

Developed in partnership with British Wrestling



# 1st4sport Level 2 Certificate in Coaching (Wrestling)

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

**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 (Wrestling)
Qualification Overview:	Gives learners the knowledge, confidence, and skills to plan, deliver and review a series of linked and progressive wrestling coaching sessions.
Qualification Code:	L2CCW
Qualification Regulation Number:	603/2743/1
Guided Learning Hours (GLH):	31
Total Qualification Time (TQT):	130
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/01/2018
Qualification Review Date:	30/06/2023
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to become a wrestling coach.
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 coaching wrestling, and to have responsibility for the planning, delivery and evaluation of linked and progressive coaching sessions. It is directed at learners who have an interest in coaching wrestling.

### Qualification Progression

Learners could progress on to the 1st4sport Level 3 Certificate in Coaching (Sport and Physical Activity) 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 as a wrestling coach at this level. Other roles that the learner may consider exploring include Activity Leader, Official and Sports Volunteer.

### Entry Requirements

Learners must be a minimum of 17 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 17 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
D/616/6992	The role of the coach	18
H/616/6993	Plan a series of coaching sessions	14
K/616/6994	Deliver a series of coaching sessions	14
M/616/6995	Review a series of coaching sessions	14
H/618/0280	Technical coaching requirements for wrestling	10

### 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 coach
<b>Unit Aim</b>	This unit assesses a 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>	D/616/6992
<b>Unit Assessment Method(s)</b>	- Coursework - 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 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 describe the role	<ul style="list-style-type: none"> <li>the role of the fully independent sports or physical activity coach, its boundaries and adherence to codes of conduct</li> <li>the responsibilities of the fully independent sports or physical activity coach when working with others such as leaders, coaching assistants</li> <li>the importance of being a role model</li> <li>the sports or physical activity coaching process of plan-do-review</li> </ul>	

### Learning Outcome: 2. understand the responsibilities of the 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 describe the responsibilities related to rules and regulations	<ul style="list-style-type: none"> <li>the overarching legal and specific sporting discipline responsibilities</li> <li>the sport's or physical activity organisational procedures, responsibilities and liabilities</li> <li>the rules and regulations of specific sporting discipline to enable the delivery of sessions</li> <li>the role of specific sporting discipline 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>	

<p>2.3 describe responsibilities related to safe coaching practice</p>	<ul style="list-style-type: none"> <li>• how to set and agree ground rules</li> <li>• health and safety management, understanding how to:           <ul style="list-style-type: none"> <li>prepare the environment</li> <li>conduct a risk assessment</li> <li>minimise risk</li> <li>put contingency plans in place               <ul style="list-style-type: none"> <li>• emergency procedures; knowing how to follow:</li> </ul> </li> <li>correct procedures for dealing with accidents, emergencies and incidents</li> <li>correct procedures for reporting issues</li> </ul> </li> </ul>	
<p>2.4 describe responsibilities related to inclusive coaching practice</p>	<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:           <ul style="list-style-type: none"> <li>disabled and non-disabled people</li> <li>children/youth/adults</li> <li>those who share protected characteristics               <ul style="list-style-type: none"> <li>• recognising that different participants learn in different ways</li> <li>• how different backgrounds and stages of participant development can impact on age</li> </ul> </li> </ul> </li> </ul> <p>skill development emotional development.</p>	

### Learning Outcome: 3. Understand participants and their development needs

<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:
<p>3.1 describe how to engage with and develop a range of participants</p>	<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>	

<p>3.2 describe the physical influences on participation</p>	<ul style="list-style-type: none"> <li>the physical capabilities required for, and the basic anatomical and biomechanical demands of the specific sporting discipline</li> <li>the components of physical fitness and how they link directly to the specific sporting discipline</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</li> </ul> </li> <li>how the physical capabilities of participants will influence the content and structure of the session</li> </ul>	
<p>3.3 describe the mental and social influences on participation</p>	<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 the specific sporting discipline</li> <li>how to develop participants socially; building relationships and rapport with and between participants</li> <li>develop confidence</li> <li>self-esteem</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul>	



<b>Unit Title</b>	Plan a series of coaching sessions
<b>Unit Aim</b>	This unit assesses a coach's ability to plan a series of coaching sessions to meet the needs of participants. The series of coaching sessions planned will be linked and progressive in nature in order to develop participants' performance.
<b>Unique Unit Number</b>	H/616/6993
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learners are required to plan a linked and progressive coaching programme including a minimum of 4 sessions, working with the same group of participants. Learners are required to develop 4 full coaching session plans from their linked and progressive coaching programme. The sessions should be an appropriate length for the identified participant group. Normally this will be around 40 minutes but may be longer or shorter based on participants. Where sessions are significantly longer or shorter than this, learners should provide a rationale.

Learning Outcome: 1. be able to plan a series of 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"> <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: realistic timings sequences of activities intensity of activities duration of activities</li> </ul>	

<b>Unit Title</b>	Deliver a series of coaching sessions
<b>Unit Aim</b>	This unit assesses a coach's ability to deliver a series of coaching sessions to meet the needs of participants. The series of coaching sessions delivered will be linked and progressive in nature in order to develop participants' performance.
<b>Unique Unit Number</b>	K/616/6994
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	The learner is required to deliver a 20-minute section (minimum) of two of the 4 full coaching session plans developed for the Plan a series of coaching sessions unit. The sessions must be for a single session. The delivery of the sessions will be observed.

**Learning Outcome: 1. be able to deliver coaching sessions**

<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:
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 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 coaching sessions in line with guidelines</p>	<ul style="list-style-type: none"> <li>incorporate a variety of coaching styles and techniques in delivery: <ul style="list-style-type: none"> <li>listening to participants</li> <li>motivating participants</li> <li>learning styles of participants (visual, auditory, kinaesthetic)</li> <li>differentiation between participants</li> </ul> </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 the the specific sporting discipline 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 the specific sporting discipline 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: <ul style="list-style-type: none"> <li>positive and challenging</li> <li>encouraging and motivating</li> </ul> </li> </ul>	

1.7 conclude the session	<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>	
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<b>Unit Title</b>	Review a series of coaching sessions
<b>Unit Aim</b>	This unit assesses a coach's ability to review a series of coaching sessions that meet the needs of participants. The series of coaching sessions reviewed will be linked and progressive in nature in order to develop participants' performance.
<b>Unique Unit Number</b>	M/616/6995
<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>	The learner is required to review and evaluate coaching sessions. The planning and delivery of the sessions for review must be completed within the Plan a series of coaching sessions and Deliver a series of coaching sessions units; reviews must clearly relate to these sessions.

## Learning Outcome: 1. be able to review coaching sessions

<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:
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 identifying any 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	<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>	

Unit Title	Technical coaching requirements for wrestling
Unit Aim	This unit aims to develop the coach to be able to coach a range of skills to support the development of a participant in wrestling.
Unique Unit Number	H/618/0280
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	Learners are required to demonstrate their ability to coach Wrestling in two practical coaching assessments, both of which will last a minimum of 20 minutes. The demonstration must be a minimum of 20 minutes in duration.

**Learning Outcome: 1. know how to coach wrestling sessions**

<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:
1.1 identify the key elements of wrestling skills.	<ul style="list-style-type: none"> <li>• Deliver Components of a Warm Up and Cool Down (Wrestling-related)                             <ul style="list-style-type: none"> <li>- movement skills (no equipment)</li> <li>- movement skills (with equipment)</li> <li>- fun games and activities</li> <li>- stretching and movement</li> <li>- core stability                                     <ul style="list-style-type: none"> <li>• Deliver Skills (Relevant to Wrestling)</li> </ul> </li> </ul> </li> <li>- principles of correct equipment use</li> <li>- principles of standing stances and movement</li> <li>- principles of ground stances (Par-Terre)</li> <li>- principles of level change</li> <li>- principles of penetration</li> <li>- principles of rotation</li> <li>- principles of defence</li> <li>- principles of pin and control</li> <li>- application of principles within the sport (modified game, situational game, matches)                             <ul style="list-style-type: none"> <li>• Deliver Physical Activity Skills (Relevant to Wrestling)</li> </ul> </li> <li>- principles of movement skills within the wrestling activity</li> <li>- principles of body positioning within the wrestling activity</li> <li>- application of principles within the physical activity (constrained activity, full activity)</li> </ul>	
1.2 identify the key coaching points of wrestling skills.		

## Qualification Conditions: Delivery and assessment requirements

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

## Qualification Approval Conditions: Workforce requirements

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

### Tutor(s):

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

The recognised centre is required to recruit and deploy BWA approved tutors.

Tutors are required to:

- hold the 1st4sport Level 2 Certificate in Coaching Wrestling or recognised equivalent (must be approved by BWA)
- hold or be working towards a recognised teaching/tutor qualification or have attended a programme of tutor training matched to national standards

### Assessor(s):

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

The recognised centre is required to recruit and deploy BWA approved assessors. Assessors are required to:

- hold the 1st4sport Level 2 Certificate in Coaching Wrestling or recognised equivalent (must be approved by BWA)
- hold or be working towards a recognised assessing qualification or have attended a programme of assessor training matched to national standards

OR

- Hold a PGCE/QTS/CertEd

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

For this qualification, the minimum requirements stated in the centre handbook apply.



## Additional Qualification Requirements

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

All training and/or assessment sites must include the following facilities:

- an area suitable in size and of safe construction for a minimum of 16 learners
- the area surrounding the wrestling mat must have minimum of one metre free from any obstacles and wall mats must be installed where walls, radiators or other objects protrude near the matted area.
- ceiling height must be a minimum of three metres.
- each facility to comply with BWA facilities checklist
- access to the internet in order to complete elements of the course
- a minimum of one 12m x 12m x 50mm wrestling mat (mats must be cleaned and disinfected before and after course, there must be no gaps within the matted area.)
- a standard wrestling cover must be available.
- all participants to have appropriate clothing/footwear for the sport

This qualification is regulated by Ofqual (603/2743/1) and QiW (C00/3695/2 - Designated).

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