

Developed in partnership with England Hockey



1st4sport Level 2 Award in Sessional Hockey Coaching

Qualification Specification



About Us

Welcome to 1st4sport, established in 2000, 1st4sport Qualifications are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

Our Mission: To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

Our Direction: We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

Qualification Specification

Title:	1st4sport Level 2 Award in Sessional Hockey Coaching
Qualification Overview:	Introduces learners to the practical and theoretical aspects of planning, delivering and reviewing safe hockey coaching sessions.
Qualification Code:	L2ASHCR
Qualification Regulation Number:	603/1015/7
Guided Learning Hours (GLH):	17
Total Qualification Time (TQT):	31
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/02/2017
Qualification Review Date:	30/04/2024
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to plan, deliver and review hockey sessions independently (if over the age of 18).
Qualification Purpose:	Prepare for employment in a specific occupational area.

Who is this qualification for?

The qualification is designed for those who have a minimum of a year's experience of delivering relevant hockey sessions and have an insight into the new GB Coaching Strategy through attendance at a Great Britain Coaching Club Workshop. The qualification is suitable for those who coach hockey sessions to children or adults through Back 2 Hockey, After School Clubs, Summer Camps and Adult Club Participation. Coaches may also find this course beneficial if they are supporting sessions in a Hockey programme (ie Club Team, JDC, JAC or School Team).

Qualification Progression

The qualification sits within a suite of progressive coaching sport qualifications, and based on the role the coach is playing can support direct progression onto the 1st4sport Level 2 Certificate in Coaching Hockey. The skills and knowledge developed may also be used to enable learners to progress to other industry-relevant qualifications in coaching sport, physical activity, activity leadership, supporting PE in school sport and sports development.

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

Entry Requirements

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

Pre-requisite(s) or other entry requirements

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

Prior to registration learners are required to:

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

Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 3 of 3 mandatory units),
- Practical Demonstration/Assignment (in 3 of 3 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/615/4643	Applying the golden thread to hockey sessions	6
L/615/4644	Applying national development themes to hockey sessions	6
F/615/4642	Principles of hockey coaching	5

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Applying the golden thread to hockey sessions
Unit Aim	This unit aims to develop the coach's ability to plan, deliver and review hockey coaching sessions.
Unique Unit Number	J/615/4643
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	There are no additional assessment requirements.

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

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 select activities to meet participants' needs	<ul style="list-style-type: none"> plan or liaise with the session's organiser/manager/provider to ensure the session meets the needs of the participants, where appropriate identify and gather information from relevant sources about lifestyle, and the needs of the participant group understand the needs of different groups and individuals know how to apply basic goal setting select a balance of activities to meet the needs of the participant group 	
1.2 plan a coaching session to meet participants' needs	<ul style="list-style-type: none"> plan a balance of activities to meet the needs of the participant group plan and prepare for sessions involving realistic timings, sequences, intensity and duration of hockey activities know how to ensure basic hydration and nutrition advice is applied, relevant to the hockey activity and environmental conditions 	

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

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 prepare the coaching environment	<ul style="list-style-type: none"> know how to set up the equipment required for the session 	
2.2 prepare the participants for the coaching session	<ul style="list-style-type: none"> deliver appropriate warm up activities to suit the participants needs and objectives of the session support physical and mental preparation. Ready to play - ready to learn apply Game, train, game apply Fun games, small sided, competitive, appropriate (perhaps not hockey specific), inclusive, activity for all players ensure decision rich with the appropriate stretch for all players within the right space and time enable repetition without repetition enable lots of touches of the ball 	

2.3 deliver a coaching session which meets participants needs (the How)	<ul style="list-style-type: none"> • apply the Golden Thread” in their coaching session ensuring there is: <ul style="list-style-type: none"> - Lots of touches of the ball - Looks like the game - Stretch - Lots of decisions - Fun • deliver sessions using the Game, train, game and CHANGE IT framework • apply questioning, group management (individual management), coach positioning, voice tone, body language, engagement (coach to player AND player to player), inspire • apply implicit learning through game play (e.g. attack v defence OR passing v receiving) • define technique and skill 	
2.4 provide correct explanations and application of National Development Themes (the WHAT)	<ul style="list-style-type: none"> • explain National Development Themes in the context of the game • provide examples of how to deliver skill exploration (technique) within a coaching session 	
2.5 assess participants' performance and provide them with feedback	<ul style="list-style-type: none"> • develop participants' hockey skills through coaching • respond to different participants and their individual learning styles; understanding the factors that affect the development of participants' skills • analyse performance and give feedback to participants 	
2.6 ensure the participants and others' safety is maintained	<p>and others' safety is maintained</p> <ul style="list-style-type: none"> • manage the equipment required for the coaching session • manage behaviours by being: <ul style="list-style-type: none"> - positive and challenging - encouraging and motivating 	
2.7 conclude the session	<ul style="list-style-type: none"> • deliver cool-downs • take down and store the equipment following the session 	

Learning Outcome: 3. be able to review hockey coaching sessions

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 review a coaching session	<ul style="list-style-type: none"> understand how to review and evaluate sessions, using the views of participants and others; understanding how the review outcomes can be used to impact on future sessions know where to refer participants whose needs cannot be met 	
3.2 reflect on own coaching practice	<ul style="list-style-type: none"> take responsibility for own development develop a Personal Development Plan; identifying types of personal development activities potential career progressions and the role of others. 	

Unit Title	Applying national development themes to hockey sessions
Unit Aim	This unit aims to give coaches an understanding and application of coaching the 'what' in the context of the game.
Unique Unit Number	L/615/4644
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment
Assessment Specification	Learners will be assessed on their hockey coaching skills through the development of a hockey coaching session plan and the observed coaching delivery of a hockey session.

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

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

Unit Title	Principles of hockey coaching
Unit Aim	This unit develops the coach's understanding of their role and responsibilities as a session coach in hockey. This unit is designed to ensure duty of care through safe and equitable practice.
Unique Unit Number	F/615/4642
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	There are no additional assessment requirements.

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

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 demonstrate the role	<ul style="list-style-type: none"> the role, its boundaries and adherence to codes of conduct the importance of building relationships and rapport with others the ethos of the participant-centred approach the role of the coach in encouraging the pursuit of a healthy lifestyle the importance of being a role model the sports or physical activity coaching process of plan – do – review 	

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

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

2.1 demonstrate the responsibilities related to rules and regulations	<ul style="list-style-type: none"> the overarching legal and hockey -specific responsibilities hockey's organisational procedures, responsibilities and liabilities the rules and regulations of hockey to enable the delivery of sessions the role of officials in hockey and the positive promotion of these 	
2.2 demonstrate the responsibilities related to duty of care	<ul style="list-style-type: none"> the importance of operating within their own level of competence and experience what is acceptable in terms of the coach-participant relationship <p>the guidelines for safeguarding and protecting the following participant groups, adherence to these and maintaining confidentiality:</p> <ul style="list-style-type: none"> - young people and children, including signs and symptoms of abuse - adults at risk - participants who share protected characteristics <ul style="list-style-type: none"> the requirements of the participant group, managing resources for all participants including those who share protected characteristics the requirements of the participant group; managing information for and about all types of participants the rationale and processes for referring participants whose needs cannot be met 	
2.3 fulfil the responsibilities related to safe coaching practice	<ul style="list-style-type: none"> general principles of safe practice in hockey health and safety requirements including basic risk assessment health and safety management; knowing how to <ul style="list-style-type: none"> - prepare the environment, - conduct risk assessment - minimise risk - put contingency plans in place <ul style="list-style-type: none"> emergency procedures; knowing how to follow: - correct procedures for dealing with accidents, emergencies and incidents - correct procedures for reporting issues 	

2.4 demonstrate the responsibilities related to inclusive coaching practice	<ul style="list-style-type: none"> • inclusive delivery of coaching activities • coaching participants who share protected characteristics • communicating with a variety of participant types: <ul style="list-style-type: none"> - disabled and non-disabled people - children, youths and adults <ul style="list-style-type: none"> • recognising that different participants learn in different ways • different backgrounds and stages of participant development can impact on coaching: - age - emotional development - skill development 	
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Learning Outcome: 3. Understand participants and their development needs

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 demonstrate how to engage with and develop a range of participants	<ul style="list-style-type: none"> • participants' motivations for taking part in hockey • how to manage sessions for different backgrounds, stages of participant development and needs • the basics of the C System; focussing on: <ul style="list-style-type: none"> - Connection - Competence - Confidence 	
3.2 consider the physical influences for participation	<ul style="list-style-type: none"> • the basic physical capabilities, basic hydration and nutritional requirements for hockey, and how to minimise the risk of injury • how to apply basic hydration and nutrition advice relevant to hockey and environmental conditions • how the physical capabilities of participants will influence the content and structure of the session • the impact of the stages of participant development and how they impact on coaching practice 	
3.3 consider the mental and social influences for participation	<ul style="list-style-type: none"> • how the mental capabilities of participant(s) will influence the content and structure of the session • how to develop participants socially; building relationships and rapport with and between participant 	

Qualification Conditions: Delivery and assessment requirements

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

Qualification Approval Conditions: Workforce requirements

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

Tutor(s):

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

- be an experienced hockey coach
- have attended the England Hockey tutor/assessor orientation.

Assessor(s):

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

- be an experienced hockey coach
- have attended the England Hockey tutor/assessor orientation.

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

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

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

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

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

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

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

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

- shin guards
- mouth guards

This qualification is regulated by Ofqual (603/1015/7) and QiW (C00/1303/3 - Regulated).

UK Coaching
2 City Walk
Leeds
LS11 9AR

T: 0113 274 4802
E: centreservices@1st4sportqualifications.com

www.1st4sport.com