, and awareness of SMART (or other) goals. |

Learning Outcome: 3. Be able to support the needs of their population within their school coaching environment

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 3.1 Manage data collection | Include the ability to manage data collection within their setting. Examples of data collection can include but is not limited to participant data. |
| 3.2 Assess participant data to identify individual needs of their population | Individual needs include: Mental health / welfare needs i.e. anxiety, depression - Physical health needs i.e. allergies, asthma Physical disabilities, i.e. amputee Additional support, i.e. support/teaching assistant SEND requirements |
| 3.3 Explain how to identify technical information or activities based on their participants needs, | How to identify specific technical content or activities based on participants' needs. |
| 3.4 Give reasons for adapting coaching activities to meet their participants needs | Include different reasons for meeting the needs of their participants by adapting coaching activities within their coaching environment. Responses can include but are not limited to help support an inclusive environment. |
| 3.5 Apply learning theories to support personalised learning | To apply learning theories to support personalised learning in their coaching environment. Learners can select learning theories appropriate to their coaching environment. |
| 3.6 Show participant needs are being met | To demonstrate participants needs are being met within their coaching environment and delivery. |
| 3.7 Demonstrate the alignment of their motivations with the motivations of their population | Show linking their motivations to their participants motivations. For example, having the same goals. |

Learning Outcome: 4. Understand ways feedback can support the experience of their population within their school coaching environment

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 4.1 Distinguish methods of feedback | Identifying methods of feedback to obtain the views of their population |
| 4.2 Explain the feedback cycle | <p>The feedback cycle, at a minimum, should show the following stages or equivalent:</p> <ul style="list-style-type: none"> • collect feedback • analyse feedback • actions / implementation <p>Learners explain the feedback cycle appropriate to their coaching environment.</p> |
| 4.3 Clarify the feedback cycle in accordance with their school policies and procedures | Clarifying the channels of reporting and recording feedback from their population in accordance with school policies and procedures |
| 4.4 Give reasons for collecting participant feedback | The reasons for collecting feedback from participants and about participants. |
| 4.5 Summarise ways feedback from their population may contribute to their performance | The ways feedback from their participants may reinforce or change their performance as a coach. |
| 4.6 Describe ways feedback may influence retention within their population | The ways feedback from their participants may influence their retention. |

Learning Outcome: 5. Understand ways their coaching approach can influence the experience of their population

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 5.1 Reflect on their reasons for coaching, | Their coaching motivations and reasons for coaching. |
| 5.2 Outline their coaching approach | Their coaching approach and reflect on what informs their coaching approach within their coaching environment. |
| 5.3 Summarise ways their coaching approach can influence the experience of their population | The ways their approach to coaching can influence the experience of their population. |
| 5.4 Describe ways their coaching approach may influence the retention of children and young people | The ways their approach to coaching can influence the retention of their participants. |
| 5.5 Summarise ways coaching can shape the futures of children and young people | The ways that coaching can shape and direct the future of participants in general. |
| 5.6 Outline ways coaching can shape communities | Community includes the wider community and their school community |

Learning Outcome: 6. Know behaviour management strategies

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 6.1 State different types of conflict | The types of conflict that may occur within their coaching environment. |
| 6.2 Suggest ways to manage different types of conflict | The different ways in which the learner could manage different types of conflict within their coaching environment. |
| 6.3 Interpret behaviour management | The different approaches to behaviour management within their coaching environment. |
| 6.4 Suggest ways to manage the behaviour of children and young people to support engagement | The different ways in which they could manage behaviour of participants in their setting |

Learning Outcome: 7. Be able to implement behaviour management strategies within a school coaching environment

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 7.1 Implement behaviour management strategies to their population | Being able to implement behaviour management strategies within their coaching delivery to their participants. |

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| Unit Title | Supporting Relationships within their School Community |
| Unit Aim | Learners develop the knowledge and skills to support relationships within their school community. Learners understand their role, the roles of others within their school community, methods of communication and ways to adapt these methods to support relationships with their chosen population and members of their school coaching community. |
| Unique Unit Number | M/650/4602 |
| Unit Assessment Method(s) | Coursework |
| Assessment Specification | The learner evidence must relate to their chosen age population of children or young people. |

Learning Outcome: 1. Know their role in supporting relationships within their school community

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 1.1 Summarise the key traits of a coach | <p>Traits of coach includes:</p> <ul style="list-style-type: none"> • respectful of participants and other professionals, • honest, • empowering, • motivating, • trustworthy, • committed, • non-judgemental, • consistent, • a good role model, • good ethics and morals • law abiding • coaches in accordance with legislation and organisational procedures and policies • with professional personal conduct and integrity. |
| 1.2 Describe the ethical roles of a coach | <p>In embedding the values, culture and ethos of the school into the sport and physical activity, this can help to achieve:</p> <ul style="list-style-type: none"> • Sustained success • Synced aims and objectives for learners |

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| <p>1.3 Describe key professional boundaries when working with children and young people</p> | <p>Professional boundaries when working with children and young people in schools include but are not limited to:</p> <ul style="list-style-type: none"> • Duty of care • Language • Information sharing • Confidentiality • Personal appearance • Model behaviour • Body language <p>Teachers, Educators, Coaches have professional knowledge, can access sensitive information, and are authorised by the community educate and care for children and young adults. Professional boundaries help differentiate between actions that are professionally appropriate and those that are inappropriate or unprofessional and ensure that educators and coaches use their power fairly and suitably.</p> |
| <p>1.4 Give reasons for being approachable and accessible to others</p> | <p>Being approachable and accessible to others, including their participants and their coaching team.</p> |
| <p>1.5 Explain their role of a Coaching Assistant within their school coaching environment</p> | <p>The Coaching Assistant role includes: being part of a team in supporting the smooth operation of the coaching environment and coaching activities coach in line with organisational aims and objectives: e.g. normal operating plans (NOP), emergency action plans (EAP), risk assessments, supervision, customer charter, etc.</p> |

Learning Outcome: 2. Know ways to communicate with members of their school coaching community to develop relationships

| <p>Assessment Criteria The learner can:</p> | <p>Indicative Delivery Content</p> |
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| <p>2.1 Identify methods of communication</p> | <p>Different methods of communication that the learner can use to support their coaching practices and working with others within their coaching environment.</p> |
| <p>2.2 Summarise different communication techniques</p> | <p>Different communication techniques, such as but not limited to:</p> <ul style="list-style-type: none"> • observation/non-verbal techniques • open/close questioning • active listening |

Learning Outcome: 3. Be able to develop relationships with their population

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 3.1 Describe ways to improve rapport with their population | Build rapport with their participants, i.e. be approachable. Learners align their rapport methods and strategies to their organisational standards, policies and procedures within their coaching environment. |
| 3.2 Develop rapport with members of their population | Learners should demonstrate the developing rapport with individuals within their population in a friendly and approachable manner whilst respecting equality and diversity |
| 3.3 Respond to enquiries from their population | Respond to enquiries from their participants. This includes written and spoken. |
| 3.4 Show how to induct a member of their population | How to induct a minimum of one participant within their coaching environment. |

Learning Outcome: 4. Know approaches to develop relationships with key members of their school coaching community

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 4.1 Suggest ways to develop relationships with key members of their school coaching community | <p>School communities can include the following members: Within their school environment:</p> <ul style="list-style-type: none"> • Senior Leadership Team, • colleagues, • Managers, • Heads of Departments, • Welfare Officers, etc. <p>External to their school environment:</p> <ul style="list-style-type: none"> • Parents/carers, • Staff from other schools, • Students from other schools, • Youth clubs, • community centres, • volunteers |

Learning Outcome: 5. Be able to interact with members of their school community

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 5.1 Interact with others in their school coaching environment | Interact with others within their coaching team within their coaching environment. |
| 5.2 Demonstrate appropriate methods of communication applicable to the stakeholder profile | <p>Demonstrate appropriate methods of communication to stakeholders such as:</p> <ul style="list-style-type: none"> • External stakeholders i.e. parents/carers • Internal stakeholders i.e. colleagues, teachers • Their population <p>Learners are required to demonstrate the appropriate methods of communication applicable to their chosen population, members of their school community and within sport and physical activity sessions</p> |
| 5.3 Demonstrate professional demeanour when interacting with members of their school coaching community | <p>Examples include:</p> <ul style="list-style-type: none"> • Dress attire • Personal attributes • Approachable • Open and honest communication • Being positive • Active listening • Developing people skills • Show appreciation of others • Keep to your commitments • Be present • Appreciate each employee's role • Offer help and support • Asking questions |
| 5.4 Use their professional judgement when following instructions from members of their school coaching community | Using professional judgement within their coaching environment. |

Learning Outcome: 6. Be able to adapt communication methods to suit stakeholder profile

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 6.1 Revise communication methods and techniques to suit stakeholder profiles | <p>Adapt communication depending on the stakeholder profile:</p> <ul style="list-style-type: none"> • Children • Young people • Adults • Accessibility and different needs of the stakeholder <p>Legislative considerations, i.e. confidentiality, data protection, disclosure of information, safeguarding and duty of care</p> <ul style="list-style-type: none"> • Adaptions include consideration towards: • Language and vocabulary used: adaption from responding to a child than an adult • Appropriate method of communication: letter, email, telephone, face-to-face meeting etc. • Awareness of tone used • Awareness of body language and eye contact • The context of the communication, disciplinary letter or announcement of school sports day • Methods of non-verbal communication |

Learning Outcome: 7. Be able to refer members of their population outside of their professional boundary

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 7.1 Give examples of where to refer children or young people whose needs or potential are outside their remit | Where to refer their participants whose needs are outside their remit. |
| 7.2 Be responsive to referrals outside their professional boundary | Learners demonstrate the referral of stakeholders, must include their chosen population, to colleagues when the request is outside their professional boundary |

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| Unit Title | Understanding the School Sector and the Curriculum |
| Unit Aim | Learners develop an understanding of the school sector and ways the curriculum influences the school coaching environment. Learners know their school mission and values, induction and mentoring processes, the types of provision within the sector, key regulatory bodies and legislation, the roles and responsibilities of key members within their school community and key components of the curriculum. |
| Unique Unit Number | R/650/4603 |
| Unit Assessment Method(s) | Coursework |
| Assessment Specification | The learner evidence must relate to their chosen age population of children or young people. |

Learning Outcome: 1. Know different cultures, values and ethos within a school environment

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 1.1 Compare the culture, values and ethos between their school and others | Identify the mission and/or vision in relation to the culture, values and ethos of their school and compare the cultures, values and ethos between different school types, for example: <ul style="list-style-type: none"> • Primary • Secondary • Academy • Faith schools |
| 1.2 Give the benefits and challenges of embedding the school culture, values and ethos within coaching practices | In embedding the values, culture and ethos of the school into the sport and physical activity, this can help to achieve: Sustained success Synced aims and objectives for learners |
| 1.3 Reflect on their coaching approach to the culture, values and ethos of their school | Reflect on their coaching approach and the alignment to their school or organisational ethos, culture and values |

Learning Outcome: 2. Know key characteristics of the school sector

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 2.1 Summarise the different types of provision within the school sector | Different types of school provision include: State schools: community school, foundation schools and voluntary schools, academies, free schools, religious/faith schools, grammar schools, Schools for pupils with SEND City Technology colleges State boarding schools Private schools |
| 2.2 Give examples of their schools' products and offer | The different products offered within their coaching environment and any offers they have, i.e. any discounts, fees. |

Learning Outcome: 3. Know the roles and responsibilities of key staff members within their school coaching community

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 3.1 Know the roles and responsibilities of key staff members within their school coaching community | The organisational structure of their school or organisation. |
| 3.2 Outline roles and responsibilities of key staff members within their school coaching community | Different roles include: e.g. staff, governors, senior managers, department heads, support staff, volunteers, teaching assistants, designated safeguarding officer, welfare officer, bursar, SENCO staff, parents, carers, members of the community, etc. Learners must identify the responsibilities of key staff within their environment For example, the core responsibility of a Head Teacher is to manage the school, i.e. human resources, physical resources, economic resources. |
| 3.3 Summarise ways the roles and responsibilities of other members of the school community may influence the school coaching environment | Ways different members of their school community may influence their school coaching environment. |

Learning Outcome: 4. Understand their school induction programme

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 4.1 Outline key components of their school induction programme | Learner must include the reasons for a school induction programme |
| 4.2 Give the benefits and challenges of a school induction programme | The benefits and challenges of their school induction programme. |

Learning Outcome: 5. Understand their schools' mentoring programme

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 5.1 Summarise their schools' mentoring programme | <p>Different schools will have different mentoring schemes for support staff. Learners must use the mentoring scheme appropriate to their context.</p> <p>Mentoring schemes could include:</p> <ul style="list-style-type: none"> • Stages of mentoring processes • Who is the mentor and mentee • Duration of the scheme • Who the scheme is available to within the school • How to be enrolled in the school mentor scheme |

Learning Outcome: 6. Know key regulatory bodies and legislation operating within their school environment

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| <p>6.1 Identify key regulatory bodies and legislation operating within their school</p> | <p>Learners must identify relevant legislation applicable to their school Regulatory Bodies include but are not limited to:</p> <ul style="list-style-type: none"> • Ofsted <p>Key school legislation includes but is not limited to:</p> <ul style="list-style-type: none"> • Department of Education • Health and Safety Legislation • RIDDOR • PPE • Hazardous substances • First Aid • Adventure Activities Licencing <p>Legislation, such as Acts, in relation to:</p> <ul style="list-style-type: none"> • Equality • Children • Care • Mental capacity • Data protection • GDPR |
| <p>6.2 Compare the roles of key regulatory bodies and legislation operating within their school environment</p> | <p>The role of legislation within the school environment is improving and maintaining a safe environment for participants in a sport or physical activity. This includes:</p> <p>Prevention of accidents Reducing risk of injury and illness Raising awareness of participants, coaches, instructors, managers etc Providing a safe working environment Providing a safe playing/training/competing environment Raising standards for all involved</p> |
| <p>6.3 Explain key topics in their schools policies and procedures</p> | <p>Learners must explain the key topics for the following school policies (or policies that contain the following topics):</p> <ul style="list-style-type: none"> • Normal operating plans (NOP). • Emergency action plans (EAP). • Risk assessment. • Admissions policy. |
| <p>6.4 Indicate school requirements regarding the delivery of coaching activities</p> | <p>Their school requirements regarding the delivery of coaching activities.</p> |
| <p>6.5 Give ways key regulatory and legislative requirements may influence physical activities and sport within their school environment</p> | <p>Legislation and regulatory requirements can impact on sport and physical activities within schools: Funding, DfE, Sport England, National Lottery Facilities, i.e. school playing fields may be sold Government strategies for sport in schools, i.e. guidance including how long children should spend on physical activities per day in and outside of school Teacher training objectives for delivering sport lessons</p> |

Learning Outcome: 7. Understand how the curriculum is operationalised within their school environment

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 7.1 Identify the curriculum applicable to their school coaching environment | The curriculum applicable to their school coaching environment. |
| 7.2 Describe the key components of the curriculum applicable to their school coaching environment | Key components of the curriculum applicable to their school coaching environment. |
| 7.3 Compare curriculum and non-curriculum sport and physical activities | The difference between curriculum and non-curriculum sport and physical activities. |
| 7.4 Describe ways the curriculum may influence school sports and physical activities within their school environment | <p>Describe the impact of the National Curriculum, in relation to the following key stages:</p> <ul style="list-style-type: none"> • Key Stage 1 • Key Stage 2 • Key Stage 3 • Key Stage 4 <p>For</p> <ul style="list-style-type: none"> • the development stages of their population • development and delivery of activities out of curriculum time. <p>Learners should describe how the curriculum can influence the school sports and physical activities to their chosen age group and sport discipline</p> |
| 7.5 Explain how to embed activity within their school community environment | Embed activities within their school community environment. |

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| Unit Title | Understanding the coaching industry and coaching practices |
| Unit Aim | Learners develop an understanding of the coaching industry including organisations, legislation, and guidance, and develop the skills to support a safe practice relating to their chosen population and sporting discipline. |
| Unique Unit Number | A/650/4606 |
| Unit Assessment Method(s) | Coursework |
| Assessment Specification | The learner evidence must relate to their chosen age population of children or young people. |

Learning Outcome: 1. Know coaching industry guidance

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 1.1 Illustrate organisations which support coaching | Coaching sector guidance includes: National governing body. Health and Safety Executive. Sport England. Child Protection in Sport Unit UK Coaching |
| 1.2 Outline legislation which applies to their coaching practice | E.g.: data protection, participant confidentiality, conflict of interest, health and safety at work, disclosing and barring service (DBS), safeguarding children and adults at risk, equality and diversity, personal liability insurance, control of substances hazardous to health, reporting of injuries, diseases and dangerous occurrences regulations, electricity at work regulations, first aid regulations, individual organisational policies and procedures. |
| 1.3 Explain ways National Governing Bodies guide safe coaching practices | National governing body (NGB) guidelines, manual handling techniques, safe and serviceable equipment policies, environmental policies and maintenance inspection plans for specific equipment |
| 1.4 Identify coaching resources to support planning and preparing coaching activities for their population | Learners are required to identify coaching resources to support the planning and preparation of their coaching activities. Learners must be able to identify general coaching guidance as well as guidance specific to their chosen sporting discipline. |
| 1.5 Give reasons for ensuring coaching activities meet rules and regulations | Coaching activities must meet rules and regulations. |

Learning Outcome: 2. Know ways to protect themselves when coaching

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 2.1 Explain their responsibilities while delivering coaching activities to their population | Responsibilities during an activity include health and safety requirements, organisational procedures, techniques, skill development and rules and codes for the activities you are leading. |
| 2.2 Identify their coaching personal protective equipment relating to their sporting discipline | Learner identifies what Personal Protective Equipment (PPE) they require to deliver coaching sessions safely and relating to their sporting discipline |
| 2.3 Clarify personal protective equipment for others within their coaching practice | Learner identifies the Personal Protective Equipment (PPE) for the coach, other coaching staff, i.e. volunteers and their population. |

Learning Outcome: 3. Understand industry guidance to operating coaching equipment safely

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 3.1 Compare types of coaching equipment | E.g. simple, complex, powered |
| 3.2 Explain Normal Operating Procedures in relation to their coaching equipment | Explain Normal Operating Procedures (NOPs) including: safe assembly, dismantling and storage of equipment, adhering to manufacturers guidance. Learners must describe how to use the equipment applicable to their chosen sporting discipline. |
| 3.3 Give ways to maintain safety for their population and others during the delivery of coaching activities | Learners give ways to ensure participant and others' safety is maintained. |

Learning Outcome: 4. Understand key components of coaching practices

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 4.1 Understand key components of coaching practices | Confirming and, if necessary, revising the plans for an activity. |
| 4.2 Understand key components of coaching practices | Delivering planned coaching activities. |
| 4.3 Understand key components of coaching practices | Prepare their population for their coaching activities. |
| 4.4 Understand key components of coaching practices | Assess the readiness of participants to participate in a coaching activity. |
| 4.5 State the process of starting a coaching activity | The process of starting a coaching activity within their coaching environment. |
| 4.6 Understand key components of coaching practices | Learners are required to provide the value, purpose and delivery of warm-up activities and the importance of ensuring the delivery of warm-up activities that are linked to the goals of the activity. |
| 4.7 Understand key components of coaching practices | How to conclude their coaching activities. |
| 4.8 Understand key components of coaching practices | The value, purpose and delivery of cool-down activities and the importance of ensuring the delivery of cool-down activities that are linked to the goals of the activity |
| 4.9 Understand key components of coaching practices | Keeping the venue and coaching equipment in an orderly fashion. |

Learning Outcome: 5. Know ways to include participants within their coaching practice

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 5.1 Know ways to include participants within their coaching practice | Learners are required to give reasons for agreeing goals with individuals within their population. |
| 5.2 Know ways to include participants within their coaching practice | Providing information relating to their coaching activities to their participants. |
| 5.3 Know ways to include participants within their coaching practice | Learners must include how providing participants with information relating to their coaching activities can support them in achieving their goals and aspirations within their response. |
| 5.4 Know ways to include participants within their coaching practice | Learners are required to identify to include clear and correct demonstrations and explanations of skill development and development of mental skills. |
| 5.5 Know ways to include participants within their coaching practice | Reasons for observing participants during their coaching activities. |
| 5.6 Know ways to include participants within their coaching practice. | Why it is important to ensure that participants have the information they require about future activities |

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|----------------------------------|--|
| Unit Title | Supporting schools and sports within their communities |
| Unit Aim | Learners develop an understanding of the roles of schools within their communities and know ways to support school-community club links to promote sports and physical activities within their school coaching environment.□ |
| Unique Unit Number | T/650/4604 |
| Unit Assessment Method(s) | Coursework |
| Assessment Specification | The learner evidence must relate to their chosen age population of children or young people. |

| Learning Outcome: 1. Know the role of schools within their communities | |
|--|---|
| Assessment Criteria | Indicative Delivery Content |
| The learner can: | |
| 1.1 Understand safeguarding and protection of children resources of support. | <p>Key organisations that provide advice and guidance include but is not limited to:</p> <ul style="list-style-type: none"> • National Society for the Prevention of Cruelty to Children (NSPCC) • Child Protection on Sport Unit (CPSU) • Local authorities/council • Police • Social services • UK government |

Learning Outcome: 2. Know ways to support community sports

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|---|
| 2.1 Distinguish between school sport and sport delivered within their community | <p>Key differences include:</p> <ul style="list-style-type: none"> • Population groups • Coach to pupil ratios • Resources and facilities • Cost (free, session fee, membership fee) • Schedule (daily, weekly, monthly) • Funding • Duration • Workforce: number of employed, volunteers, etc. • Experience / qualification of workforce |
| 2.2 Share examples of community sports to stakeholders | <p>Stakeholders must include:</p> <ul style="list-style-type: none"> • a child or young person and a member of staff. <p>Local sport and physical activity opportunities include providing information on the following:</p> <ul style="list-style-type: none"> • Community sport clubs • Local gyms • Sporting academies, i.e. football • Youth clubs • Volunteer opportunities • Local sporting events, i.e. 5k and 10k park runs • County sporting competitions, between school competitions • After-school clubs <p>The opportunities should reflect what community sports is available within the context of the learner.</p> |
| 2.3 Suggest ways to support community sports | <p>Stakeholders include coaches, parents, school staff, members of the community. Ways stakeholders can support community sport are:</p> <ul style="list-style-type: none"> • Volunteer / get involved • Fundraise, i.e. hold raffles, auctions, competitions etc. • Help boost their profile on social media, like and share content • Refer / tell friends and families about events and community clubs |

Learning Outcome: 3. Understand the purpose of school-community club links

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 3.1 Outline the purpose of school-community club links | <p>School-community club links are an agreement between a school and a community-based sports club to:</p> <ul style="list-style-type: none"> • Work together • Meet the needs of young people • Provide new and varied opportunities • Help in realising ambitions <p>The aim of School-community Club Links is to create opportunities for children and young people to compete inside and outside of school</p> |
| 3.2 Give examples of club-school links within their school communities | Club-school links within their school communities. |
| 3.3 State the benefits of a school-community club links | Be able to state the benefits of a school-community club links |
| 3.4 Describe stakeholders who may influence participation in sport and physical activities for children and young people | Be able to name the stakeholders who may influence participation in sport and physical activities for children and young people |

Learning Outcome: 4. Know approaches to manage stakeholder expectations when involved in competitive sports

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|--|
| 4.1 Identify key members of their school coaching community involved in competitive sport | Stakeholders include external and internal. |
| 4.2 Know approaches to manage stakeholder expectations when involved in competitive sports. | Ways to manage the expectations of members within their school community within competitive sports environments. |

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|---------------------------|---|
| Unit Title | Supporting safe environments for children and young people |
| Unit Aim | Learners know ways to support a safe environment for children and young people. Learners will develop an understanding of how to recognise, report, and respond to safeguarding concerns and disclosures according to their school policies and procedures. Learners also develop the skills of how to coach and operate coaching equipment safely in a school coaching environment |
| Unique Unit Number | Y/650/4605 |
| Unit Assessment Method(s) | Coursework |
| Assessment Specification | The learner evidence must relate to their chosen age population of children or young people. |

Learning Outcome: 1. Understand safeguarding and protection of children resources of support

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|---|
| 1.1 Understand safeguarding and protection of children resources of support | Key organisations that provide advice and guidance include but is not limited to: <ul style="list-style-type: none"> • National Society for the Prevention of Cruelty to Children (NSPCC) • Child Protection on Sport Unit (CPSU) • Local authorities/council • Police • Social services • UK government |
| 1.2 Understand safeguarding and protection of children resources of support | Their schools' safeguarding and child protection policies. |
| 1.3 Understand safeguarding and protection of children resources of support | Key safeguarding and child protection policies include, but are not limited to: <ul style="list-style-type: none"> • Protecting vulnerable adults • Safeguarding adults at risk • Safeguarding children • Children Act • Safeguarding vulnerable groups • Children and social work • Care Act / child protection • Data Protection • GDPR • Sexual violence and sexual harassment • Working together to safeguard children • Keeping children safe in education • Equality Learners are expected to identify key legislation applicable to their chosen population. For example: Working with children 0-5, legislation guidance advises to have paediatric first aid to support a safe environment <ul style="list-style-type: none"> • Core topics include: • Information sharing • Data protection • Your role in relation to the legislation • Your organisation/school role in relation to the legislation • Equality • Inclusion • Mental health and Wellbeing |

Learning Outcome: 2. Understand ways to support a safe environment for children and young people

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|--|
| 2.1 Understand ways to support a safe environment for children and young people | A safe environment for children and young people, and their participants, includes. |
| 2.2 Understand ways to support a safe environment for children and young people | The roles of ways different stakeholders can support safe environment for children and young people within their coaching environment. |
| 2.3 Understand ways to support a safe environment for children and young people | Appropriate and Inappropriate behaviour for adults when working with young people and children. Appropriate and Inappropriate behaviour for young people and children |

Learning Outcome: 3. Be able to recognise safeguarding and child protection concerns

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|--|
| 3.1 Be able to recognise safeguarding and child protection concerns | The differences between child protection and safeguarding. |
| 3.2 Be able to recognise safeguarding and child protection concerns | Types of abuse: <ul style="list-style-type: none"> • Physical Abuse • Sexual Abuse: • Discriminatory Abuse • Institutional Abuse • Psychological or emotional abuse • Financial or material abuse • Neglect |
| 3.3 Be able to recognise safeguarding and child protection concerns | The differences between abuse, poor and good coaching practices. |

Learning Outcome: 4. Be able to record safeguarding and child protection concerns

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|---|
| 4.1 Be able to record safeguarding and child protection concerns | <p>School or organisational procedures include:</p> <ul style="list-style-type: none"> • Record keeping • Changing procedures • Registers • Use of technology • Rewards and recognition • Behaviour management • Staff responsibilities • Induction processes • Health and safety • Dress code/kit policies • Pupil absenteeism • How to report incidents / concerns of safeguarding • Review of policies and procedures |
| 4.2 Be able to record safeguarding and child protection concerns | Record child protection concerns in line their school policies and procedures. |
| 4.3 Be able to record safeguarding and child protection concerns | When to share safeguarding information with others within their coaching environment. |
| 4.4 Be able to record safeguarding and child protection concerns | <p>Examples include but are not limited to when to seek guidance/refer:</p> <ul style="list-style-type: none"> • a case to the school/organisation designated safeguarding officer • to the local authority i.e. social services, local council services • to the emergency services, i.e. the police |

Learning Outcome: 5. Be able to report safeguarding and child protection concerns

| Assessment Criteria | Indicative Delivery Content |
|--|---|
| The learner can: | |
| 5.1 Be able to report safeguarding and child protection concerns | <p>Stages of reporting a safeguarding incident, hazard and child protection concerns or disclosure include:</p> <ul style="list-style-type: none"> - When should the incident be reported? - Who should the incident be reported to? Are there other responsible members within your organisation who need to be made aware, i.e. Supervisor/Manager, Safeguarding Officer, Teacher? - Timeframes of when to notify other staff members. Consideration of confidentiality - What details should you include when reporting an incident, i.e time, place, details of abuser and abusee, summary of your concern - Why? Explain why each stage of the reporting process is necessary - When external stakeholders should be involved, i.e. the police, social services, welfare officers, parents, etc. - Identify the school/organisational policies to reference and at what stage |
| 5.2 Be able to report safeguarding and child protection concerns | Provide a clear rationale behind the decision-making process of how the coach responds to a child raising a safeguarding disclosure. |

Learning Outcome: 6. Be able to manage hazards within their school coaching environment

| Assessment Criteria | Indicative Delivery Content |
|--|--|
| The learner can: | |
| 6.1 Be able to manage hazards within their school coaching environment | E.g. weather impact, insufficient protective equipment, sudden cardiac death. |
| 6.2 Be able to manage hazards within their school coaching environment | Learners must describe how to respond to injury, illness and emergency situations in a sport and physical activity session for children 0-5, plus their chosen population should this not be children 0-5. |
| 6.3 Be able to manage hazards within their school coaching environment | Learners demonstrate they use appropriate action to deal with identified hazards based on the level of risk |

Learning Outcome: 7. Be able to use coaching equipment safely within their school coaching environment

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|--|
| 7.1 Be able to use coaching equipment safely within their school coaching environment | Learners demonstrate the safe use of equipment during delivery to their population |
| 7.2 Be able to use coaching equipment safely within their school coaching environment | Safe working practices within their coaching environment. |

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|---------------------------|---|
| Unit Title | Prepare safe and progressive coaching activities |
| Unit Aim | Learners develop the knowledge and skills to prepare safe and progressive coaching activities under the guidance of a coach for their population within a school coaching environment |
| Unique Unit Number | D/650/4607 |
| Unit Assessment Method(s) | Coursework |
| Assessment Specification | The learner evidence must relate to their chosen age population of children or young people. Learners must provide plans for a minimum of 6 sessions |

Learning Outcome: 1. Understand ways to plan activities to support the goals of their population

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|--|
| 1.1 Explain the purpose of planning | E.g.: - planning realistic timings, - sequences, - intensity and duration of activities. |
| 1.2 Summarise ways to plan activities to support the goals of their population | The process and considerations for planning a balance of activities and coaching methods for each activity that will motivate the participants and achieve the planned goals for individuals and groups. plan activities help the participants achieve their aims |
| 1.3 Select coaching activities applicable to the goals of their population | -Activities stated by learner must reflect the abilities of their population and be inclusive, safe and enjoyable. -Activities must be balanced |
| 1.4 Provide reasons to link the goals of their population to the overall activity aim | Learner provides reasons why goals should be linked, progressive and consistent with the- overall aims of the activity. |
| 1.5 Share their coaching methods to delivering the activities with their Coach | Learners share their coaching methods for each activity that will motivate the participants and achieve the planned goals for individuals and groups. |
| 1.6 Confirm the resources required to deliver their coaching activity | The types of resources you need to deliver the coaching activities, i.e. notepads, first aid kit, etc |
| 1.7 Confirm the equipment required to deliver their coaching activity | The types of equipment you need to deliver the coaching activities i.e. cones, bibs, bean bags, tennis balls, etc. |

Learning Outcome: 2. Be able to prepare coaching activities for their population in accordance with the relevant school sector and the coaching industry guidance

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|---|
| 2.1 Produce coaching activities for their population in accordance with the relevant school sector and the coaching industry guidance | Learners must demonstrate that they can prepare activities in accordance with: <ul style="list-style-type: none"> - Their school policies and procedures - their school requirements for extra-curricular activity - the national curriculum Key stage applicable to their population: i.e. Key Stage 1, 2, 3 or 4. - NGBs guidance applicable to their chosen activity - Health and Safety Executive. - Sport England. - Child Protection in Sport Unit |

Learning Outcome: 3. Be able to prepare coaching activities appropriate to the environmental factors of their school coaching environment

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|--|
| 3.1 Produce coaching activities appropriate to the environmental factors of their school coaching environment | Learners show they can prepare coaching activities considering the following in relation to their school coaching environment: <ul style="list-style-type: none"> Environmental factors Facilities resources equipment class/population sizes demographic of population i.e. ability, school timings: so activities start and finish on time aligning with school timeframes. |
| 3.2 Manage the resources for their coaching activities | Learners are required to demonstrate they can organise their planned coaching activities. |

Learning Outcome: 4. Be able to produce coaching activities supporting the needs of their population

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 4.1 Produce coaching activities supporting the needs of their population | <p>Learners must show that they have included the following within their plans and preparation of their coaching activities:</p> <ul style="list-style-type: none"> appropriate to their population collect and record the information needed to prepare activities Identify the overall activity aims. Ensure goals are linked, progressive and consistent with the overall aims. Prepare activities that will help the participants achieve their aims. Prepare tasks for each activity that will motivate the participants and achieve the planned goals. linked to participant needs and implications for preparation. Activities are safety compliant Embedding participant feedback and adapting activities accordingly. . |
| 4.2 Agree the aims of their coaching activities with others | At a minimum, learner must show they can agree with the aims of their coaching activities with their population and their coach. |

Learning Outcome: 5. Be able to support the implementation of contingency plans

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|--|
| 5.1 Give reasons for preparing contingency plans | Learners provide reasons for producing a contingency plan or amending an activity based on a risk assessment. |
| 5.2 Support the implementation of contingency plans | Learners demonstrate they can support adaptations/amends of the coaching programme, session and/or activity based on a risk assessment, participant feedback, and professional boundaries under the supervision of a Coach |

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|----------------------------------|---|
| Unit Title | Deliver coaching activities |
| Unit Aim | Learners develop the knowledge and skills to deliver safe and progressive coaching activities to their chosen population under the guidance of their coach. |
| Unique Unit Number | F/650/4608 |
| Unit Assessment Method(s) | Practical Demonstration/Assignment |
| Assessment Specification | The learner evidence must relate to their chosen age population of children or young people. The learner will lead activities under supervision. A minimum of 6 sessions must be led by the learner, at least 2 of these must be assessed |

Learning Outcome: 1. Be able to deliver coaching activities to their population in a school coaching environment

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 1.1 Demonstrate delivery of a series of progressive physical activity sessions | Demonstrate delivery in accordance with: <ol style="list-style-type: none"> (1) School sector guidance (2) school policies and procedures for example: (3) the relevant curriculum, for example: (4) NOPs, EAPs (5) develop activities aligned to the institution and category of provision (6) Demonstrate selection of appropriate communication methods (7) Demonstrate listening and responding to participants (8) Demonstrate session management (9) Demonstrate delivery using a range of activities which promote personal challenges. (10) Demonstrate appropriate procedures and communication around inclusive selection policies including the development of the whole child. |

Learning Outcome: 2. Be able to demonstrate professional coaching practices during delivery of their coaching activities

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 2.1 Demonstrates appropriate behaviour when delivering coaching activities to their population | Use appropriate behaviour when delivering coaching activities to their participants. |
| 2.2 Use own judgement during their delivery of coaching activities | Demonstrate problem solving skills and use of own initiative, within professional boundaries, to support the smooth running of the coaching environment. |
| 2.3 Confirm their coaching activity plans | Confirm and, if necessary, revise your plans for the activity. |
| 2.4 Manage problems during delivery | Ways to manage problems or conflicts during their delivery. |
| 2.5 Identify specific technical content or activities based on the needs of their population | The specific technical content and/or activities based on the needs of their participants within their coaching environment. |
| 2.6 Provide technical explanations and demonstrations that meet the needs of their population | How to give technical explanations and demonstrations that meet their participant needs. |
| 2.7 Make adaptations to their coaching activity to meet the needs of their population | How to implement adaptations to their coaching activity to meet the needs of their population. |
| 2.8 Respond to the referral of members of their population | Learners demonstrate they can refer members of their population whose needs they cannot meet to a competent person or agency |

Learning Outcome: 3. Be able to introduce their population to their coaching activities

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|--|
| 3.1 Assess participants' readiness to participate. | Their participants readiness to participate. |
| 3.2 Prepare participants for activities. | Ways to prepare participants for activities. |
| 3.3 Carry out warm up activities | Carrying out warm-up activities with their participants during delivery. |
| 3.4 Share their coaching activities with their population | The importance of sharing their coaching activities with their participants. |

Learning Outcome: 4. Be able to support participant engagement during the delivery of their coaching activities

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|---|
| 4.1 Produce inclusive coaching activities | Ensure all participants have the opportunity to take part in the planned activities. |
| 4.2 Agree goals with their population | How to agree goals with their participants. |
| 4.3 Confirm personal development needs with individuals within their population | The importance of agreeing personal development needs with individuals within their chosen population. |
| 4.4 Describe to their participants ways their coaching activities support their individual goals | The importance of sharing ways their coaching activities can support their individual goals of their participants. |
| 4.5 Comply with procedures relating to inclusive selection policies | Demonstrate appropriate procedures and communication around inclusive selection policies including the development of the whole child |
| 4.6 Observe participant performance during the delivery of their coaching activities | Observe their participants during delivery of their coaching. |
| 4.7 Evaluate participant performance during the delivery of their coaching activities | Evaluating participant performance during the delivery of their coaching activities. |
| 4.8 Provide their population with feedback on their performance | Providing feedback to participants of their performance. |

Learning Outcome: 5. Be able to interact with others during the delivery of their coaching activities

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|---|
| 5.1 Use different types of communication during delivery | Demonstrate inclusive verbal, non-verbal and written communication whilst undertaking duties. |
| 5.2 Respond to other stakeholders' guidance on the progress of their population | Be able to respond to other stakeholders' guidance on the progress of their population. |

Learning Outcome: 6. Be able to deliver coaching activities within a safe school coaching environment

| Assessment Criteria | Indicative Delivery Content |
|--|---|
| The learner can: | |
| 6.1 Comply with safeguarding and protection of children and young people guidelines and procedures | Being able to comply with safeguarding and protection of children and young people guidelines and procedures. |
| 6.2 Protect their population during delivery of their coaching activities | Provide a safe and protective environment for their population during delivery of their coaching activities. |

Learning Outcome: 7. Be able to conclude their coaching activities

| Assessment Criteria | Indicative Delivery Content |
|---|--|
| The learner can: | |
| 7.1 Carry out cool down activities | Conducting cool-down activities to their participants. |
| 7.2 Provide information about future sessions to their population | Sharing information about future sessions with their participants. |
| 7.3 Carry out tidy-up activities at the venue after the delivery of their coaching activities | Leave the venue and equipment in a condition acceptable for future use |

| | |
|----------------------------------|--|
| Unit Title | Review their coaching activities |
| Unit Aim | Learners gain the knowledge and skills to review their coaching activities and performance while gaining an understanding of how the outcomes of their review can influence future coaching activities and own coaching practices. |
| Unique Unit Number | H/650/4609 |
| Unit Assessment Method(s) | Coursework |
| Assessment Specification | The learner evidence must relate to their chosen age population of children or young people. The learner must include reviews of the sessions they have led activities in. |

Learning Outcome: 1. Know the key components of a coaching review

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|---|
| 1.1 Give reasons for continually reviewing their coaching activities | Continually reviewing their coaching activities throughout their coaching programme and beyond. |
| 1.2 Identify types of information to support the review of their coaching activities | The different types of information they can use to support their review of their coaching activities. |
| 1.3 State reasons for reviewing the planning and delivery stage of their coaching activities | Answers should include reasons for reviewing the planning and delivery stages of their coaching activities. |
| 1.4 Outline ways to measure the coaching experience for their participants | Ways to measure the coaching experience for their participants. |
| 1.5 Outline ways to measure the development of their population | Ways to measure the development of their participants. |

Learning Outcome: 2. Understand ways their coaching review outcomes can influence future coaching activities

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|--|
| 2.1 Give reasons for recording the outcomes of their coaching review | Recording the outcomes of their coaching review. |
| 2.2 Identify ways to use the outcomes of their review on future coaching activities | Using the outcomes of their review on future coaching activities. |
| 2.3 Explain when to implement adaptations of their coaching activities to meet the outcomes of their evaluation | When to implement adaptations of their coaching activities to meet the outcomes of their evaluation. |
| 2.4 Explain how to implement adaptations of their coaching activities to meet the outcomes of their evaluation | How to implement adaptations of their coaching activities to meet the outcomes of their evaluation |
| 2.5 Describe ways to improve the preparation and delivery of future activities | Learners to record improvements in the preparation and delivery of future activities for: participants themselves |
| 2.6 Identify sources of feedback to support your review | Identify valid sources of feedback from others to aid your review. |
| 2.7 Give reasons for sharing the outcomes of their coaching review with others | Learners must give reasons for sharing their coaching review with: - their population - their coach or peer equivalent |

Learning Outcome: 3. Be able to carry out an evaluation of their coaching activities

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 3.1 Carry out evaluations in a timely manner | Carry out evaluations in a timely manner. |
| 3.2 Locate evidence to support the evaluation of their coaching activities | Use to support the evaluation of their coaching activities. |
| 3.3 Review the curriculum embedding within their coaching activities | Reviewing the curriculum embedding within their coaching activities. |
| 3.4 Record their evaluation | Recording their evaluation. |
| 3.5 Share the outcomes of their evaluation with others | Evaluation outcome must include: - their population - their coach or peer equivalent |

Learning Outcome: 4. Be able to implement the outcomes of their evaluation

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 4.1 Identify ways to improve the planning and delivery of future activities for participants and self. | Be able to Identify ways to improve the planning and delivery of future activities for participants and self |
| 4.2 Make adaptations to their coaching activities to meet the outcomes of their review. | Adapting their coaching activities to meet the outcomes of their review. |

Learning Outcome: 5. Be able to review own coaching performance

| Assessment Criteria | Indicative Delivery Content |
|---|---|
| The learner can: | |
| 5.1 State resources to support their coaching development | Resources to support their coaching development. |
| 5.2 Provide examples of how to access resources to support their coaching development | Ways to access resources to support their coaching development. |
| 5.3 Identify factors that may influence their development | Factors that may influence their development. This can include internal and external factors. |
| 5.4 Explain how to use self-reflective processes | Explain how to use self-reflective processes to quality assure and identify any development actions that may be required. |
| 5.5 Summarise how to complete a personal development plan | Be able to Summarise how to complete a personal development plan |
| 5.6 Give reasons for maintaining their personal development plan | Recording the outcomes of your review for future reference |

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:

have attained QTS status

possess recent and relevant experience delivering Physical Education in a school sport context.

Or

hold a suitable teaching qualification

hold or be working towards an assessor qualification

have recent and relevant experience delivering Physical Education in a school sport context.

If the individual is only in possession of a teaching qualification without clear evidence of assessment, they must only act as the Tutor. Likewise, an individual with only assessing experience must not tutor the training programme.

Assessor(s):

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:

have attained QTS status

possess recent and relevant experience delivering Physical Education in a school sport context.

Or

hold a suitable teaching qualification

hold or be working towards an assessor qualification

have recent and relevant experience delivering Physical Education in a school sport context.

If the individual is only in possession of a teaching qualification without clear evidence of assessment, they must only act as the Tutor. Likewise, an individual with only assessing experience must not tutor the training programme.

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

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: be in possession of QTS status have recent and relevant experience delivering Physical Education in a school sport context. Or hold or be working towards a suitable IQA qualification have recent and relevant experience delivering Physical Education in a school sport context.

Additional Qualification Requirements

It is expected that learners complete this qualification holistically. The assessment strategy to support this qualification allows for tasks to cover a range of content and sections of units within an activity. These tasks will be contextualised by the centre to suit the learner, they chosen population and the placement demographics and needs. Centres may, if they wish to, create their own assessment tasks for learners to complete this qualification.

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

This qualification is regulated by Ofqual 610/1633/0 and QiW (Designated) - C00/4715/6

UK Coaching

2 City Walk

Leeds

LS11 9AR

T: 0113 274 4802

E: centreservices@1st4sportqualifications.com

www.1st4sport.com