

Developed in partnership with England Hockey



ENGLAND
HOCKEY

1st4sport Level 2 Certificate in Coaching Hockey

Qualification Specification



About Us

Welcome to 1st4sport, established in 2000, 1st4sport Qualifications 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 Hockey
Qualification Overview:	Gives learners the skills and experience necessary to coach hockey independently, and to plan, deliver and review linked and progressive sessions.
Qualification Code:	L2CCHR
Qualification Regulation Number:	603/1016/9
Guided Learning Hours (GLH):	31
Total Qualification Time (TQT):	130
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/02/2017
Qualification Review Date:	30/04/2024
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to coach hockey sessions independently or as part of a coaching team.
Qualification Purpose:	Prepare for employment in a specific occupational area.

Who is this qualification for?

The qualification is designed for those who have a minimum of 2 years' experience of delivering relevant hockey sessions and have an insight into the new GB Coaching Strategy through holding the relevant pre-requisites. This course is suitable for those who are the regular coaches of a hockey programme (i.e. Club Team or School Team over a season, JDC or JAC).

Qualification Progression

The qualification sits within a suite of progressive coaching sport qualifications, and based on the role the coach is playing can support direct progression onto the England Hockey Coach Course - Advanced Coach Programme. 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.

This qualification may lead to paid employment or unpaid voluntary roles coaching sessions in hockey either working independently or as part of a coaching team

Entry Requirements

Learners must be a minimum of 18 years old at registration and 18 years old at certification.

Pre-requisite(s) or other entry requirements

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

Prior to registration learners are required to:

- be accurately identified
- be at least 18 years of age
- be able to undertake this assessment in English or Welsh (if available)

Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 5 of 5 mandatory units),
- Practical Demonstration/Assignment (in 5 of 5 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
H/615/4648	Applying national development themes to hockey coaching sessions	5
D/615/4647	Applying the golden thread to the delivery of hockey coaching sessions	8
K/615/4649	Applying the golden thread to the review of hockey coaching sessions	4
R/615/4645	The role of the coach in hockey	5
Y/615/4646	Applying the golden thread to the planning of hockey coaching sessions	9

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Applying national development themes to hockey coaching sessions
Unit Aim	This unit aims to develop the hockey coach's knowledge of the technical and tactical coaching requirements for hockey.
Unique Unit Number	H/615/4648
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. be able to coach a range of participants to carry and move the ball to go forwards

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 coach a range of participants to carry the ball to go forwards	How to develop participants through the use of the following concepts and core ideas: <ul style="list-style-type: none"> • Game, train, game • Golden Thread • Fun • Lots of touches of the ball • Looks like the game • Stretch • Lots of decisions • Me and My ball Time • CHANGE IT Develop participant understanding in the following areas for skill exploration: <ul style="list-style-type: none"> • head, hands, stick, feet, body weight, space, speed of travel, awareness and decision making • various ball carrying positions and 3D skills • carrying to go forward and eliminate individually (me and my ball) • carrying to go forward and eliminate as a team (me and our ball) • awareness of ball side and help side 	
1.2 coach a range of participants to move the ball to go forwards	How to develop participants through the use of the following concepts and core ideas: <ul style="list-style-type: none"> • Game, train, game • Golden Thread • Fun • Lots of touches of the ball • Looks like the game • Stretch • Lots of decisions • Me and My ball Time • CHANGE IT How to develop participant understanding in the following areas for skill exploration: <ul style="list-style-type: none"> • head, hands, stick, feet, body weight, space, speed of travel, awareness and decision making • bilateral options to move the ball with deception • passing and receiving to go forward and eliminate • passing and receiving to maintain possession • self-pass and restarts • passing and receiving 3D 	

<p>1.3 coach a range of players to develop goal scoring skills</p>	<p>How to develop participants through the use of the following concepts and core ideas:</p> <ul style="list-style-type: none"> • Game, train, game • Golden Thread • Fun • Lots of touches of the ball • Looks like the game • Stretch • Lots of decisions • Me and My ball Time • CHANGE IT 	
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Learning Outcome: 2. be able to coach a range of players to develop defensive skills on the move

<p>Assessment Criteria The learner can:</p>	<p>Mandatory Delivery Content The learner will develop an understanding of:</p>	<p>Evidence Requirements The learner is required to complete:</p>
<p>2.1 coach a range of players to develop defensive skills on the move</p>	<p>How to develop participants through the use of the following concepts and core ideas:</p> <ul style="list-style-type: none"> • Game, train, game • Golden Thread • Fun • Lots of touches of the ball • Looks like the game • Stretch • Lots of decisions • Me and My ball Time • CHANGE IT <p>How to develop the following key skills areas:</p> <ul style="list-style-type: none"> • head, hands, stick, feet, body weight, space, speed of travel, awareness and decision making • various ball defensive positions and 3D skills • defending individually (me and my ball) • defending as a team (me and our ball) • awareness of ball side and help side 	

Unit Title	Applying the golden thread to the delivery of hockey coaching sessions
Unit Aim	This unit assesses a coach's ability to deliver a series of hockey coaching sessions to meet the needs of participants. The series of hockey coaching sessions delivered will be linked and progressive in nature in order to develop participants' performance within hockey.
Unique Unit Number	D/615/4647
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. be able to deliver a series of hockey coaching sessions

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 establish a safe coaching environment	<ul style="list-style-type: none"> conduct a risk assessment, minimising any identified risks organise the setting up of equipment required for the session 	
1.2 prepare the participants for the coaching sessions	<ul style="list-style-type: none"> apply the principles of good practice for starting coaching sessions provide information to participants on the aims and objectives of sessions, agreeing these with participants understand physical preparation and how to deliver warm-ups apply Game, Train, Game apply various activities, included small-sided and competitive games deliver sessions using the CHANGE IT framework apply implicit learning through gameplay (e.g. attack v defence) define and demonstrate technique and skill 	

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

1.7 conclude the session	<ul style="list-style-type: none"> • apply the principles of good practice for concluding coaching sessions • deliver cool-downs • summarise session outcomes, providing feedback to participants • organise the taking down and storage of equipment used during the session • offer information to participants after coaching sessions 	
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Unit Title	Applying the golden thread to the review of hockey coaching sessions
Unit Aim	This unit assesses a coach's ability to review a series of hockey coaching sessions that meet the needs of participants. The series of hockey coaching sessions reviewed will be linked and progressive in nature in order to develop participants' performance within hockey.
Unique Unit Number	K/615/4649
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. be able to review a series of hockey coaching sessions

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

Unit Title	The role of the coach in hockey
Unit Aim	This unit assesses a hockey coach's understanding of their role and responsibilities and the roles of others, ensuring that their coaching is safe and inclusive.
Unique Unit Number	R/615/4645
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. understand the role of the hockey coach

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 demonstrate the role	<ul style="list-style-type: none"> the role of the fully independent hockey coach, its boundaries and adherence to codes of conduct the responsibilities of the fully independent hockey coach when working with others such as leaders, coaching assistants, volunteers the importance of being a role model the linked and progressive hockey coaching process of plan-do-review 	

Learning Outcome: 2. understand the responsibilities of the hockey coach

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 demonstrate the responsibilities related to rules and regulations	<ul style="list-style-type: none"> the overarching legal and hockey-specific responsibilities the hockey organisational procedures, responsibilities and liabilities the rules and regulations of hockey to enable the delivery of sessions the role of hockey officials and the positive promotion of these 	

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

Learning Outcome: 3. understand hockey participants and their development needs

Assessment Criteria	Mandatory Delivery Content	Evidence Requirements
The learner can:	The learner will develop an understanding of:	The learner is required to complete:

<p>3.1 demonstrate how to engage with and develop a range of participants</p>	<ul style="list-style-type: none"> • how to gather information about lifestyle, previous experience, and the needs of different participant groups • participants' motivations for taking part • the impact of the participants' background, stage of development and needs on: session management the different ways adults and children learn learning and the coaching environment (beginner vs experienced) training and competition • how to cater for individual needs within group coaching 	
<p>3.2 Consider the physical influences on participation</p>	<ul style="list-style-type: none"> • the physical capabilities required for, and the basic anatomical and biomechanical demands of, hockey • the units of physical fitness and how they link directly to hockey • how to minimise the risk of injury and assist a participant returning from injury • the role of the coach in encouraging the pursuit of a healthy lifestyle, including an awareness of: <ul style="list-style-type: none"> nutrition hydration social and performance-enhancing drugs the principles of weight management in relation to the sport • how the physical capabilities of participants will influence the content and structure of the session 	

<p>3.3 consider the mental and social influences on participation</p>	<ul style="list-style-type: none"> • how the mental capabilities of participant(s) will influence the content and structure of the session • the key methods for improving participant (s)': <p>connection confidence concentration motivation emotional control cohesion</p> <ul style="list-style-type: none"> • the concepts of: <p>skill coordination motor skill learning skill acquisition skill retention skill transfer</p> <ul style="list-style-type: none"> • the different stages of cognitive, emotional and social development • how to develop participants' mental skills in hockey • how to develop participants socially; <p>building relationships and rapport with and between participants develop confidence self-esteem</p>	
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Unit Title	Applying the golden thread to the planning of hockey coaching sessions
Unit Aim	This unit assesses a hockey coach's ability to plan a series of hockey coaching sessions to meet the needs of participants. The series of hockey coaching sessions planned will be linked and progressive in nature in order to develop participants' performance within hockey.
Unique Unit Number	Y/615/4646
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. be able to plan a series of hockey coaching sessions

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 plan a series of progressive sessions	<ul style="list-style-type: none"> • understand the principles of producing progressive sessions • identify aims and objectives of the coaching programme, setting SMART/ tangible goals that have been agreed with participants • plan a series of progressive sessions with goals that are linked, progressive and consistent with the overall aims of the coaching programme 	
1.2 plan activities to meet the aims of the sessions	<ul style="list-style-type: none"> • understand how individual sessions support the aims of the coaching programme • identify aims and objectives of sessions, setting SMART/ tangible goals that have been agreed with participants • 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"> realistic timings sequences of activities intensity of activities duration of activities specific technical content within activities specific tactical content within activities contingencies 	

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.

- be an experienced hockey coach

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.

- be an experienced hockey coach

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.

- be an experienced sports coach
- have attended the England Hockey IQA Orientation

OR

- be an experience hockey coach
- have attended the England Hockey IQA Orientation

Additional Qualification Requirements

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

All delivery sites must comply with accepted health and safety practices for hockey and have in place appropriate access arrangements. All training and/or assessment sites must include the following facilities:

- artificial turf hockey pitch with flood lights
- minimum two pairs of goals
- covered dug outs

Ideally, there should also be an area/indoor space to use for carrying out practical activities in inclement weather conditions.

Goalkeepers should wear full protective clothing and it is strongly encouraged for learners to use:

- shin guards
- mouth guards

This qualification is regulated by Ofqual (603/1016/9) and QiW (C00/1303/4 - Regulated).

UK Coaching
2 City Walk
Leeds
LS11 9AR

T: 0113 274 4802

E: centreservices@1st4sportqualifications.com

www.1st4sport.com