

Developed in partnership with England Handball



1st4sport Level 2 Certificate in Coaching Handball

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 Handball
Qualification Overview:	Gives learners the knowledge, skills, and confidence to plan, deliver and review a series of linked handball sessions .
Qualification Code:	L2CCHBQ
Qualification Regulation Number:	600/1541/X
Guided Learning Hours (GLH):	32
Total Qualification Time (TQT):	125
Credit Value (if applicable):	17
Operational Start Date:	01/04/2012
Qualification Review Date:	30/04/2023
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to be a handball coach for players of all ages.
Qualification Purpose:	Prepare for employment in a specific occupational area.

Who is this qualification for?

The qualification is designed to prepare coaches for employment in paid or voluntary roles in handball clubs.

Qualification Progression

Following a period of practice as a qualified coach, learners may choose to develop their skills by participating in continuing professional development (CPD) opportunities offered within boccia and other coaching-related organisations. The skills and knowledge developed through this qualification may also be used enable learners to progress to other industry-relevant qualifications in coaching other sports, activity leadership, supporting PE in school sport and sports development.

Successful learners are eligible to seek employment in appropriate paid or voluntary assistant coaching roles. They should look to develop their learning and knowledge of boccia by working with other, more experienced, coaches.

Entry Requirements

Learners must be a minimum of 17 years old at registration and 17 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 8 of 8 mandatory units),
- Practical Demonstration/Assignment (in 8 of 8 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
J/601/2101	Understanding the fundamentals of coaching sport	22
Y/601/2104	Understanding how to develop participant(s) through coaching sport	12
H/601/2106	Supporting participants lifestyle through coaching sport	16
M/601/2108	Understanding the principles of safe and equitable coaching practice	13
A/503/0942	Monitor and evaluate handball coaching sessions	6
J/503/0930	Plan a series of handball coaching sessions	9
M/503/0937	Prepare the handball coaching environment	14
T/503/0941	Deliver a series of handball coaching sessions	16

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Understanding the fundamentals of coaching sport
Unit Aim	This unit assesses the coach's understanding of their role in the planning, implementing, analysing and revising coaching sessions. They will also identify a range of methods of developing learning, performance and the effective management of participant behaviour.
Unique Unit Number	J/601/2101
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed through the assessment of a portfolio of evidence and observation of coaching practice.

Learning Outcome: 1. understand the role of a 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 how to ensure that the participant is at the centre of the coaching process		
1.2 explain how to empower participants' choice, discovery of solutions and need to develop at their own pace		
1.3 describe how to develop and maintain positive relationships with and between participants		
1.4 describe how to provide a coaching environment that motivates, recognises and values diversity, controls risk, encourages challenge, enjoyment and achievement		

1.5 identify methods to develop participants' confidence and self esteem		
1.6 describe how to identify opportunities for the coach to reflect and develop their coaching practice		
1.7 list the different support personnel that can contribute to coaching sessions		
1.8 describe how support personnel can be used to contribute to coaching sessions		
1.9 explain the importance of positively promoting the role of officials in competition		
1.10 define what is acceptable in terms of a coach:participant relationship		
1.11 explain the consequences of not adhering to the principles of what is acceptable in terms of a coach:participant relationship		
1.12 identify the components of a code of practice for coaching which allows high standards of personal conduct to be maintained and a positive image of the sport to be projected		
1.13 outline the types of information that the coach should provide to participants after a coaching session		

Learning Outcome: 2. understand the coaching process

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 outline how to identify participants' needs		
2.2 list the sources of information that a coach can use when planning and preparing coaching sessions		
2.3 identify the types of information about participants which should be treated confidentially		
2.4 describe the stages and components of the coaching process		
2.5 describe how to plan coaching sessions that meet participants' needs		
2.6 explain how individual coaching sessions support the aims of the wider coaching programme		
2.7 explain the process of setting smart goals/objectives		
2.8 describe how to start and end a coaching session		
2.9 explain how the physical and psychological capabilities of participants will influence the content and structure of the session		

2.10 describe different types of demonstrations that encourage learning		
2.11 explain how to balance instruction, facilitation, and demonstration within sessions		
2.12 describe how to use listening skills		
2.13 describe how to select language that is appropriate to participants		
2.14 list how the coach can establish the views of participants about the coaching sessions		
2.15 identify situations when a coach may need to change or adapt a session		
2.16 describe how to give constructive feedback to participants		
2.17 identify how to cater for an individual's needs within group coaching		
2.18 describe how to organise group coaching sessions		

Learning Outcome: 3. understand participants' learning styles

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 outline different learning styles and needs		
3.2 explain how to consider participants' learning styles and needs when planning coaching sessions		
3.3 describe the difference between the ways that adults and children learn		
3.4 define the principles of monitoring and evaluating learning		
3.5 describe how the coach can support participants in taking responsibility for their own learning		
3.6 describe how to manage different learning styles and learning needs, in group coaching		

Learning Outcome: 4. understand behaviour management

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 identify the principles of positive behaviour management		
4.2 describe how to develop a behaviour management strategy for coaching sessions		
4.3 outline ground rules for positive behaviour during coaching sessions		
4.4 outline the methods of communicating and implementing ground rules		
4.5 explain the importance of fair and consistent behaviour management		
4.6 explain how to encourage and reward positive behaviour		
4.7 identify the types of behaviour by participants and others that may cause emotional distress		
4.8 explain how to respond as a coach to behaviour by participants that may cause emotional distress		
4.9 describe how to respond to discriminatory behaviour		
4.10 describe the procedures to be followed if a participant wants to complain about discrimination		

Learning Outcome: 5. understand how to reflect on a coaching session.

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 identify valid sources of feedback from participants and support staff		
5.2 explain how to do each of the following as part of self-reflection: ? make self-assessment of skill level ? identify action to be taken ? use different methods of self-reflection		
5.3 outline how to use evidence of own performance		
5.4 list factors that impact on the ability to identify own development needs		
5.5 identify methods for personal action planning and the prioritisation of such planning		
5.6 describe how to measure each of the following: ? the quality of the coaching experience ? participant development ? the quality assurance mechanisms used		
5.7 describe how to use information taken from evaluations to improve the programme/session		

Unit Title	Understanding how to develop participant(s) through coaching sport
Unit Aim	This unit assesses the coach's understanding of the principles of planning, delivering and evaluating coaching sessions, which improve participants' performance in sport
Unique Unit Number	Y/601/2104
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed through the assessment of a portfolio of evidence and observation of coaching practice.

Learning Outcome: 1. understand the principles of planning 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 the information required to plan coaching sessions		
1.2 identify health and safety requirements that may impact on coaching sessions		
1.3 describe how to establish goals for coaching sessions based on participants' needs		
1.4 identify sport-specific technical content to be included in coaching session plans		
1.5 list a range of coaching styles		

1.6 explain the use of different coaching styles		
1.7 describe how fun and enjoyment in coaching sessions can impact on learning		
1.8 describe the components of planning a progressive coaching sessions		
1.9 identify other appropriate people who can contribute to the delivery of coaching sessions and describe their potential contributions		
1.10 describe how coaching sessions might be adapted as a result of unforeseen changes to the coaching environment or participants' needs		

Learning Outcome: 2. understand the principles of skill development through 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 define: ? skill coordination ? motor-skill learning ? skill acquisition ? skill retention ? skill transfer		
2.2 describe the basic methods of analysing participants' performance		
2.3 identify factors that affect the development of participants' skills in sport		
2.4 describe the organisational requirements for the delivery of coaching sessions		
2.5 describe the different techniques available for developing participants' skill through coaching		
2.6 identify methods to support participant development		
2.7 identify sources of feedback which will support participants' development		
2.8 explain the importance of gaining feedback from participants		

Learning Outcome: 3. understand the how the stages of participants' development impact on their coaching

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 the progressive stages of development through maturity		
3.2 identify how the participants' stage of development affects the content of coaching sessions		
3.3 identify how participants' stage of development impacts on the coaching environment		
3.4 identify what influence training and competition have throughout the different stages of development		

Learning Outcome: 4. understand the principles of evaluation in coaching.

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 explain the principles of evaluating coaching sessions		
4.2 identify a variety of evaluation methods that can be used to monitor participants' development and learning		
4.3 identify types of information that can be gathered to monitor participants' development and learning		
4.4 identify appropriate other people who can contribute to the evaluation of coaching sessions		
4.5 describe how and when to gather information on current coaching practice from participants and others		
4.6 explain how the feedback from participants and others should impact on future coaching practice		
4.7 describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development		

Unit Title	Supporting participants lifestyle through coaching sport
Unit Aim	This unit assesses the coach's understanding of the lifestyle factors of nutrition, physical conditioning, mental preparation and awareness of drugs, which underpin performance in sport.
Unique Unit Number	H/601/2106
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed through the assessment of a portfolio of evidence and observation of coaching practice.

Learning Outcome: 1. understand basic nutrition and hydration principles for sports performance

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 the five different food/nutritional groups		
1.2 describe the principles of good nutrition as it relates to sports performance		
1.3 describe the principles of hydration		
1.4 identify the signs and symptoms of dehydration		
1.5 describe the principles of weight management as appropriate to specific sports		
1.6 explain how best to achieve optimum nutrition and hydration levels before, during and after training and competition		

Learning Outcome: 2. understand physical conditioning for 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 identify the components of physical and skill-related fitness		
2.2 describe the physical capabilities required for a sport		
2.3 describe the principles of injury prevention in training		
2.4 describe how to support participants in the management of injury		
2.5 identify methods of training different physical components in participants		
2.6 identify the basic anatomy and biomechanical demands of a sport related activity		
2.7 identify specific physical testing protocols for a sport related activity		
2.8 identify methods to enhance participant recovery time from session to session		

Learning Outcome: 3. understand principles of mental preparation in sport

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 key methods for improving participants': ? confidence ? concentration ? motivation ? emotional control ? cohesion		
3.2 describe the principles of participants' development at the different stages of cognitive, emotional and social development		
3.3 outline how a coach can profile participants' mental skills		
3.4 describe the basic coach intervention techniques for developing mental skills for training and competition		

Learning Outcome: 4. understand how to support participant awareness of drugs in sport.

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 outline the ethical issues surrounding drug taking in sport		
4.2 identify sources of information on drugs in sport		
4.3 outline the consequences for participants in taking supplementation or prescription medicines		

Unit Title	Understanding the principles of safe and equitable coaching practice
Unit Aim	This unit assesses the coach's understanding of how to ensure that their coaching is safe and equitable.
Unique Unit Number	M/601/2108
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed through the assessment of a portfolio of evidence and observation of coaching practice.

Learning Outcome: 1. Understand how to ensure participants' safety during sport-specific 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 describe the health and safety requirements that are relevant to planned sport-specific activities and competition		
1.2 describe how to structure coaching sessions to minimise the risk of injury to participants		
1.3 explain how to plan for contingencies to coaching sessions as a result of external influences		
1.4 explain how to implement contingencies to coaching sessions as a result of external influences		

1.5 describe the principles for checking the safe functionality of equipment used during sport-specific activities and competition		
1.6 outline the main rules/regulations of the sport/activity appropriate to the level of the participants		
1.7 explain how to interpret and communicate the rules/regulations of the sport/activity to participants		
1.8 describe the coach's duty of care responsibilities for participants, including children		
1.9 outline the coach's responsibilities for ensuring that the coaching environment is maintained appropriately		
1.10 describe the following requirements for ensuring the protection of children from abuse: ? legal requirements ? sport-specific requirements		
1.11 describe the insurance requirements on a coach operating in a coaching environment		

Learning Outcome: 2. understand how to ensure equitable coaching of sport-specific activities.

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
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2.1 describe the following requirements impacting on equitable coaching: ? legal requirements ? sport-specific requirements		
2.2 explain the purpose of sport-specific codes of practice for coaching		
2.3 explain how sport-specific codes of practice for coaching impact on coaching behaviour		
2.4 describe methods to minimise barriers to participant development		
2.5 explain what information is required in order to provide appropriate and safe opportunities for disabled participants and specific populations		
2.6 describe the nature of impairments and how their implications may affect aspects of the coaching process		
2.7 describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment		
2.8 describe how and when to involve support staff to ensure participants' needs are provided for within the coaching activity		
2.9 describe how to adapt and progress activities and sessions		

2.10 describe how to prepare athletes for competition		
2.11 identify types of performance enhancing drugs and illegal substances		
2.12 explain how a coach can discourage the use of performance enhancing drugs and any illegal substances		

Unit Title	Monitor and evaluate handball coaching sessions
Unit Aim	This unit covers the monitoring and evaluation of Handball coaching sessions, including evaluating participant performance, coaching sessions and own coaching practice.
Unique Unit Number	A/503/0942
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	<p>Learners need to produce evidence of:</p> <ul style="list-style-type: none"> • A recorded evaluation for each coaching session delivered that contributes to the achievement of this qualification • the observation and independent assessment of the delivery of a minimum of one session by an appropriately qualified assessor, during which all the relevant assessment criteria for this qualification are met. The session may be drawn from the sessions planned previously. This may be delivered in a simulated environment and will take a minimum of 20 minutes per learner. <p>All sessions must be drawn from the Level 2 Handball Technical Syllabus.</p>

Learning Outcome: 1. be able to evaluate participant performance

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 carry out participant evaluations according to the Handball session evaluation plan		
1.2 involve all participants in evaluating their performance		
1.3 review participants' performance		
1.4 measure participants' progress against planned goals		
1.5 provide feedback to participants		
1.6 produce an action plan to progress or adapt participants' goals		
1.7 record evaluations for future reference		

Learning Outcome: 2. be able to evaluate Handball 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 carry out session evaluations according to the session evaluation plan		
2.2 use feedback from participants and other people involved in the session to evaluate the session		
2.3 compare outcomes and feedback to the session goals		
2.4 identify the effectiveness of the activities, and session overall		
2.5 identify the effectiveness of own management of the session, including health and safety and welfare issues		
2.6 discuss evaluations with an appropriate colleague for additional feedback		
2.7 record evaluations for future reference		

Learning Outcome: 3. be able to evaluate and develop own Handball 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:
3.1 review evaluations of previous sessions and feedback from relevant colleagues		
3.2 ensure own knowledge is up-to-date with current developments in chosen sport or activity		
3.3 ensure own knowledge is up-to-date with current developments in coaching practice		
3.4 identify areas for development of own coaching practice		
3.5 produce a personal action plan to develop own coaching practice		
3.6 take part in development activities identified in personal action plan		
3.7 review progress against personal action plan regularly and update accordingly		

Unit Title	Plan a series of handball coaching sessions
Unit Aim	This unit covers the planning of a short series of linked Handball coaching sessions, which includes reviewing participants' needs and establishing goals for Handball coaching sessions, producing plans for individual Handball coaching sessions within the series that support participants' needs and identified goals, and planning for the evaluation of the series of Handball coaching sessions.
Unique Unit Number	J/503/0930
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	<p>Learners need to produce evidence of:</p> <ul style="list-style-type: none"> • an outline plan for a series of 4 coaching sessions in Handball. The series of sessions is required to be drawn from the Level 2 Handball Technical Syllabus and demonstrate progression appropriate to the needs of the participants. The outline plan should identify the evaluation methods to be used and identify sources of feedback • individual session plans for each of the 4 coaching sessions derived from the outline plan above, and an additional two coaching sessions <p>All sessions must be drawn from the Level 2 Handball Technical Syllabus.</p>

Learning Outcome: 1. be able to review participants' needs for a series of Handball 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 collect accurate and up-to-date information relevant to the participants and the series of sessions		
1.2 maintain confidential information appropriately		
1.3 use the collected information to identify participants' needs		
1.4 identify how participants' needs may impact on the sessions		
1.5 identify the overall aims for the series of coaching sessions		
1.6 refer participants whose needs cannot be met to a competent person or agency		

Learning Outcome: 2. be able to produce a series of Handball coaching session plans

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 the goals for each session in the series, that meet the needs of the participants and the group		
2.2 develop coaching session plans which are consistent with own level of technical knowledge and competence		
2.3 identify coaching activities and styles that will motivate the participants and achieve planned goals, for each session in the series		
2.4 ensure plans include realistic timings, sequences, intensity and duration of activities		
2.5 ensure plans allow for a balance of instruction, activity and discussion		
2.6 identify resources required for each session		
2.7 ensure plans are consistent with accepted good practice for the sport or activity		

Learning Outcome: 3. be able to plan the evaluation of a series of Handball 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 identify the information required to evaluate the series of coaching sessions		
3.2 identify how and when the information will be collected		
3.3 identify others who may be able to contribute to the evaluation		

Unit Title	Prepare the handball coaching environment
Unit Aim	This unit covers the provision of resources for a Handball coaching session, assessing and minimising risk, establishing and maintaining working relationships with participants and other people and the safeguarding and protecting of children and vulnerable adults during a Handball coaching session.
Unique Unit Number	M/503/0937
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	<ul style="list-style-type: none"> individual session plans for each of the 4 coaching sessions derived from the outline plan above, and an additional two coaching sessions the delivery of a minimum of 7 coaching sessions, including the 4 linked and progressive sessions from the outline plan a health and safety log for each coaching venue used for the delivery of coaching sessions contributing the achievement of this qualification the observation and internal assessment of the delivery of a minimum of one session by an appropriately qualified assessor. The session may be drawn from the sessions planned previously. This may be delivered in a simulated environment and will take a minimum of 20 minutes per learner. <p>All sessions must be drawn from the Level 2 Handball Technical Syllabus.</p>

Learning Outcome: 1. be able to prepare resources for the Handball coaching session

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 ensure that the identified resources meet the requirements of the sport or activity		
1.2 handle equipment safely		
1.3 set up equipment according to the session plan		
1.4 ensure the coaching environment is safe, appropriate and conducive to learning for all participants		
1.5 ensure everyone involved in the session has the information they need to participate		

Learning Outcome: 2. be able to assess and minimise risks before the Handball session

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 existing risk assessments for: ? the activities ? the resources ? the participants		
2.2 identify possible hazards		
2.3 assess the risk that identified hazards present, including likelihood of occurrence and severity		
2.4 assess how to minimise the identified risks		
2.5 identify a competent person who can advise if there are hazards or risks outside of own level of competence to assess		
2.6 comply with information in the normal operating procedures for the environment where the session will take place		

Learning Outcome: 3. be able to establish and maintain working relationships

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 Establish effective rapport with participants and other people involved in the Handball session		
3.2 Communicate effectively with participants and other people		
3.3 Give participants and other people time, attention and support relevant to their needs		
3.4 Manage participant behaviour and any conflict		
3.5 Ensure working relationships take account of equality and diversity and are in line with relevant codes of practice		

Learning Outcome: 4. be able to safeguard and protect children and vulnerable adults

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 Follow the relevant procedures for safeguarding children and vulnerable adults		
4.2 Follow the relevant procedures for protecting self from accusations		
4.3 Identify possible signs of abuse		
4.4 Follow procedures for recording and reporting concerns about the welfare of children and vulnerable adults		
4.5 Maintain confidentiality as appropriate		

Unit Title	Deliver a series of handball coaching sessions
Unit Aim	This unit covers the delivery of Handball coaching sessions, including preparing the participants to take part, delivering the session, developing participant performance and concluding the session.
Unique Unit Number	T/503/0941
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	<ul style="list-style-type: none"> the delivery of a minimum of 7 coaching sessions, including the 4 linked and progressive sessions from the outline plan a health and safety log for each coaching venue utilised for the delivery of coaching sessions contributing the achievement of this qualification the observation and internal assessment of the delivery of a minimum of one session by an appropriately qualified assessor. The session may be drawn from the sessions planned previously. This may be delivered in a simulated environment and will take a minimum of 20 minutes per learner. the observation and independent assessment of the delivery of a minimum of one session by an appropriately qualified assessor. The session may be drawn from the sessions planned previously. This may be delivered in a simulated environment and will take a minimum of 20 minutes per learner. <p>All sessions must be drawn from the Level 2 Handball Technical Syllabus.</p>

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

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Qualification Conditions: Delivery and assessment requirements

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

Qualification Approval Conditions: Workforce requirements

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

Tutor(s):

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

The recognised centre is required to recruit and deploy a minimum of one approved tutor.

England Handball Tutors must be present on the latest version of the approved England Handball Workforce list as provided to 1st4sport Qualifications by England Handball.

Handball tutors are required to attend a minimum of one Handball standardisation day per year.

Named personnel must appear on the England Handball approved tutor/assessor/Quality Assurer list, as provided by the National Governing Body.

Assessor(s):

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

The recognised centre is required to recruit and deploy a minimum of one approved assessor.

England Handball Assessors must be present on the latest version of the approved England Handball Workforce list as provided to 1st4sport Qualifications by England Handball

Handball tutors are required to attend a minimum of one Handball standardisation day per year.

Named personnel must appear on the England Handball approved tutor/assessor/Quality Assurer list, as provided by the National Governing Body.

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

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

The recognised centre is required to recruit and deploy a minimum of one approved internal quality assurer.

England Handball internal quality assurers must be present on the latest version of the approved England Handball Workforce list as provided to 1st4sport Qualifications by England Handball

Handball IQA's are required to attend a minimum of one Handball standardisation day per year.

Named personnel must appear on the England Handball approved tutor/assessor/Quality Assurer list, as provide by the National Governing Body.

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:

- a minimum of sports hall with a minimum floor space of handball court with the dimensions of 34m x 18m
- a theory space for up to 21 learners which includes a classroom containing multimedia facilities, flip charts and flip chart pens.

The recognised centre is required to have equipment in place to facilitate the full programme of learning and assessment which must comply with accepted health and safety practice for handball and must include:

- two goals measuring 3m x 2m
- one handball per learner, of varying sizes

This qualification is regulated by Ofqual (600/1541/X) and CCEA.

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