Developed in partnership with Coach Bowls

1st4sport Level 3 Certificate in Coaching (Bowls)

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 though 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 3 Certificate in Coaching (Bowls)
Qualification Overview:	Prepares learners to plan, deliver and evaluate annual coaching programmes.
Qualification Code:	L3CCBOW
Qualification Regulation Number:	603/2748/0
Guided Learning Hours (GLH):	72
Total Qualification Time (TQT):	151
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/01/2018
Qualification Review Date:	31/08/2025
Learner Registration Period:	3 years
Qualification Objective:	This qualification qualifies learners to become a Bowls coach with responsibility for long-term planning of coaching programmes.
Qualification Purpose:	Prepare for employment in a specific occupational area.

Who is this qualification for?

This qualification is for those who wish to become involved in coaching, and to have responsibility for the planning, delivery and evaluation of an annual coaching programme. It can be an entry point to coaching, depending on the ability and confidence of the learner. It is directed at learners who have an interest in Bowls.

Qualification Progression

This qualification could lead to learners completing sport-specific coaching qualifications at level 3 or above. The skills and knowledge developed through this qualification may also be used enable them to progress to other industry-relevant qualifications in coaching sports, activity leadership, supporting PE in school sport and sports development

This qualification may lead to employment, paid or voluntary, as a lead coach in a Bowls setting such as a sports club or holiday activity programme

Entry Requirements

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

Pre-requisite(s) or other entry requirements

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

Prior to registration learners are required to:

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

Assessment Methods

The assessment methods used in this qualification are:
- Coursework (in 3 of 6 mandatory units),
- Portfolio of Evidence (in 3 of 6 mandatory units),
- Practical Demonstration/Assignment (in 6 of 6 mandatory units)

Grading Methods

This qualification will be graded Pass / Fail.

Qualification Structure

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

Mandatory Units

Unit ID	Unit Title	GLH
H/616/7738	The role of the programme coach	25
F/616/7746	Technical requirements for coaching bowls	10
K/616/7739	Developing skills though coaching programmes	23
H/616/7741	Plan a coaching programme	23
K/616/7742	Deliver a coaching programme	17
M/616/7743	Review a coaching programme	9

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	The role of the programme coach
Unit Aim	This unit assesses a programme coach's understanding of their role and responsibilities and the roles of others, ensuring that their coaching is safe and inclusive.
Unique Unit Number	H/616/7738
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed through a series of portfolio-based tasks and practical observation.

Learning Outcome: 1. understand the role of the programme 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 Explain organisational policies that can influence their role as a coach	the role of the lead/head coach in the implementation and management of the coaching programme and sessions strategies to manage others in the coaching environment how to promote, and coach within the boundaries of, relevant code(s) of practice that impact on the coach and others how to promote the ethos of the participant-centred approach how to produce a coaching philosophy the importance of being a positive role model for participants and others the importance of operating within own level of competence and experience the importance of continued professional development for self and others	

Learning Outcome: 2. understand the responsibilities of the programme 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 analyse responsibilities related to rules and regulations	• the overarching legal and sport and/or physical activity-specific responsibilities of the role • the impact of organisational procedures on coaching practice • the rules and regulations required to enable the delivery of coaching programmes • the role of officials and the positive promotion of these	

2.2 analyse responsibilities related to duty of care	• what constitutes acceptable relationships as a coach • 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 • the importance of maintaining the confidentiality of participants' personal details • how to utilise others to support participant development and welfare when to seek specialist advice from a competent person or agency on participants needs and potential that cannot be met	
2.3 analyse responsibilities related to safe coaching practice	health and safety management, knowing how to: • prepare the environment • conduct a risk assessment • minimise risk • put contingency plans in place emergency procedures; knowing how to follow: • correct procedures for dealing with accidents, • emergencies and incidents • correct procedures for reporting issues facility normal operating procedures (NOPs) and emergency operating procedures (EOPs) management of others to ensure safety is maintained	

2.4 evaluate responsibilities related to inclusive coaching practice	• how to ensure coaching practice is equitable • inclusive delivery of coaching programmes and activities and where to gain information on this • assessing individual participants' needs to ensure coaching is inclusive (disability/impairment) • how to recognise and address possible barriers to participant development; when to make reasonable adaptations to programme design, delivery methods and coaching styles • how to communicate with a variety of participant types: - disabled and non-disabled people - children/youth/adults - those who share protected characteristics • recognising that different participants learn in different ways • how different backgrounds and stages of participant development can impact on: - age - skill development - emotional development	
2.5 evaluate the benefits of using others to support coaching programmes	How to operate within a coaching team The breadth of roles in support of coaching, how to ensure positive relationships with, and the promotion: • officials • assistant coach • physiotherapist • nutritionist • psychologist • strength and conditioning specialist - physician • parents • club officials • administrators • grounds staff • facility staff How to share and agree roles and responsibilities of participants and others	

Learning Outcome: 3. understand how to support participants' lifestyle through 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:
3.1 evaluate factors contributing to participants' lifestyle	• the role of the coach in encouraging the pursuit of a healthy lifestyle • the lifestyle issues that may affect programme participants	
3.2 review methods of maintaining the well-being of participants and others	• how to encourage effective time management, supporting participants to plan and prioritise their own work and study commitments (e.g training, competition, employment and academic studies) • the impact of participation in developing participants socially through improved confidence and self-esteem • the need for participants to achieve a work-life balance	
3.3 explain the role of the coach injury prevention and management	• how to work with others to prevent injury • how to support participants in recovering from injury, possibly with the support of others	
3.4 explain the overarching principles of nutrition and hydration related to sports performance	• understand the principles of good nutrition as it relates to sports performance • understand how best to achieve optimum nutrition and hydration levels before, during and after training and competition	
3.5 describe the principles of the use of drugs and supplements in sport and physical activity, and medical considerations	how to access information and prohibiting and understanding the ethical issues surrounding drug taking in sport how to identify and access sources of information on, including the consequences within sport and physical activity, of taking: • prescription medicines • supplements • performance-enhancing drugs • illegal substances	

Unit Title	Technical requirements for coaching bowls
Unit Aim	This unit aims to develop the coach's ability to be able to coach a range of skills to support the development of a participant in bowls within a coaching programme.
Unique Unit Number	F/616/7746
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	Learners are required to demonstrate their ability to coach bowls activities in a practical coaching assessment (either in their workplace or in a simulated environment). The demonstration must be a minimum of 60 minutes in duration either in the form of a single session, or a series of shorter micro-sessions.

Learning Outcome: 1. know how to coach bowls programmes		
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 key elements of bowls skills	? deliver warm up and cool down activities ? bowls activity-related movement skills (no equipment) ? bowls activity-related movement skills (with equipment) ? bowls activity-related fun games and activities ? bowls activity-related dynamic mobility ? bowls activity-related core stability ? deliver bowls skills ? principles of advanced delivery (range of delivery actions, draw, play with weight, fire) ? principles of correct equipment use ? principles of advanced delivery action skills within bowls ? principles of advanced body positioning within bowls ? application of principles within bowls (tactical discussion activities, bowls ballistic activities, full game) ? deliver bowls activity skills (relevant to bowls activity being coached) ? principles of advanced movement skills within bowls ? principles of advanced body positioning within bowls ? application of principles within bowls (constrained activity, full activity)	

1.2 identify the key coaching points of bowls skills	? deliver warm up and cool down activities ? bowls activity-related movement skills (no equipment) ? bowls activity-related movement skills (with equipment) ? bowls activity-related fun games and activities ? bowls activity-related dynamic mobility ? bowls activity-related core stability ? deliver bowls skills ? principles of advanced delivery (range of delivery actions, draw, play with weight, fire) ? principles of correct equipment use ? principles of advanced delivery action skills within bowls ? principles of advanced body positioning within bowls ? application of principles within bowls (tactical discussion activities, bowls ballistic activities, full game) ? deliver bowls activity skills (relevant to bowls activity being coached) ? principles of advanced movement skills within bowls ? principles of advanced body positioning within bowls ? application of principles within bowls (constrained activity, full activity)	

Unit Title	Developing skills though coaching programmes
Unit Aim	This unit assesses a programme coach's understanding of the impact of skill development on programme design for an annual, or periodised, coaching programme.
Unique Unit Number	K/616/7739
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	Learners are required to complete a series of assessed tasks within their learner portfolio. These are externally set by 1st4sport and assessed by their assessor.

Learning Outcome: 1. understand the physical requirements of the sport or 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 assess the fundamental movement skills that underpin the technical, tactical and physical requirements of the sport or physical activity	Fundamental movement (beyond A,B,C) • agility • balance • coordination • travel • jump • send • receive • strike The technical and tactical requirements of the sport or physical activity the physical requirements of the sport or physical activity	
1.2 evaluate the physical capabilities required for the sport or physical activity	The physical capabilities required for the sport or physical activity the skill-related aspects of the sport or physical activity in relation to physical fitness the concepts of physical conditioning, its role in training and how to apply them to participants, including: • aerobic endurance • muscular endurance • speed • flexibility • agility • strength • power • balance and coordination • core stability • functional strength	

Unit Title	Plan a coaching programme
Unit Aim	This unit assesses a coach's ability to plan an annual, or periodised, coaching programme to meet the needs of participants. The coaching programme will cover a prolonged period of time such as a year or a season, depending on the nature of the sport or physical activity and will develop participants' performance within a sport or physical activity.
Unique Unit Number	H/616/7741
Unit Assessment Method(s)	- Portfolio of Evidence - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed through a series of portfolio-based tasks and practical observation. Learners are required to: (i) Profile the performance of a minimum of one participant or a specified cohort of a team (ii) Design and plan a comprehensive sport-specific coaching programme for a minimum of one participant or a specified cohort of a team, which should be based on the outcome of the performance profile (iii) Produce a detailed plan of a programme (macrocycle) and discrete cycle or phase (mesocycle and microcycles – minimum 8 weeks in total) associated with an aspect of the sport-specific coaching programme (iv) Produce a minimum specified number of coaching session plans within the discrete cycle or phase (minimum 8 sessions) associated with an aspect of the sport-specific coaching programme (v) Produce an evaluation schedule for the sport-specific coaching programme.

Learning Outcome: 1. understand the process of planning 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:
1.1 discuss the strategic overview of the coaching programme	• identify and define the overall aims of a coaching programme • measure the outcomes of the coaching programme	
1.2 explain the components and phases of a coaching programme	Identify the components of a coaching programme (periodisation): • macrocycle • mesocycle • microcyle Describe the different phases within a coaching programme (periodisation): • preparation phase (general and specific) • Competition phase • transition phase (active rest) Incorporate the principles and processes, in the context of the sport or physical activity, involved in planning a coaching programme	
1.3 evaluate the factors to consider when developing a coaching programme	• identify the demands of the sport or physical activity to inform the programme design • identify and analyse evidence and sources of information that need to be collated to design the programme • plan the focus and priority of each phase of the coaching programme • identify appropriate recovery activities and strategies within seasonal, weekly training cycles and annual training programmes • integrate all training, competition/recreational and recovery activities effectively to ensure optimal training and performance programmes • embed skill acquisition effectively into the rest of the programme (ie constraint-led coaching)	

Learning Outcome: 2. analyse participants' performance and stage of development; setting coaching programme goals.		
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 evaluate participants' stages of development and how this will determine the coaching programme	explain how the coaching programme, session content and coaching environment is influenced by: • participants' age • participants' stage of development • participants' physical readiness to participate competition	
2.2 justify specific physical testing protocols and recording methods for the coaching programme	• assess the risks involved in physical testing • monitor and refine the analysis at regular intervals throughout the programme • types of analysis, recording methodology and technology used	
2.3 perform physical tests to establish current performance levels	• analyse participants' current and desired levels of performance, including technical and tactical ability and physical conditioning • integrate performance analysis effectively into the programme • manage the risks involved in testing	
2.4 evaluate methods and sources of information available to design a coaching programme	• evaluate valid sources of information to take forward to the programme planning stage	

Unit Title	Deliver a coaching programme
Unit Aim	This unit assesses the coach's ability to implement and deliver a coaching programme, overseeing other coaching staff, where appropriate. The coaching programme must be progressive in nature and meet the needs of the participants.
Unique Unit Number	K/616/7742
Unit Assessment Method(s)	- Portfolio of Evidence - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed through a series of portfolio-based tasks and practical observation. Learners are required to: (i) Evidence the delivery of 8 (minimum) coaching sessions within the discrete cycle or phase within their normal coaching environment (off-course). (ii) Be observed by an appropriately qualified assessor, delivering a minimum of two coaching sessions to participants. The assessor observation should be a minimum of 60 minutes; generally, through the observation of two 30-minute sessions. Observations will ideally take place within the coach's normal coaching environment; however, simulation is acceptable with an appropriate rationale.

Learning Outcome: 1. manage the implementation of the coaching programme

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 agree roles and responsibilities of participants and others involved in the programme	• communicate information about the programme to participants and others • provide information to participants	
1.2 lead the implementation of the coaching programme including: • skill acquisition • physical conditioning • mental skill development • holistic programme development	Implement coaching programmes that incorporate the technical and tactical requirements of the sport directly coach participants with a periodised programme: • macro (annual) planning • mesocycle • microcycle use the principles of skill development in their coaching	

Learning Outcome: 2. deliver the coaching programme		
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 create and maintain, an effective learning environment/culture	• identify the key aspects of an effective coaching environment • clarify aims and objectives of sessions, set SMART/tangible goals and agree these with participants • implement good practice principles of starting and ending coaching sessions for physical and mental preparation - delivering warm-ups and cool-downs	
2.2 demonstrate a variety of coaching techniques, adapting coaching and leadership styles to meet the needs of participants and others	• utilise a variety of communication methods with participants and others • utilise listening skills • lead participants and other staff in an effective and appropriate manner • adopt coaching techniques relevant to participants' needs • deliver a balance of facilitation, instruction and demonstration • ensure there is a balance of activities in the sessions • adapt their coaching and style of leadership to meet the needs and varied learning styles of participants and others	
2.3 maintain participant engagement in sessions	• encourage and empower participants • incorporate a variety of coaching styles into delivery • maintain regular communication with participants and others	
2.4 manage the behaviour of participants and others in sessions	• manipulate the rules and regulations of sport or physical activity to enable the delivery of coaching sessions • set and enforce ground rules for behaviour within sessions	
2.5 manage risk and maintain a safe coaching environment	• manage risk, and monitor participants and others according to the health and safety requirements of the programme and the sport or physical activity • organise the setting up, taking down and managing of equipment required for sessions	

Learning Outcome: 3. develop participant performance during the coaching programme		
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 technical and tactical requirements for coaching sessions	• identify the technical and tactical requirements of the sport or physical activity • provide technical and tactical demonstrations and explanations that are correct • apply appropriate communication methods in the provision of technical guidance	
3.2 manage the implementation in sessions of skill acquisition, physical conditioning and mental skills development	• directly coach participants in skill acquisition, physical conditioning and mental skills development • provide support and feedback to others involved in coaching participants in skill acquisition, physical conditioning and mental skills development • monitor and refine the skill acquisition components of the programme, including: - skill coordination - motor skill learning - skill acquisition - skill retention - skill transfer	
3.3 observe, analyse, intervene and provide ongoing feedback to participants to improve performance within sessions	• observe participants' performance • analyse participants' performance and current skill level • provide constructive feedback to participants • offer information to participants after coaching sessions and different stages of the programme.	

Learning Outcome: 4. monitor participant development during the coaching programme		
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 review and evaluate progress with participant and others at agreed points during the programme	• develop methods for evaluating performance that are safe, valid and reliable • continually monitor and review the programme at intervals required by the sport • work with participants to regularly evaluate and review progress throughout the programme, developing action plans when required • provide support and feedback to others involved in the programme	
4.2 adapt programme goals for participants based on: • observation • feedback • progress • circumstances	• monitor and refine the programme as it develops, using contingency plans where appropriate • manage change effectively within the programme.	
4.3 modify the coaching programme to ensure sessions continually meet participants' needs and programme goals	• implement the principles of needs-led coaching, and understand how this can impact on programme and session goals • modify the coaching programme to ensure sessions meet the programme goals	

Unit Title	Review a coaching programme
Unit Aim	This unit assesses the coach's ability to monitor, review and modify the coaching sessions, phases and overall coaching programme. Learners will also reflect on their own and others' coaching practice, identifying areas or development.
Unique Unit Number	M/616/7743
Unit Assessment Method(s)	- Portfolio of Evidence - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed through a series of portfolio-based tasks and practical observation. Learners are required to: (i) Evaluate all aspects of the coaching programme, cycles and delivered sessions (ii) Evaluate coaching practice of self and others involved in the coaching programme and identify areas for development (iii) Complete a post programme evaluation of individual participant or a specified cohort of a team (iv) Produce a personal development plan and review and update this at regular intervals.

Learning Outcome: 1. evaluate the coaching programme		
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 Monitor, review and modify the coaching programme	• work with participants to regularly review and evaluate their progress throughout the coaching programme • complete evaluations of individual coaching sessions and cycles • monitor and refine the programme as it develops, using contingency plans where appropriate • manage change effectively within the programme • complete an evaluation of a complete coaching programme to include: - analysis of performance evidence from the programme, cycles and sessions - the short- and long- term effectiveness of physical and mental conditioning - coaching contributions from others - feedback from participants - feedback from others • explain how the analysis of the evidence from the monitoring and review process informs the evaluation results • justify any modifications, made to the coaching programme	
1.2 evaluate the impact of self in the design, management and delivery of the programme	• review and justify the methods selected and understand their importance and impact during the planning of the programme	
1.3 evaluate the contributions of others involved in the coaching programme and identify development needs	• promote a culture of continuing professional development • explain the importance of taking account of organisational objectives when evaluating and developing others • identify coaching roles, career progressions and pathways in sport and physical activity • assist with the development of others involved in the coaching programme	
1.4 evaluate findings and recommendations for current and future programmes	• ensure the outcomes of the evaluation are recorded effectively and communicated to participants and others • report and implement recommendations for improvement from the evaluation process	

Learning Outcome: 2. create a personal development plan		
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 the skills, knowledge and organisational requirements for planning and delivering coaching programmes	• explain the importance of taking account of organisational objectives when evaluating own performance and performance of others • appreciate the importance of continuing professional development for those involved in the coaching programme	
2.2 analyse own development needs using self-reflection and feedback from others	• take responsibility for own development • explain the importance of taking account of organisational objectives when evaluating and developing self • self-reflect on own performance • critically analyse and identify personal development needs • obtain valid feedback on own performance from participants and others • write a SMART personal development plan	
2.3 source developmental opportunities that will meet identified development needs	• source opportunities for continuing professional development	
2.4 evaluate and update personal action plan continually throughout the programme	record evidence of continual updating, and recording of personal action plans	

Qualification Conditions: Delivery and assessment requirements

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

Qualification Approval Conditions: Workforce requirements

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

Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below.
The recognised centre is required to recruit and deploy approved tutors. The tutors are responsible for the delivery of the qualification. Tutors are required to:

- hold or be working towards a regulated Level 3 or above coaching qualification (in any sport) or be a recognised leading expert in performance bowls, supervised by the Coach Bowls Manager
- hold or be working towards any one of the 1st4sport Level 3 Award for Tutors and Assessors in Sport, the Level 3 Award in Education and Training, or the Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (or higher) or hold a recognised equivalent; the 1st4sport Certificate in Tutoring Sport (CTS) or have attended a programme of tutor training matched to national standards or hold QTS.

NB. The tutor and assessor for a course may be the same individual.

Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below.
The recognised centre is required to recruit and deploy approved assessors. The assessors are responsible for the assessment of the qualification. Assessors are required to:

- hold or be working towards a regulated Level 3 or above coaching qualification (non bowls qualified must be accompanied by a recognised leading expert in performance bowls)
- hold or be working towards any one of the 1st4sport Level 3 Award for Tutors and Assessors in Sport, the Level 3 Award in Assessing Vocationally Related Achievement (or higher) or hold a recognised equivalent; Units D32/33, A1/A2, the 1st4sport Introduction to Assessment Practice in Sport (IAPS) or have attended a programme of assessor training matched to national standards.

NB. The tutor and assessor for a course may be the same individual.

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

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below
The recognised centre is required to recruit and deploy approved internal quality assurers who are responsible for the internal quality assurance activities. Internal quality assurers are required to:

- hold or be working towards a regulated Level 3 or above coaching qualification in any sport
- hold or be working towards the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or higher or hold a recognised equivalent; Unit D34, V1 the 1st4sport Introduction to Internal Verification Practice in Sport or have attended a programme of internal verifier / quality assurer training matched to national standards.

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 three rinks that are suitable in size and of uniform construction and even surface for a minimum four learners per rink

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 bowls and must include:

- a selection of bowls in various sizes and weights (Junior 00 to 05 where possible)
- a number of jacks
- correct footwear (flat, clean non marking soles – not trainers)

This qualification is regulated by Ofqual (603/2748/0) and QiW (C00/1305/4 - Regulated).

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