

# 1st4sport Level 2 Certificate in Coaching Rugby League

## 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 2 Certificate in Coaching Rugby League
Qualification Overview:	Prepares learners to coach rugby league to individuals and groups with responsibility for the ongoing development of players. This product is mapped against the Coach (Occupation) Professional Standards as a CIMSPA Professional Standards Endorsed Qualification.
Qualification Code:	L2CCRLR
Qualification Regulation Number:	603/2222/6
Guided Learning Hours (GLH):	48
Total Qualification Time (TQT):	128
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/08/2017
Qualification Review Date:	31/08/2026
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to coach rugby league safely and inclusively.
Qualification Purpose:	Prepare for employment in a specific occupational area.

### Who is this qualification for?

The qualification is designed for those who wish to become involved in rugby league as a coach, enabling the responsibility for the ongoing development of players. This includes those working in the community, in a rugby league club or those working in an education establishment.

### Qualification Progression

The qualification will enable successful learners to progress to the level 3 rugby league coach. The skills and knowledge developed may also be used to enable learners to progress to other industry-relevant qualifications in coaching sport, physical activity, activity leadership, supporting PE in school sport and sports development. The qualification sits within a suite of progressive coaching sport qualifications, and supports direct progression onto the level 2 rugby league coach.

This qualification may lead to paid work or unpaid voluntary roles in coaching sessions in rugby league. Other roles that the learner may consider exploring include activity leader, rugby league match official or sports volunteer.

## 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:

- Portfolio of Evidence (in 5 of 5 mandatory units),
- Practical Demonstration/Assignment (in 5 of 5 mandatory units)

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

## Grading Methods

This qualification will be graded Pass / Fail.

## Qualification Structure

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

### Mandatory Units

Unit ID	Unit Title	GLH
M/616/0761	The role of the rugby league coach	7
A/616/0763	Plan a series of rugby league coaching sessions	7
J/616/0765	Deliver a series of rugby league coaching sessions	8
R/616/0770	Review a series of rugby league coaching sessions	2
K/616/0774	Technical coaching requirements for rugby league	8

### Optional Units

There are no optional units in this qualification

### Pathway Units (where applicable)

There are no pathway units in this qualification

<b>Unit Title</b>	The role of the rugby league coach
<b>Unit Aim</b>	This unit assesses a rugby league 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>	M/616/0761
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learners are required to complete a series of assessed tasks within their learner portfolio. These are set by 1st4sport and assessed by their assessor.

**Learning Outcome: 1. understand the role of the rugby league coach**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 describe the role	<ul style="list-style-type: none"> <li>• The role of the fully independent rugby league coach, its boundaries and adherence to codes of conduct</li> <li>• the responsibilities of the fully independent rugby league coach when working with others such as leaders, coaching assistants</li> <li>• the importance of being a role model</li> <li>• the Rugby League coaching process of plan-do-review</li> </ul>

**Learning Outcome: 2. understand the responsibilities of the rugby league coach**

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 describe the responsibilities related to rules and regulations	<ul style="list-style-type: none"> <li>• The overarching legal and rugby league -specific responsibilities</li> <li>• the Rugby League organisational procedures, responsibilities and liabilities</li> <li>• the rules and regulations of rugby league to enable the delivery of sessions</li> <li>• the role of rugby league officials and the positive promotion of these</li> </ul>
2.2 describe responsibilities related to duty of care	<ul style="list-style-type: none"> <li>• What constitutes acceptable relationships as a coach</li> <li>• the guidelines for safeguarding and protecting the following participant groups, adherence to these and maintaining confidentiality: young people and children, including signs and symptoms of abuse adults at risk participants who share protected characteristics</li> <li>• how to encourage and reward positive behaviour and to respond to discriminatory behaviour, behaving in a fair, consistent and ethical manner</li> <li>• the requirements of the participant group; managing information for and about all types of participants</li> </ul>
2.3 describe responsibilities related to safe coaching practice	<ul style="list-style-type: none"> <li>• How to set and agree ground rules</li> <li>• health and safety management, understanding how to: prepare the environment conduct a risk assessment minimise risk put contingency plans in place</li> <li>• emergency procedures; knowing how to follow: correct procedures for dealing with accidents, emergencies and incidents correct procedures for reporting issues</li> </ul>
2.4 describe responsibilities related to inclusive coaching practice	<ul style="list-style-type: none"> <li>• Inclusive delivery of coaching sessions and activities and where to gain information on this</li> <li>• how to communicate, deal with and meet the needs of a variety of participant types: disabled and non-disabled people children/youth/adults those who share protected characteristics</li> <li>• how to assist with meeting the needs of participants who share protected characteristics</li> <li>• recognising that different participants learn in different ways</li> <li>• how different backgrounds and stages of participant development can impact on age skill development emotional development.</li> </ul>





**Learning Outcome: 3. understand rugby league participants and their development needs**

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 describe how to engage with and develop a range of participants	<ul style="list-style-type: none"> <li>• How to gather information about lifestyle, previous experience, and the needs of different participant groups</li> <li>• participants' motivations for taking part</li> <li>• the impact of the participants' background, stage of development and needs on:               <ul style="list-style-type: none"> <li>session management</li> <li>the different ways adults and children learn</li> <li>learning and the coaching environment (beginner vs experienced)</li> <li>training and competition                   <ul style="list-style-type: none"> <li>• how to cater for individual needs within group coaching</li> </ul> </li> </ul> </li> </ul>
3.2 describe the physical influences on participation	<ul style="list-style-type: none"> <li>• The physical capabilities required for, and the basic anatomical and biomechanical demands of, rugby league</li> <li>• the components of physical fitness and how they link directly to rugby league</li> <li>• how to minimise the risk of injury and assist a participant returning from injury</li> <li>• the role of the coach in encouraging the pursuit of a healthy lifestyle, including an awareness of:               <ul style="list-style-type: none"> <li>nutrition</li> <li>hydration</li> <li>social and performance-enhancing drugs</li> <li>the principles of weight management in relation to the sport                   <ul style="list-style-type: none"> <li>• how the physical capabilities of participants will influence the content and structure of the session</li> </ul> </li> </ul> </li> </ul>
3.3 describe the mental and social influences on participation	<ul style="list-style-type: none"> <li>• How the mental capabilities of participant(s) will influence the content and structure of the session</li> <li>• the key methods for improving participant(s):               <ul style="list-style-type: none"> <li>connection</li> <li>confidence</li> <li>concentration</li> <li>motivation</li> <li>emotional control</li> <li>cohesion                   <ul style="list-style-type: none"> <li>• the concepts of:                       <ul style="list-style-type: none"> <li>skill coordination</li> <li>motor skill learning</li> <li>skill acquisition</li> <li>skill retention</li> <li>skill transfer                           <ul style="list-style-type: none"> <li>• the different stages of cognitive, emotional and social development</li> <li>• how to develop participants' mental skills in rugby league</li> <li>• how to develop participants socially;</li> </ul> </li> </ul> </li> </ul> </li> <li>building relationships and rapport with and between participants</li> <li>develop confidence</li> <li>self-esteem</li> </ul> </li> </ul>



Unit Title	Plan a series of rugby league coaching sessions
Unit Aim	This unit assesses a rugby league coach's ability to plan a series of rugby league coaching sessions to meet the needs of participants. The series of rugby league coaching sessions planned will be linked and progressive in nature in order to develop participant's performance within rugby league.
Unique Unit Number	A/616/0763
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Portfolio of Evidence</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>Learners need to produce evidence of required to evidence:            An outline plan and individual session plans for a series of 4 coaching sessions in rugby league. The sessions will be required to demonstrate a progression appropriate to the needs of the players.            Tutor to allocate two of the following topics:</p> <ul style="list-style-type: none"> <li>- support and decision making</li> <li>- kicking</li> <li>- tackling and protective falling</li> <li>- playing the ball</li> <li>- ball retrieval</li> <li>- evasion</li> </ul> <p>A written plan/schedule that identifies the evaluation methods to be used and when feedback will be sought and from whom. This should cover the 4 linked sessions that learners plan.</p> <p>A log of a minimum of 6 planned sessions and individual plans for each session, which may include the above 4, appropriate to the needs of the players.</p> <p>A health and safety check for each coaching venue utilised during achievement of this qualification.</p>

**Learning Outcome: 1. be able to plan a series of rugby league coaching sessions**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 plan a series of progressive sessions	<ul style="list-style-type: none"> <li>• Understand the principles of producing progressive sessions</li> <li>• identify aims and objectives of the coaching programme, setting SMART/ tangible goals that have been agreed with participants</li> <li>• plan a series of progressive sessions with goals that are linked, progressive and consistent with the overall aims of the coaching programme</li> </ul>
1.2 plan activities to meet the aims of the sessions	<ul style="list-style-type: none"> <li>• Understand how individual sessions support the aims of the coaching programme</li> <li>• identify aims and objectives of sessions, setting SMART/ tangible goals that have been agreed with participants</li> <li>• plan and prepare sessions that meet the needs of participants from different backgrounds and at different stages of development to include:                             <ul style="list-style-type: none"> <li>realistic timings</li> <li>sequences of activities</li> <li>intensity of activities</li> <li>duration of activities</li> <li>specific technical content within activities</li> <li>specific tactical content within activities</li> <li>contingencies</li> </ul> </li> </ul>

<b>Unit Title</b>	Deliver a series of rugby league coaching sessions
<b>Unit Aim</b>	This unit assesses a coach's ability to deliver a series of Rugby League coaching sessions to meet the needs of participants. The series of rugby league coaching sessions delivered will be linked and progressive in nature in order to develop participants' performance within rugby league.
<b>Unique Unit Number</b>	J/616/0765
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	<p>To achieve this unit the learner is required to :</p> <ul style="list-style-type: none"> <li>- To deliver a min of 8 planned sessions (2 mock sessions for practical observations on course) and individual plans for each session, appropriate to the needs of the players. Sessions should be witnessed and signed off by: a licensed rugby league coach an RFL licensed tutor.</li> <li>- The observation and internal assessment of the delivery of a minimum of 1 session by an qualified assessor, The session may be drawn from the sessions planned previously. This may be delivered in a simulated environment and will take a minimum of 20 minutes.</li> <li>- The observation and independent assessment of the delivery of a minimum of 1 session by a qualified assessor. The session topic will be allocated by the tutor. This may be delivered in a simulated environment and will take a min of 20 minutes per learner</li> </ul>

Learning Outcome: 1. be able to deliver a series of rugby league coaching sessions	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 establish a safe coaching environment	<ul style="list-style-type: none"> <li>• Conduct a risk assessment, minimising any identified risks</li> <li>• organise the setting up of equipment required for the session</li> </ul>
1.2 prepare the participants for the coaching sessions	<ul style="list-style-type: none"> <li>• Apply the principles of good practice for starting coaching sessions</li> <li>• provide information to participants on the aims and objectives of sessions, agreeing these with participants</li> <li>• understand physical preparation and how to deliver warm-ups</li> </ul>

<p>1.3 deliver a series of coaching sessions in line with guidelines</p>	<ul style="list-style-type: none"> <li>• Incorporate a variety of coaching styles and techniques in delivery and incorporate: listening to participants motivating participants learning styles of participants (visual, auditory, kinaesthetic) differentiation between participants</li> <li>• cater to a variety of learning styles; balancing instruction, facilitation, demonstration, questions and answers</li> <li>• ensure there is a balance of activities; realistic timings, sequences, intensity and duration of activities within the session</li> <li>• identify participants' needs and modify session plan(s) to meet participants' changing needs</li> </ul>
<p>1.4 develop technical and tactical aspects of Rugby League through the provision of explanations and demonstrations of activities</p>	<ul style="list-style-type: none"> <li>• Know how and when to apply appropriate communication methods in the provision of technical guidance</li> <li>• use the principles of skill development in their coaching, selecting correct techniques to developing participants' skills</li> <li>• understand different types of demonstration</li> <li>• provide technical and tactical demonstrations and explanations that are correct</li> <li>• identify and utilise sport or physical activity specific rules and codes</li> <li>• prepare participants for competition.</li> </ul>
<p>1.5 analyse and provide feedback on participants' performance</p>	<ul style="list-style-type: none"> <li>• Understand the principles of analysing participants' performance</li> <li>• observe participants', analyse performance and provide constructive feedback</li> <li>• communicate effectively with participants and show listening skills</li> <li>• support participant(s) in taking responsibility for their own learning</li> </ul>
<p>1.6 ensure participants' safety is maintained</p>	<ul style="list-style-type: none"> <li>• Manage coaching activities and adapt to maintain safety as required</li> <li>• manage safe use of equipment during the session</li> <li>• manage behaviours by being: positive and challenging encouraging and motivating</li> </ul>
<p>1.7 conclude the session</p>	<ul style="list-style-type: none"> <li>• Apply the principles of good practice for concluding coaching sessions</li> <li>• deliver cool-downs</li> <li>• summarise session outcomes, providing feedback to participants</li> <li>• organise the taking down and storage of equipment used during the session</li> <li>• offer information to participants after coaching sessions</li> </ul>

Unit Title	Review a series of rugby league coaching sessions
Unit Aim	This unit assesses a coach's ability to review a series of rugby league coaching sessions that meet the needs of participants. The series of rugby league coaching sessions reviewed will be linked and progressive in nature in order to develop participants' performance within rugby league.
Unique Unit Number	R/616/0770
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Portfolio of Evidence</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>To complete this unit learners are required to evidence: (i) A recorded evaluation of the delivery of a series of 4 coaching sessions in rugby league. The series of sessions will be required to demonstrate a progression appropriate to the needs of the players. (ii) A recorded evaluation of a minimum of 6 planned and delivered sessions, which may include the above 4, appropriate to the needs of the players.</p>

## Learning Outcome: 1. be able to review a series of rugby league coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 review participants' performance	<ul style="list-style-type: none"> <li>• Measure participant development</li> <li>• use a variety of evaluation methods that can be used to monitor participant(s)' development and learning</li> </ul>
1.2 analyse own coaching practice	<ul style="list-style-type: none"> <li>• Understand the principles of self-reflection</li> <li>• utilise feedback from others</li> <li>• identify personal development needs</li> <li>• gain valid feedback on own performance from participants and others</li> <li>• take responsibility for own development</li> <li>• access continuing personal development (CPD) and develop a personal action plan and mentoring opportunities</li> <li>• participate in continual review</li> <li>• identify career progressions in the sport and the role of others</li> </ul>
1.3 apply the review of coaching sessions to future planning	<ul style="list-style-type: none"> <li>• Review and evaluate the session, using the views of participants and others, and using it to impact on future sessions</li> <li>• agree the outcomes of the review with participants and others, advise them on their development needs and adapt future sessions to reflect needs</li> </ul>
1.4 review the effectiveness of the series of coaching sessions in sport or physical activity.	<ul style="list-style-type: none"> <li>• Review the overall aims and goals of the programme and progress made towards these</li> <li>• use a variety of evaluation methods that can be used to monitor participant(s)' development and learning</li> <li>• measure the quality of the coaching experience</li> <li>• measure participant development</li> </ul>



<b>Unit Title</b>	Technical coaching requirements for rugby league
<b>Unit Aim</b>	This unit aims to develop the coach's knowledge of the technical coaching requirements for rugby league.
<b>Unique Unit Number</b>	K/616/0774
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	This unit will be assessed through the assessment of a portfolio of evidence and observation of coaching practice.

Learning Outcome: 1. know how to coach rugby league	
<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>

1.1 identify the key elements of rugby league skills.

Coach in the following areas:

Picking up a moving ball

Move quickly to the ball

- Keep eyes on the ball
- On approaching the ball, re-adjust and position as necessary
- Lean the body close to the ground (you may wish to emphasise chest parallel to the ground)
- Extend the hands
- Be prepared to catch the ball if it bounces up
- Emphasise that it may be necessary to get the ball under control using other parts of the body (hands/chest) and to keep hands out of the way until performer feels they have sufficient control.

Catching a high ball

- Keep eyes on the flight of the ball
- Move quickly into position (anticipate expected landing point)
- Arms should be held out and upwards in a searching manner with fingers spread
- Allow ball to land in the cradle formed by the hands, forearms and chest
- Trap the ball as high as possible on the chest with the hand and forearm
- At the point of catching the ball, round the shoulders, keep elbows together bend the knees and turn side into opposition, thus giving self-protection and any dropped ball is in a backwards direction.

Decision Making/ Support

All coaching points for grip, carry catch and pass apply

- The ball carrier runs towards the defender
- Engages the defender (eye contact)
- The ball carrier steps from outside shoulder to inside shoulder
- Passes just before the defender
- Ensures it is a quality pass

1.2 identify the key coaching points of Rugby League skills.

Learners to remember

- Not to pass too late or too early
- Support runner to match the run of the ball carrier
- Support runner to call for the ball
- Ensure the pass is performed from right to left and left to right
- All players to rotate positions

Evasion (Swerve)

- Direction Of Approach
- Decelerate (a small decrease in Speed On Approach)
- Distance from Defender approx.10-15 metres
- Veer Inside / Outside Of Defender
- Balance, Transfer Of Weight
- Accelerate away

Evasion (Side step)

- Run to Defender
- Push off either foot when 1 to 2 metres away.
- Drive selected foot hard against ground and step away from defender into space.
- Land on opposite foot with a slight lean forward.
- Accelerate into space to reach top speed
- Switch ball to opposite arm if necessary so you are in between ball and intended tackler

Scrummaging (Front rows - position and binding)

- The open side prop (i.e. prop nearest to where the ball will be fed) should place his/her inside shoulder behind that of his/her hooker, grasp either the shirt of the blind side prop firmly or the hip of the hooker and help pull him/her towards the ball
- The blind side prop has his/her inside shoulder pushing into the armpit of the hooker
- The hooker binds over the shoulder of the two props
- The head of the open side prop should be nearest the ball.

Scrummaging (Building up the scrum - second row and loose forward)

- The two second rowers bind firmly together
- Their backs should be straight, parallel to the ground while the head is kept up locking the back in a strong, straight safe position.
- They should help bind the front row together using their outside arm
- The loose forward should place his/her head between the two second rowers
- His/her shoulders should rest under the second rows' buttocks

## 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 apply in addition to any further qualification specific requirements stated below

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

- hold the 1st4sport Level 2 Certificate in Coaching Rugby League
- be accredited coach educators (tutor/assessor) with the RFL

Coach educators are responsible for the delivery of the learning programme developed by the NSG for Rugby League. They must have attended the RFL Coaching qualification induction.

Evidence: initial capability and competence

- RFL Workforce List

### Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below.

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

- hold the 1st4sport Level 2 Certificate in Coaching Rugby League
- be accredited coach educators (tutor/assessor) with the RFL

Coach educators are responsible for the delivery of the learning programme developed by the NSG for Rugby League. They must have attended the RFL Coaching qualification induction.

Evidence: initial capability and competence

- RFL Workforce List

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

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific 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 the 1st4sport Level 2 Certificate in Coaching Rugby League or be working towards a recognised Level 2 sports coaching qualification or above
- be accredited Internal Quality Assurer with the RFL

Internal quality assurers are responsible for the conduct valid and reliable internal quality assurance activities. They must have attended the RFL qualification induction.

Evidence: initial capability and competence

- RFL Workforce List

## Additional Qualification Requirements

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

In addition further qualification specific requirements are: The recognised centre is required to have one or more delivery sites with facilities to support the programme of training and assessment. All delivery sites must include the following:

- a grassed or AstroTurf playing area that is a minimum size of 50m x 68m (half the size of a regular rugby league pitch)
- a theory space for up to 24 learners which includes a classroom containing multimedia facilities, flip charts and flip chart pens

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

- a minimum of 12 rugby balls of appropriate size to the needs of the players/learners (sizes 3, 4 and 5)
- a minimum of 50 multi-coloured marker cones

This qualification is regulated by Ofqual (603/2222/6) and QiW (C00/1304/8 - Regulated). This product is mapped against the Coach (Occupation) Professional Standards as a CIMSPA Professional Standards Endorsed Qualification

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