

# 1st4sport Level 2 Community Activator Coach Diploma (Physical Education)

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 Community Activator Coach Diploma (Physical Education)
Qualification Overview:	Gain the knowledge and skills on the physical education pathway to plan, deliver and evaluate sport and activity sessions within a community setting, working with inactive participants.
Qualification Code:	L2CACDPE
Qualification Regulation Number:	603/6821/4
Guided Learning Hours (GLH):	218
Total Qualification Time (TQT):	530
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/12/2020
Qualification Review Date:	30/09/2023
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to plan, deliver and evaluate sport and activity sessions within a community setting.
Qualification Purpose:	Prepare for employment in a specific occupational area.

### Who is this qualification for?

This qualification has been designed to support learners working in a community activation role, and content links directly to the skills, knowledge and behaviours within the Community Activator Coach Apprenticeship Standard. For those learners completing this qualification as part of their Apprenticeship, it allows them to gather the evidence required to meet gateway requirements.

### Qualification Progression

Learners could progress to their End Point Assessment (where completing the Community Activator Coach Apprenticeship) if they hold the required Functional Skills, on to the 1st4sport Level 3 Certificate in Coaching (Sport and Physical Activity), or those who successfully achieve the full Community Activator Coach Apprenticeship could progress onto the Community Sport and Health Officer Apprenticeship (ST0093). The skills and knowledge developed through this qualification may also be used to progress to other industry-relevant qualifications in coaching sport, activity leadership, supporting PE in school sport or sports development.

This qualification may lead to paid or voluntary roles in community-based coaching roles

## 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 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
T/618/5533	The Coaching Framework	40
A/618/5534	The Coaching Process	40
F/618/5535	Coaching Process	53
J/618/5536	Coaching in the Community	51
T/507/8181	Support Teachers to Deliver PE and School Sport	60

### Optional Units

There are no optional units in this qualification

### Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	The Coaching Framework
Unit Aim	This unit assesses a coach's understanding of their role, the participants and the roles of others, ensuring that coaching is safe and inclusive.
Unique Unit Number	T/618/5533
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	Learners are required to demonstrate their knowledge and understanding of this unit. This is achieved through the completion of a series of pre-determined assessment tasks externally set by 1st4sport Qualifications and internally assessed by the learner's recognised centre.

## Learning Outcome: 1. understand self

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 describe their own coaching philosophy	<ul style="list-style-type: none"> <li>• Their reasons for coaching</li> <li>• What they are trying to achieve through coaching</li> <li>• How to further develop their coaching philosophy</li> </ul>	
1.2 outline how a coach can monitor industry best practice	<ul style="list-style-type: none"> <li>• Sources of information on coaching developments and best practice including: <ul style="list-style-type: none"> <li>◦ Relevant NGB</li> <li>◦ UK Coaching</li> <li>◦ Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)</li> </ul> </li> </ul>	
1.3 identify sources of support to develop own and others coaching practice	<ul style="list-style-type: none"> <li>• How self-reflection can improve coaching practice</li> <li>• Where coaches can access guidance and CPD opportunities to further develop their coaching practice including: <ul style="list-style-type: none"> <li>• Relevant NGB-led initiatives</li> <li>• UK Coaching Learning and Development</li> <li>• Sport-specific coaching qualifications</li> </ul> </li> <li>• How to signpost colleagues to sources of support</li> </ul>	
1.4 describe how the coaching team supports participants, the coaching environment and the wider community	<ul style="list-style-type: none"> <li>• Those involved in the delivery of effective coaching and how they impact on the coaching environment, including (but not limited to): <ul style="list-style-type: none"> <li>◦ Assistant coach</li> <li>◦ Lead/head coach</li> <li>◦ Teachers</li> <li>◦ Volunteers/ Family/ Friends</li> <li>◦ Club welfare officer</li> </ul> </li> <li>• The boundaries and limitations of each role involved in the delivery of effective coaching and duty of care</li> <li>• How to engage with the coaching team, including recruitment and appropriate deployment of individuals within the coaching team</li> <li>• When to seek professional advice and guidance to better support participants</li> <li>• When to signpost participants to external services and support to better meet their needs</li> <li>• How coaching activities and the coaching team support wider community development and cohesion</li> </ul>	

## Learning Outcome: 2. understand the individual

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 summarise how different participant types affects the coaching offer	<p>The range of participant types common to organisation's demographic, including (but not limited to):</p> <ul style="list-style-type: none"> <li>• Children</li> <li>• Adults (aged 18 years and above)</li> <li>• Older adults (age 65 years and above)</li> <li>• Inactive people</li> <li>• Ante- and post-natal</li> <li>• People with long term medical conditions</li> <li>• Different ethnic groups</li> <li>• Different socio-economic groups</li> </ul> <p>A range of ability levels, including (but not limited to):</p> <ul style="list-style-type: none"> <li>• Beginner</li> <li>• Intermediate</li> <li>• Performance</li> <li>• Social</li> <li>• Competitive</li> </ul> <p>How to build social rapport and inclusion within the coaching environment</p>	
2.2 describe a range of participant motivations for taking part in sport and physical activity	<p>Different motivations for participation in sport and physical activity including (but not limited to):</p> <ul style="list-style-type: none"> <li>• - Social interaction</li> <li>• - Community initiatives</li> <li>• - Health benefits</li> <li>• - Love of the sport/physical activity</li> <li>• - A desire to compete</li> </ul>	

<p>2.3 identify methods to engage with different participant types</p>	<p>Different communication techniques, including (but not limited to):</p> <ul style="list-style-type: none"> <li>- Body language – observation, non-verbal</li> <li>- Open/closed questioning</li> <li>- Active listening</li> </ul> <p>How to adapt communication techniques to meet participant needs and build rapport with, and between, participants</p> <p>Different communication methods, including (but not limited to):</p> <ul style="list-style-type: none"> <li>Face-to-face</li> <li>Telephone</li> <li>Written (eg. posters, flyers, letters, email)</li> <li>Social media (eg. Facebook, Twitter, LinkedIn, etc)</li> <li>digital technology</li> </ul> <p>Behaviour management strategies to support ongoing participant engagement</p> <p>Learning theories to support personalised learning</p>	
<p>2.4 describe how a coach can provide excellence participant experience</p>	<ul style="list-style-type: none"> <li>The typical participant journey in the coaching environment including the 'Stages of Change'/'Transtheoretical Model of Behaviour Change' and how this impacts on participant retention</li> <li>The organisation products and services available</li> <li>The organisation's standards for presentation including appearance and how to interact with participants/customers</li> <li>Internal and external performance measures including: <ul style="list-style-type: none"> <li>Participant satisfaction</li> <li>Clubmark (or similar NGB initiative)</li> <li>Participant and/or team goal achievement</li> </ul> </li> </ul>	



### Learning Outcome: 3. understand the coaching environment

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 identify a range of coaching environments	<p>Different coaching environments, including (but not limited to):</p> <ul style="list-style-type: none"> <li>Sports clubs</li> <li>Schools/colleges <ul style="list-style-type: none"> <li>Key Stage 1 (age 5-7)</li> <li>Key Stage 2 (age 8-11)</li> <li>Key Stage 3 (age 12 – 14)</li> <li>Key Stage 4/5 (age 15 – 18)</li> </ul> </li> <li>Community settings</li> <li>Medical/healthcare settings</li> <li>Talent development and performance sport</li> <li>Society rehabilitation programmes eg. Prisons, probation services</li> <li>Informal settings eg. parks, open spaces</li> </ul> <p>Organisational structure (lines of reporting, vision, mission) and how this influences the coaching environment</p>	
3.2 describe how to adapt coaching behaviour to meet the needs of the coaching environment	<p>Adaptations to coaching behaviour and delivery styles to meet participant/ environment needs including (but not limited to):</p> <ul style="list-style-type: none"> <li>coaching style (autocratic/democratic/laissez faire)</li> <li>managing disruptive behaviour including conflict</li> <li>activity structure:</li> <li>whole practice</li> <li>part practice</li> <li>whole-part-whole practice</li> <li>chaining shaping</li> <li>practice type: <ul style="list-style-type: none"> <li>variable</li> <li>fixed</li> <li>massed</li> <li>distributed</li> </ul> </li> </ul>	

### Learning Outcome: 4. understand own coaching practice

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

<p>4.1 describe current organisational and legal requirements of a coach</p>	<p><b>Legislation impacting on the coach, including (but not limited to) an overview of:</b></p> <ul style="list-style-type: none"> <li>• Data Protection Act 2018, including General Data Protection Regulation (GDPR)</li> <li>• Health and Safety at Work Act, 1974 (including the Health and Safety (First Aid) Regulations, 1981)</li> <li>• Equality Act, 2010</li> <li>• Children's Act, 1989 and Children's Act, 2004</li> <li>• Care Act, 2014</li> <li>• Mental Capacity Act, 2005</li> <li>• Disclosure and Barring Service (DBS) procedures and check</li> </ul> <p><b>Organisational requirements impacting on the coach including (but not limited to):</b></p> <ul style="list-style-type: none"> <li>• Normal and emergency operating procedures, including the use of Personal Protective Equipment (PPE) where relevant</li> <li>• Risk Assessment</li> <li>• Admissions policy</li> <li>• Safeguarding and protecting children and adults at risk policy</li> <li>• Equality and diversity policy</li> <li>• Inductions to facilities and working practices</li> <li>• Personal liability and other insurance requirements</li> <li>• Reporting procedures</li> </ul> <p><b>Conflict of interest policies</b></p>	
<p>4.2 explain how coaching codes of practice and professional standards impact on coaching practice</p>	<p>The range of sector relevant bodies who guide and influence coaching practice in the UK:</p> <ul style="list-style-type: none"> <li>• Sport England</li> <li>• CIMSPA</li> <li>• Child Protection in Sport Unit (CPSU)</li> <li>• National Governing Bodies of Sport (NGB)</li> </ul> <p>Coaching codes of practice and professional standards, including (but not limited to):</p> <ul style="list-style-type: none"> <li>• UK Coaching Code of Practice for Sports Coaches</li> <li>• NGB Coaching Codes of Practice/Conduct</li> <li>• CIMSPA Coach Professional Standard</li> </ul> <p>• Stakeholders the coach needs to influence to maximise coaching impact</p>	

4.3 describe how to create an inclusive learning environment	<ul style="list-style-type: none"> <li>• How learning happens</li> <li>• How to establish a positive learning environment</li> <li>• How to use effective communication methods to support participants' learning</li> <li>• How the participant group impacts on the pedagogy and andragogy of delivery</li> </ul>	
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<b>Unit Title</b>	The Coaching Process
<b>Unit Aim</b>	This unit assesses a coach's knowledge of how to plan, deliver and review inclusive, safe and effective coaching sessions to meet the needs of participants.
<b>Unique Unit Number</b>	A/618/5534
<b>Unit Assessment Method(s)</b>	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
<b>Assessment Specification</b>	Learners are required to demonstrate their knowledge and understanding of this unit. This is achieved through the completion of a series of pre-determined assessment tasks externally set by 1st4sport Qualifications and internally assessed by the learner's recognised centre.

Learning Outcome: 1. understand how to plan inclusive, safe and effective 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 explain the importance of goal setting for coaching programmes	<p>Why goal setting is crucial to effective coaching programme development and individual session planning</p> <ul style="list-style-type: none"> <li>• How to set effective goals that follow a recognised protocol including (but not limited to): <ul style="list-style-type: none"> <li>- SMART goal setting</li> <li>- GROW goal setting</li> </ul> </li> <li>• How to include participants in the setting of session and programme goals</li> </ul>	

<p>1.2 identify information that support the creation of linked and progressive session plans</p>	<p>Information sources that influence the content of a coaching plan, including (but not limited to):</p> <ul style="list-style-type: none"> <li>• Participants, their level of development and any potential barriers and solutions to participation</li> <li>• Resources available (time, resources, equipment etc.)</li> <li>• The demands of the sport</li> <li>• Coaching team availability</li> <li>• National Governing Bodies</li> <li>• Coaching Forums</li> </ul> <p>&amp;bull; Information types that influence the content of a coaching plan, including (but not limited to):</p> <ul style="list-style-type: none"> <li>• - Current capability of individuals and the participant group as a whole, including skill, physical fitness and relevant medical history</li> <li>• - Participant goals and motivations</li> <li>• - Competition/recreation focus in the programme</li> </ul>	
<p>1.3 explain the importance of planning relevant activities with realistic timings, sequences, intensity and duration of activities</p>	<ul style="list-style-type: none"> <li>• Considerations to make when identifying session goals, content and activity types</li> <li>• How to structure session content to ensure that the content is deliverable within the session parameters</li> <li>• The components of physical and skill-related fitness</li> <li>• The importance of the warm up and cool down and why these should be linked to the main aims of the session</li> <li>• How to identify technical content linked to participant needs and stage of readiness</li> <li>• How to ensure the plan ensures all participants have the opportunity to take part, identifying possible adaptations and progressions</li> </ul>	
<p>1.4 explain why it is important to have contingency plans in place</p>	<p>The importance of having contingency plans in place for a range of different scenarios including (but not limited to):</p> <ul style="list-style-type: none"> <li>• - building/facility unavailability due to natural or man-made disasters (flooding, fire, business failure)</li> <li>• - equipment failure</li> <li>• - coach illness</li> <li>• - changes to relevant risk assessments</li> <li>• - when participant needs cannot be met</li> </ul>	

## Learning Outcome: 2. understand how to deliver 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:
2.1 describe essential pre-session preparations	<ul style="list-style-type: none"> <li>How to conduct risk assessments and health and safety checks and relevant reporting procedures</li> <li>How to set up equipment in advance of the session</li> <li>How to work with other members of the coaching team to confirm roles and responsibilities</li> <li>How to screen participants for any contraindications to exercise</li> <li>The importance of agreeing the goals of the session with the participants and explaining the rationale, implementation and review process</li> </ul>	
2.2 outline how to deliver safe and effective coaching sessions.	<p>The coach's and others' responsibilities during the session including (but not limited to):</p> <ul style="list-style-type: none"> <li>Health and safety requirements.</li> <li>Duty of care of participants and others.</li> <li>Organisational procedures.</li> <li>Improving participant technique and developing physical and mental skills</li> <li>Rules and codes for the sessions you are delivering.</li> </ul> <p>How to prepare participants for and start a session including (but not limited to):</p> <ul style="list-style-type: none"> <li>Welcoming participants to the session and recording their attendance</li> <li>Assessing participants' readiness for exercise</li> <li>Explaining the rules and expected behaviour for the session and how these support participant safety</li> <li>Confirming and, if necessary, revising the plans for a session</li> <li>Warm up (value, purpose and delivery and how it supports the goals of the session)</li> </ul> <p>How to deliver the session including (but not limited to):</p> <ul style="list-style-type: none"> <li>The importance of continually providing participants with information about the session</li> <li>How to identify specific technical content or activities based on participants' needs.</li> <li>Impact of stages of development on coaching practice.</li> <li>The importance of ensuring all participants</li> </ul>	

- have the opportunity to take part in the planned
- Why it is important to observe the performance of participants during the activity.
  - The importance of taking account of the participant feedback and contributing to the feedback on the participant performance.
  - The importance of adapting your session where required to meet the needs of the participants.

How to conclude a session including (but not limited to):

- Cool down (value, purpose and delivery and how it supports the goals of the session).
- How to provide feedback on session outcomes and participant performance linked to individual session and overall longer-term goals
- Providing information about future and/or alternative sessions

Leaving the venue and equipment in a tidy and safe condition, ready for future use

### Learning Outcome: 3. understand how to review 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:
3.1 explain why evaluation of coaching session is important	<ul style="list-style-type: none"> <li>The feedback cycle</li> <li>Why evaluation of sessions is critical to both the coaching process and the future development of the coach</li> <li>How evaluation of own and others' coaching performance can lead to improved performance in the future</li> <li>How evaluation of a coaching session can impact on future coaching sessions and when you would do this</li> </ul>	
3.2 describe how to evaluate individual coaching sessions	<ul style="list-style-type: none"> <li>How to gather information to inform the evaluation from participants and others</li> <li>The types of information that are beneficial to the review</li> <li>Why the outcomes of the evaluation should be discussed with participants and others</li> <li>How evaluation can support participant retention</li> </ul>	
3.3 outline how to evaluate the coaching programme	<ul style="list-style-type: none"> <li>How to plan a schedule for programme evaluation</li> <li>Methods to collate, and sources of, information contributing to the evaluation of the coaching programme</li> <li>How to conduct a programme evaluation</li> <li>How to record the programme evaluation(s) to allow others, including participants and other coaches, to access the information</li> </ul>	
3.4 describe how to evaluate own coaching performance	<ul style="list-style-type: none"> <li>How to collate feedback on own coaching performance</li> <li>How to compare own performance to the overall objectives of the organisation</li> <li>The types of development activities that are available to coaches</li> <li>How to create a personal development plan that is informed by session and programme evaluations and in line with both own development needs and overall organisational objectives</li> </ul>	

Unit Title	Coaching Process
Unit Aim	This unit assesses a coach's ability to plan, deliver and review a series of sports or physical activity coaching sessions to meet the needs of participants. The series of sport or physical activity coaching sessions planned will be linked and progressive in nature in order to develop participants' performance within a sport or physical activity.
Unique Unit Number	F/618/5535
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	<p>Learners are required to plan, deliver and evaluate coaching sessions in a real working environment, working with real participants i.e. simulation is not permitted.</p> <p>Learners must plan, deliver and review a minimum of two linked and progressive coaching programmes. Each coaching programme is required to be a minimum duration of 12 weeks, with a minimum of one coaching session per week. Coaching programmes could be delivered simultaneously as long as different two participant groups are different.</p> <p>The learner must deliver and review all planned coaching sessions (minimum 24 sessions), a minimum of 4 sessions must be observed by a fully qualified assessor, the remaining sessions must be witnessed by a more qualified coach.</p>

Learning Outcome: 1. be able to plan 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 identify key information sources to inform the development of the plan	<p>Create tools to gather information to inform the planning process including, but not limited to:</p> <ul style="list-style-type: none"> <li>Participant Interviews / Questionnaires / Surveys</li> <li>Sport/physical activity demands</li> <li>Potential barriers to access</li> </ul> <p>Collect information on participant needs and motivations for taking part</p> <p>Analyse participant data and share with others involved in the planning process to establish themes</p>	



1.2 develop a linked and progressive coaching programme	<ul style="list-style-type: none"> <li>• Set effective goals that follow a recognised protocol including (but not limited to):</li> </ul> <ul style="list-style-type: none"> <li>- SMART goal setting</li> <li>- GROW goal setting</li> </ul> <ul style="list-style-type: none"> <li>• Plan the programme to reflect recreation, competition and training cycles</li> <li>• Identify the range of equipment required to deliver the full coaching programme</li> <li>• Identify and explain to others their responsibilities in relation to the delivery of the programme</li> <li>• Include an evaluation schedule for the coaching programme</li> </ul>	
1.3 design individual session plans to support the achievement of the coaching programme goals	<ul style="list-style-type: none"> <li>• Develop session plans that include:</li> </ul> <ul style="list-style-type: none"> <li>- Date, time and venue(s) of session(s)</li> <li>- Session aims and objectives</li> <li>- Participant: <ul style="list-style-type: none"> <li>o Type</li> <li>o Number</li> <li>o Ability level</li> <li>o Aims</li> </ul> </li> <li>- Equipment requirements</li> <li>- Additional needs of participants</li> <li>- Warm up, main component and cool down activities that support the achievement of goals and that are motivational for participants</li> <li>- timings, sequences, intensity and duration of the session</li> <li>- possible adaptations and progressions</li> <li>- contingency plans</li> </ul>	

## Learning Outcome: 2. be able to deliver coaching sessions

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

2.1 conduct pre-session preparations	<ul style="list-style-type: none"> <li>• Conduct health and safety checks to include: <ul style="list-style-type: none"> <li>- Equipment</li> <li>- Facilities</li> <li>- Participant health screening forms</li> </ul> </li> <li>• Organise resources ready for the session</li> </ul>	
2.2 greet participants as they arrive at the coaching session	<ul style="list-style-type: none"> <li>• Greet all participants in an approachable, professional manner and in line with organisational customer service requirements</li> <li>• Mark off participants on the session register of attendance</li> <li>• Identify new participants in the session and induct as required</li> <li>• Double check for health conditions, illnesses and/or injuries, referring participants to alternative provision if required</li> <li>• Start the session on time</li> </ul>	
2.3 explain the aims, structure and content of the coaching session to participants	<ul style="list-style-type: none"> <li>• Explain and agree session aims and how these link to overall coaching programme goals</li> <li>• Allow participants to ask questions around the session content and/or aims, and make any required amends</li> <li>• Explain session ground rules and behavioural expectations</li> </ul>	
2.4 deliver a safe and effective warm up	<ul style="list-style-type: none"> <li>• Ensure the warm up activities link to activities to be delivered as part of the main session content</li> </ul>	
2.5 deliver planned activities in line with the session plan	<ul style="list-style-type: none"> <li>• Adapt coaching style to meet individual learning preferences</li> <li>• Monitor participant performance and progress through the session plan at an appropriate speed</li> <li>• Recognise when planned activities are not working well, are too complex or not challenging enough and offer adaptations and progressions as appropriate</li> <li>• Communicate clearly with participants, creating rapport to motivate participants to improve</li> <li>• Work as a team with other coaching staff involved in the delivery of the session</li> <li>• Demonstrate the ability to use coaching assistants to deliver safe and engaging sessions</li> <li>• Ensure all participants have opportunity to take part in the planned session/activities</li> </ul>	

2.6 provide technically correct demonstrations and explanations for coaching activities	<ul style="list-style-type: none"> <li>Using self, other coaching staff or participants to model skills and activities as required</li> <li>Identify specific technical content and/or activities based on participant needs</li> </ul>	
2.7 provide feedback to participants to support their development	<ul style="list-style-type: none"> <li>Observe and analyse participants performance and provide timely and accurate feedback to participants on their performance</li> <li>Provide feedback in a positive, motivational way</li> <li>Create an environment where participants are eager to learn and improve skills</li> </ul>	
2.8 adapt and progress activities in line with participant needs	<ul style="list-style-type: none"> <li>Recognise where participants are struggling with activities and adapting these to make them more appropriate to the participant(s) ability level</li> <li>Recognise where participants are finding activities too easy and progress these to become more challenging</li> </ul>	
2.9 maintain participant safety and welfare throughout the session	<ul style="list-style-type: none"> <li>Monitor health and safety throughout the session including (but not limited to): <ul style="list-style-type: none"> <li>- facility – checking for damage to the facility as the session progresses</li> <li>- equipment – checking for damage to equipment as the session progresses</li> <li>- participants – checking for indications of health concerns or injury <ul style="list-style-type: none"> <li>ensure the safety of children and adults at risk in line with safeguarding requirements</li> </ul> </li> <li>deliver session in line with own coaching philosophy and relevant codes of practice</li> </ul> </li> </ul>	

### Learning Outcome: 3. be able to conclude 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:
3.1 deliver a safe and effective cool down	<ul style="list-style-type: none"> <li>Ensure that the cool down is relevant to the delivered session, taking into account any adaptations or changes that were implemented as the session progressed.</li> </ul>	
3.2 conclude the session	<ul style="list-style-type: none"> <li>Gather feedback from participants on the session, their achievements and on coaching delivery</li> <li>Provide participants with feedback on the coaching session and improvements made</li> <li>Provide information about areas of focus in the next session</li> <li>Provide signposting to alternative/additional sessions participants could attend</li> <li>End the session on time</li> <li>Ensure participants leave the venue in a safe and orderly manner</li> </ul>	
3.3 leave the coaching environment in a safe state acceptable for future use	<ul style="list-style-type: none"> <li>Pack away and store equipment safely and effectively</li> <li>Report any damaged equipment to the responsible individual</li> <li>Report any facility issues to the responsible individual, including (but not limited to):               <ul style="list-style-type: none"> <li>- Slips, trips and falls hazards eg floor damage, spilt drinks etc.</li> <li>- Lighting failures</li> </ul> </li> </ul>	

## Learning Outcome: 4. be able to review coaching programmes

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
4.1 conduct individual session reviews at timely opportunities	<ul style="list-style-type: none"> <li>• Collate evidence to support the review of the sessions, to include self-reflection.</li> <li>• Identify how to improve the planning and delivery of future sessions for participants and self.</li> <li>• Discuss and agree your review with participants and others.</li> <li>• Record the review.</li> <li>• Adapt future sessions to meet the outcomes of the review.</li> </ul>	
4.2 evaluate the coaching programme as a whole	<ul style="list-style-type: none"> <li>• Monitor and review a programme using methods identified during the planning of the programme.</li> <li>• Involve others in the monitoring and review process.</li> <li>• Analyse the evidence from the monitoring and review process.</li> <li>• Complete a programme evaluation.</li> <li>• Collate recommendations for improvement and report on these findings.</li> <li>• Implement recommendations for improvement to current and future programmes.</li> <li>• Evaluate own performance and the performance of others</li> </ul>	
4.3 share the outcomes of the evaluation of the coaching programme	<ul style="list-style-type: none"> <li>• Report on recommendations for improvement.</li> <li>• Discuss the outcomes of the evaluation outcomes with participants and others.</li> <li>• Evaluate with others how well your developmental activities have met both your organisation's and own development needs.</li> </ul>	

## Learning Outcome: 5. be able to evidence continued professional development

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
5.1 plan continued professional development activities for self and others	<ul style="list-style-type: none"> <li>Identify developmental opportunities that will meet agreed development needs.</li> <li>Identify the skills, knowledge and organisation's requirements for both yourself and others within a personal action plan</li> </ul>	
5.2 complete continued professional development activities	<ul style="list-style-type: none"> <li>Complete training identified on your personal development plan</li> <li>Regularly review and update your personal action plan</li> <li>Demonstrate a commitment to own ongoing professional development</li> <li>Demonstrate a commitment to support others in their professional development</li> </ul>	

Unit Title	Coaching in the Community
Unit Aim	This unit aims to develop the coach's knowledge and skills to understand and engage with the community and community organisations in order to be able to plan, deliver and evaluate community events.
Unique Unit Number	J/618/5536
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	<p>Learners are required to demonstrate their knowledge and understanding of this unit. This is achieved through the completion of a series of pre-determined assessment tasks externally set by 1st4sport Qualifications and internally assessed by the learner's recognised centre.</p> <p>Learners are also required to demonstrate their ability to plan, deliver and review a community event which will be evidenced through:</p> <ul style="list-style-type: none"> <li>• observation</li> <li>• testimony of others (for example, internal colleagues and external partners worked with to arrange and deliver the event or competition)</li> <li>• products of work (for example, planning meeting minutes, event review/ evaluation, personal development plan, etc.)</li> </ul> <p>reflective accounts</p>

### Learning Outcome: 1. understand the benefits of sport and physical activity

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 describe the benefits of sport and physical activity to: <ul style="list-style-type: none"> <li>• individuals</li> <li>• families</li> <li>• communities</li> </ul>	<ul style="list-style-type: none"> <li>• Physical: physical capability/fitness, body shape, weight management</li> <li>• Psychological: stress relief, feelings of enjoyment, developing friendships and support networks, habit (long term engagement)</li> <li>• Bring different ages and cultures together for a common purpose</li> <li>• Tackle community issues – reducing youth crime, anti-social behaviour, improve support networks for vulnerable groups</li> <li>• Raise positive profile of an area/community/service</li> <li>• Reduce burden on NHS services</li> <li>• Signpost to other services</li> </ul>	

## Learning Outcome: 2. understand barriers to engagement

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 identify barriers the community may face	<p>Practical Barriers</p> <ul style="list-style-type: none"> <li>• Transport</li> <li>• Carer/childcare/work responsibilities</li> <li>• Cost</li> <li>• Past negative experience of sport/physical activity</li> <li>• Fitness level</li> <li>• Location</li> <li>• Lack of local facilities</li> <li>• Injury</li> <li>• Illness</li> </ul> <p>Equality barriers</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Ethnicity/Culture</li> <li>• Disability</li> </ul>	
2.2 explain how barriers to participation can be reduced or overcome	<p>Activities for specific participant groups catering for:</p> <ul style="list-style-type: none"> <li>• Time of day</li> <li>• Transport</li> <li>• Motivation to attend</li> <li>• Gender: marketing of activities specifically aimed at under-represented gender, use of gender-specific sessions, use of mixed-gender sessions</li> <li>• Socio-economic: Concessionary rates, equipment provided, pay and play</li> <li>• Ethnicity, culture: sessions targeting specific population groups eg women only sessions</li> <li>• Disability: raise awareness of coaches and provide CPD to enable them to ensure sessions are inclusive, taking activity to the participant</li> </ul>	
2.3 identify a range of social media platforms and technology that support community engagement	<p>Social media platforms including (but not limited to):</p> <ul style="list-style-type: none"> <li>• Facebook</li> <li>• WhatsApp</li> <li>• LinkedIn</li> <li>• Twitter</li> <li>• Instagram</li> </ul>	



### Learning Outcome: 3. understand how to work with community organisations

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 describe how to create relationships with community organisations	<ul style="list-style-type: none"> <li>the mutual benefits which come about from joint work with other organisations</li> <li>the importance of responding positively and co-operatively to other organisations</li> <li>how to give a positive impression of own organisation and work</li> <li>how to explore with organisations and individuals the possible benefits of future links</li> <li>the importance of clearly agreeing the roles and responsibilities involved in joint working</li> <li>the importance of maintaining contact with the other organisations involved and how to do so</li> <li>the types of difficulties which can occur in joint working and how to deal with difficulties</li> <li>the importance of promptly informing other organisations of any difficulties in joint work and of seeking help when problems cannot be sorted</li> <li>how to how to communicate and check the progress of joint work</li> </ul>	
3.2 describe how to plan, deliver and evaluate community level activation events	<ul style="list-style-type: none"> <li>Customer insight to establish event focus and format</li> <li>Engaging with a range of organisations who could support the event with i) Sponsorship ii) Marketing iii) prizes</li> <li>Range of environments events could be hosted in incl. but not limited to: i) community rooms/halls ii) schools and colleges iii) parks and open spaces iv) leisure centres</li> <li>Principles of planning incl. goal setting and information gathering i) Action plan - responsibilities, timescales ii) Promotion and marketing - how and when iii) Partnership working</li> <li>Principles of safe and effective delivery incl. but not limited to: i) workforce ii) facility preparation and monitoring (health and safety) iii) Contingency planning: weather, building access, lack of personnel or participants, emergency action plans</li> <li>Principles of event evaluation i) Success of event ii) Areas for improvement iii) Legacy of event: increased participation in regular activity iv) Feedback from participants and spectators</li> </ul>	

3.3 identify how to use national and international major events to motivate the community to be more active	Major events including: <ul style="list-style-type: none"> <li>• Commonwealth Games</li> <li>• Olympic games</li> <li>• FIFA World Cup</li> <li>• UEFA Euro Championships</li> <li>• British and World Championships (various sports)</li> </ul>	
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Learning Outcome: 4. be able to work with community organisations		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
4.1 plan a community activation event	Range of events including (but not limited to): <ul style="list-style-type: none"> <li>• Tournaments</li> <li>• Physical activity-athons</li> <li>• Missed activity taster sessions as part of an open day</li> <li>• Structured sport and physical activity sessions</li> </ul>	
4.2 support the delivery of a community activation event		
4.3 evaluate a community activation event		

Learning Outcome: 5. be able to use social media to engage the community		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
5.1 use social media to engage the community	Social media platforms including (but not limited to): <ul style="list-style-type: none"> <li>• Facebook</li> <li>• WhatsApp</li> <li>• LinkedIn</li> <li>• Twitter</li> <li>• Instagram</li> </ul>	

Unit Title	Support Teachers to Deliver PE and School Sport
Unit Aim	This unit introduces the learner to a number of roles in providing Physical Education and School Sport (PESS), and develops the knowledge and skills to be able to support the delivery of PE and sport activities in a school sport environment.
Unique Unit Number	T/507/8181
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>Learners are required to demonstrate their knowledge and understanding of this unit. This is achieved through the completion of a series of pre-determined assessment tasks externally set by 1st4sport Qualifications and internally assessed by the learner's recognised centre.</p> <p>Learners are required to demonstrate their ability to deliver PE sessions in a school environment</p> <ul style="list-style-type: none"> <li>• evidence the planning, delivery and review of 12 linked PE sessions be observed by an appropriately qualified assessor delivering a minimum of two 30-minute sessions to participants. Observations will ideally take place within the school environment.</li> </ul>

## Learning Outcome: 1. Know how to prepare for Physical Education and School Sport activities

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 Describe how to prepare for activities, which contribute to Physical Education sessions/ programmes	<ul style="list-style-type: none"> <li>The importance of careful and thorough planning and preparation for activities</li> <li>The requirements for health and safety that are relevant to the activities being planned</li> <li>How the activities relate to the overall session</li> <li>How the session relates to the overall aims of the programme</li> <li>How to identify the needs, motivations and potential of the learners</li> <li>Types of special needs that learners may have</li> <li>How to adapt own plans, self, equipment and facilities to meet special needs that learners may have</li> </ul>	
1.2 Describe how to plan activities, which contribute to Physical Education sessions/ programmes	<ul style="list-style-type: none"> <li>What an activity plan should cover</li> <li>The importance of treating information about learners confidentially and what this means</li> <li>How to develop and check outcomes, objectives, sequences and timings for activities</li> <li>How to find out about the equipment and facilities that will be available for the activities</li> <li>The types of circumstances that may change and how to plan for these</li> <li>Why it is important to get the approval of the person responsible for the session/ overall programme</li> </ul>	
1.3 Plan activities, which contribute to Physical Education sessions/ programmes	<ul style="list-style-type: none"> <li>Collect the information needed to plan the activities</li> <li>Have activity plans that meet the aims of the session/ overall programme and the needs and potential of individual learners</li> <li>Make sure the plans have realistic outcomes, objectives, sequences and timings</li> <li>Make sure the plans meet health and safety requirements</li> <li>Adapt the plans to take account of available equipment, facilities and time</li> <li>Identify anything that might change before the activities and plan how to deal with these</li> <li>Get approval for the plans from the person responsible for the session/ overall programme</li> </ul>	

## Learning Outcome: 2. Understand the principles of teaching Physical Education and coaching School Sport

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 Describe the roles and responsibilities of a PE teacher and a coach	<ul style="list-style-type: none"> <li>Definition of the role of a teacher and the role of a coach</li> <li>The responsibilities of a teacher and those of a coach</li> </ul>	
2.2 Describe the teaching and coaching process	<ul style="list-style-type: none"> <li>The different stages of the teaching and coaching process</li> <li>How to implement the teaching and coaching process</li> </ul>	
2.3 Describe the importance of self-reflection	<ul style="list-style-type: none"> <li>The importance of self-reflection</li> <li>The types of information that might be used to measure the quality of the teaching and learning experience and pupils' progress</li> <li>How to evaluate teaching and coaching</li> <li>Methods for personal action planning</li> </ul>	
2.4 Describe the key features of communication	<ul style="list-style-type: none"> <li>The process of identifying learners' preferred learning styles</li> <li>Definition of the main methods of communication</li> <li>teaching and learning strategies</li> <li>Distinguish how the teacher/ coach can support learners in taking responsibility for their own learning</li> </ul>	

### Learning Outcome: 3. Be able to lead Physical Education and School Sport activities

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
3.1 Prepare learners for activities, under supervision, which contribute to Physical Education sessions/ programmes	<ul style="list-style-type: none"> <li>• Meet the learners on time</li> <li>• Help the learners feel welcome and relaxed</li> <li>• Follow own organisation's procedures for checking attendance</li> <li>• Make sure the learners' clothing and equipment are safe and appropriate</li> <li>• Organise the learners in order to communicate with them</li> <li>• The outcomes and objectives of the activities and how they contribute to the overall Physical Education session</li> <li>• Determine the learners' prior experience</li> <li>• Make sure the learners are prepared for the activities</li> </ul>	
3.2 Introduce the learners to activities, under supervision, which contribute to Physical Education sessions/ programmes	<ul style="list-style-type: none"> <li>• The key points and why they are important</li> <li>• Support a positive learning environment whereby learners can ask questions</li> <li>• Respond to the learners' questions helpfully and clearly</li> <li>• Check that the learners understand key points</li> <li>• Motivate the learners</li> </ul>	
3.3 Lead activities, under supervision, which contribute to Physical Education sessions/ programmes	<ul style="list-style-type: none"> <li>• Support procedures to ensure the learners' behaviour maintains an appropriate learning environment</li> <li>• Follow planned procedures for health, safety and respect for the environment</li> <li>• Develop the activities at a pace suited to the learners meeting its outcomes and objectives</li> <li>• Assess learner progress and give timely and appropriate feedback</li> <li>• Give the learners further explanations and demonstrations when necessary</li> <li>• Encourage the learners to say how they are finding the activities, and respond appropriately</li> <li>• Vary own activity plan to meet any new needs and opportunities</li> <li>• Identify and control any new risks when they occur</li> </ul>	

## Learning Outcome: 4. Be able to conclude and review Physical Education and School Sport activities

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
4.1 Conclude activities, which contribute to Physical Education sessions/ programmes	<ul style="list-style-type: none"> <li>• Manage own time to effectively finish the activity</li> <li>• Conclude the activities ensuring learners are appropriately prepared for the next activity/ session</li> <li>• Encourage and support learners to be responsible for putting equipment away</li> <li>• Encourage the learners to take part in the activity in the future and signpost them to further opportunities</li> <li>• Make sure the learners leave the activity in a safe and orderly manner</li> <li>• Follow own organisation's procedures for recording the activity and any incidents</li> </ul>	
4.2 Review activities, which contribute to Physical Education sessions/ programmes	<ul style="list-style-type: none"> <li>• Choose an appropriate time and place for the review</li> <li>• Help each learner to take part in the review</li> <li>• Make sure the review takes account of the learners' experiences during the activity</li> <li>• Help the learners to identify, and be positive about, what they have achieved</li> <li>• Explore with the learners how learning can be applied in the future</li> <li>• Summarise with the learners how well the activity achieved its outcomes/ objectives and met their needs and expectations</li> <li>• Discuss the outcomes of the review with the person responsible for the session/ overall programme and agree future actions</li> </ul>	
4.3 Reflect on and evaluate activities, which contribute to Physical Education sessions/ programmes	<ul style="list-style-type: none"> <li>• Review the outcomes and objectives for the activities that have been delivered</li> <li>• Reflect on all aspects of the activities that have been delivered:                             <ul style="list-style-type: none"> <li>- Planning</li> <li>- Preparation</li> <li>- Leading and managing the group</li> <li>- Relationships                                     <ul style="list-style-type: none"> <li>• Reflect on the feedback received from learners and others</li> <li>• Identify what went well and what could be improved</li> <li>• Discuss and review areas for further development with the person responsible for the session/ overall programme</li> </ul> </li> </ul> </li> </ul>	

## Learning Outcome: 5. Know the principles of safe practice in Physical Education and School Sport

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
5.1 Describe the requirements and processes to establish a safe environment in physical education and school sport	<ul style="list-style-type: none"> <li>The legal principles and key legislation relating to safe practice in Physical Education and School Sport</li> <li>How to follow the risk assessment process</li> </ul>	
5.2 Describe how to maintain a safe teaching and learning environment	<ul style="list-style-type: none"> <li>The features of a typical safety check before conducting Physical Education and School Sport activities</li> <li>The main rules/ regulations of the sport/ activity appropriate to the level of learner</li> <li>The support teacher's/ coach's duty of care responsibilities for learners</li> <li>The purpose of Codes of Conduct/ Behaviour, and how they impact on teaching and coaching</li> <li>The support teacher's/ coach's responsibilities for ensuring that the teaching and coaching environment is maintained in a fit state for future use</li> </ul>	
5.3 Respond to safety situations arising in physical education and school sport	<ul style="list-style-type: none"> <li>Describe the situations in which injury may arise (in a particular activity) and how these may be avoided</li> <li>Illustrate the procedures for dealing with injury, incidents and emergency situations</li> </ul>	



## Learning Outcome: 6. Understanding Key Legislation related to Physical Education and School Sport

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
6.1 Describe Government Policy on Physical Education and School Sport	<ul style="list-style-type: none"> <li>The component work strands of past and present Government strategies for Physical Education and School Sport</li> <li>Compare Physical Education and School Sport Government strategies</li> <li>The impact that Physical Education and School Sport Government strategies have had on learners at: <ul style="list-style-type: none"> <li>- A National level and</li> <li>- At a Local level</li> </ul> </li> </ul>	
6.2 Describe the National Curriculum for Physical Education	<ul style="list-style-type: none"> <li>The major developments in the Physical Education Curriculum</li> <li>The importance of Physical Education within the National Curriculum</li> <li>The difference between the National Curriculum for Primary and Secondary Physical Education in relation to their processes and content</li> </ul>	

## Learning Outcome: 7. Understand principles of inclusion in physical education and school sport

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
7.1 Describe how to meet a range of learners' needs through inclusion	<ul style="list-style-type: none"> <li>physical education needs common to pupils/ learners</li> <li>a range of diverse pupil/ learner needs</li> <li>Apply the principles of inclusion to meet a range of learner's needs</li> <li>how inclusion in physical education and school sport is one aspect of inclusion in society</li> </ul>	
7.2 Describe how inclusion in physical education and school sport is one aspect of inclusion in society	<ul style="list-style-type: none"> <li>Young people's stereotypical views in physical education and school sport</li> <li>How stereotypical views might be addressed when undertaking a supporting role</li> <li>The difference between focusing on the ability as opposed to the disability of learners</li> <li>The concept of high expectations</li> </ul>	
7.3 Describe the barriers to learning and participation for all learners	<ul style="list-style-type: none"> <li>Barriers to learning and participation</li> <li>The key barriers with specific reference to physical education and school sport</li> <li>How to support a range of abilities to enable young people to learn and participate effectively</li> </ul>	

### Learning Outcome: 8. Understand the principles of Child Development through movement

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
8.1 Describe the progressive stages of child development and how that relates to learners' movement needs	<ul style="list-style-type: none"> <li>The progressive stages of child development</li> <li>Fundamental characteristics of movement specific to Key Stages 1-4</li> <li>A range of appropriate activities to be able to develop movement through Key Stages 1-4</li> <li>How to analyse the appropriateness of movement activities for a range of learners</li> </ul>	
8.2 Describe the key characteristics of motor impairment	<ul style="list-style-type: none"> <li>Distinguish the different motor impairment categories</li> <li>range of learners' motor impairment(s)</li> <li>Develop appropriate movement activities to meet the needs of a learner with a motor impairment</li> </ul>	

### Learning Outcome: 9. Understand how to Promote Lifelong Health and Well-being

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
9.1 Describe National Policy relating to the promotion of lifelong health and well-being	<ul style="list-style-type: none"> <li>The key features of legal requirements, national policy and guidance relating to the promotion of lifelong health and well-being for children and young people</li> <li>The impact that media reported events can have on National Policy</li> </ul>	
9.2 Describe the principles of behaviour management and how it affects the promotion of well-being	<ul style="list-style-type: none"> <li>The principles of positive behaviour management to promote well-being</li> <li>Apply appropriate methods to promote positive behaviour</li> <li>A variety of methods to deal with challenging behaviour</li> <li>Demonstrate positive behaviour when supporting Physical Education and School Sport activities</li> </ul>	
9.3 Describe how to promote lifelong health and well-being through Physical Education and School Sport	<ul style="list-style-type: none"> <li>The key benefits of maintaining a healthy lifestyle</li> <li>Methods of how to promote lifelong health and well-being in schools</li> <li>How to support a range of abilities to enable young people to learn and participate effectively</li> </ul>	



## Qualification Conditions: Delivery and assessment requirements

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

## Qualification Approval Conditions: Workforce requirements

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

### Tutor(s):

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

- have up-to-date occupational competence in PESS

### Assessor(s):

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

- have up-to-date occupational competence in PESS

### 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

- have up-to-date occupational competence in PESS

## Additional Qualification Requirements

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

This qualification is regulated by Ofqual (603/6821/4).

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UK Coaching  
2 City Walk  
Leeds  
LS11 9AR

T: 0113 274 4802  
E: [centreservices@1st4sportqualifications.com](mailto:centreservices@1st4sportqualifications.com)

[www.1st4sport.com](http://www.1st4sport.com)