

# 1st4sport Level 1 Award in Coaching Trampoline Gymnastics

Qualification Specification



## About Us

Welcome to 1st4sport, established in 2000, 1st4sport 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 1 Award in Coaching Trampoline Gymnastics
Qualification Overview:	Ensures learners have the knowledge, skills, and confidence to lead trampoline gymnastics-based activities planned by a more qualified coach and contribute to session evaluations.
Qualification Code:	L1ACGYMTRAG
Qualification Regulation Number:	610/1749/8
Guided Learning Hours (GLH):	44
Total Qualification Time (TQT):	58
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/01/2023
Qualification Review Date:	31/03/2026
Learner Registration Period:	1 year
Qualification Objective:	This qualification qualifies learners to become a gymnastics coaching assistant.
Qualification Purpose:	Prepare for employment in a broad occupational area.

### Who is this qualification for?

This qualification is directed at learners who have an interest in gymnastics. The qualification is designed for those who wish to become involved in gymnastics as a coaching assistant, potentially at the start of their career pathway.

## Qualification Progression

With this qualification, learners could consider completing the:

- 1st4sport Level 2 Certificate in Coaching Trampoline Gymnastics.
- 1st4sport Level 2 Certificate in Coaching.

They could also consider other industry-relevant qualifications in:

- coaching sport
- physical activity
- activity leadership
- supporting PE in school sport and sports development
- the leisure industry, such as activity leadership or fitness instructing.

This qualification may lead to paid or voluntary roles in gymnastics, such as a coaching assistant, or roles such as activity leader, sports official, or sports volunteer.

## Entry Requirements

Learners must be a minimum of 16 years old at registration and 16 years old at certification.

## Pre-requisite(s) or other entry requirements

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

Prior to registration learners are required to:

- be accurately identified
- be at least 16 years of age
- be able to undertake this assessment in English or Welsh (if available)

## Assessment Methods

The assessment methods used in this qualification are:

- E-Assessment (in 2 of 3 mandatory units),
- Portfolio of Evidence (in 3 of 3 mandatory units),
- Practical Demonstration/Assignment (in 3 of 3 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

## Grading Methods

This qualification will be graded Pass / Fail.

## Qualification Structure

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

### Mandatory Units

Unit ID	Unit Title	GLH
D/650/4733	The role of the gymnastics coaching assistant	10
F/650/4734	The gymnastics coaching assistant in practice	14
A/650/4741	Technical coaching requirements for Trampoline Gymnastics	20

### 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 gymnastics coaching assistant
Unit Aim	This unit aims to develop the coach's understanding of their role and responsibilities. This unit is designed to ensure duty of care through safe and equitable practice as a coaching assistant.
Unique Unit Number	D/650/4733
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- E-Assessment</li> <li>- Portfolio of Evidence</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	Learners are required to complete a series of E-Assessments and tasks within their coaching logbook which are assessed by their Tutor/Assessor.

## Learning Outcome: 1. Understand the role of the coaching assistant in gymnastics

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 identify the key aspects of the role	<ul style="list-style-type: none"> <li>• The role and its boundaries</li> <li>• adherence to codes of conduct</li> <li>• the importance of being a role model</li> <li>• the importance of building relationships and rapport with others</li> </ul>

## Learning Outcome: 2. Understand the responsibilities of the coaching assistant in gymnastics

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 identify responsibilities related to rules and regulations	<ul style="list-style-type: none"> <li>• The sport's organisational procedures, responsibilities and liabilities</li> <li>• the rules and regulations of sport to enable the delivery of activities</li> </ul>
2.2 identify responsibilities related to duty of care	<ul style="list-style-type: none"> <li>• The principles of duty of care towards participants</li> <li>• the principles of safeguarding children and adults at risk</li> <li>• how to assist with accessing resources for all participants including those who share protected characteristics</li> <li>• how to assist with accessing information for and about participants</li> <li>• how to maintain participants' confidentiality</li> <li>• the rationale and processes for referring participants whose needs cannot be met to a more qualified coach</li> </ul>
2.3 identify responsibilities related to safe coaching practice	<ul style="list-style-type: none"> <li>• General principles of safe practice</li> <li>• health and safety requirements</li> <li>• following emergency procedures</li> <li>• correct procedures for dealing with accidents, injuries and illnesses</li> <li>• correct procedures for reporting accidents, injuries and illnesses</li> </ul>
2.4 identify responsibilities related to inclusive coaching practice	<ul style="list-style-type: none"> <li>• Inclusive delivery of coaching activities</li> <li>• assisting the coaching of participants who share protected characteristics</li> <li>• communicating with a variety of participant types: - disabled and non-disabled people - children, youths and adults</li> <li>• recognising that different participants learn in different ways</li> <li>• different backgrounds and stages of participant development can impact on coaching: - age - emotional development - skill development</li> </ul>

Unit Title	The gymnastics coaching assistant in practice
Unit Aim	This unit aims to develop the coach's ability to deliver coaching activities. It also enables the coach to assist with the review of sessions and own practice.
Unique Unit Number	F/650/4734
Unit Assessment Method(s)	- Portfolio of Evidence - Practical Demonstration/Assignment
Assessment Specification	Learners are required to complete a series of tasks within their coaching logbook, a professional discussion and demonstrate their ability to coach gymnastic activities in a 30-minute of practical coaching in a simulated environment. Learners must record their session in one complete video clip and submit this for assessment.

Learning Outcome: 1. Be able to prepare the coaching environment	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 communicate their session plan to participants	<ul style="list-style-type: none"> <li>Understand principles of planning</li> <li>set 'ground rules' and understand why this is important</li> </ul>
1.2 assemble the equipment indicated in the session plan	<ul style="list-style-type: none"> <li>Choose, set out and take down the equipment for the sessions</li> </ul>

## Learning Outcome: 2. Be able to assist with the delivery of coaching sessions in gymnastics

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 demonstrate safety is maintained within sessions	<ul style="list-style-type: none"> <li>Ensure participants are physically prepared; knowing how to deliver warm-ups and cool-downs</li> <li>manage behaviours by being: <ul style="list-style-type: none"> <li>- positive and challenging</li> <li>- encouraging and motivating</li> </ul> </li> </ul>
2.2 carry out planned activities to agreed timings	<ul style="list-style-type: none"> <li>Use a range of coaching styles; understanding how different participants learn</li> <li>encourage, engage, interest and empower participants</li> <li>communicating with a variety of participant types: - disabled and non-disabled people, - children, youths and adults</li> </ul>
2.3 perform technically correct explanations and demonstrations of activities	<ul style="list-style-type: none"> <li>Explain relevant technical and physical requirements of the sport</li> <li>deliver demonstrations, progressions and explanations that are technically correct, including the use of appropriate physical preparation exercises</li> </ul>
2.4 demonstrate observing participants' performance providing feedback	<ul style="list-style-type: none"> <li>Analyse performance and give feedback to participants</li> <li>facilitate effective questions and deliver correct answers</li> <li>assist with the development of participants' skill</li> </ul>

## Learning Outcome: 3. Be able to assist with the review of coaching sessions in gymnastics

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 communicate with others to contribute to the review of coaching sessions	<ul style="list-style-type: none"> <li>Contribute to the review of the effectiveness of the plan</li> <li>contribute to the review of the safety elements of the session</li> <li>contribute to the review of the overall delivery</li> </ul>

## Learning Outcome: 4. Be able to review their coaching practice

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 carry out a review on their coaching practice	<ul style="list-style-type: none"> <li>Complete a self-reflection</li> <li>review chosen coaching styles and inclusive practice</li> <li>review personal contribution to safety</li> <li>review personal technical explanations and demonstrations</li> <li>review personal contribution to the development of participants</li> </ul>
4.2 communicate their review of their coaching practice with others	Engage in a professional discussion with their mentor/assessor to develop an action plan to improve coaching practice





Unit Title	Technical coaching requirements for Trampoline Gymnastics
Unit Aim	This unit aims to develop the assistant coach's knowledge and skills of the technical coaching requirements for Trampoline Gymnastics.
Unique Unit Number	A/650/4741
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- E-Assessment</li> <li>- Portfolio of Evidence</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	Learners are required to complete a series of E-Assessments, tasks within their coaching logbook, an observation, a professional discussion and a practical demonstration which are assessed by their Tutor/Assessor.

### Learning Outcome: 1. Know the principles of applying science in gymnastics

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 use appropriate terminology to describe the body and movement in gymnastics	<ul style="list-style-type: none"> <li>• Underpinning knowledge of muscular and skeletal systems</li> <li>• Flexion, extension, plantar flexion, dorsi flexion, abduction, adduction</li> </ul>
1.2 use basic anatomical terms to identify parts of the human body	<ul style="list-style-type: none"> <li>• Understand how movement happens – basics of tendons, ligaments, cartilage, muscles, agonist, antagonist</li> </ul>
1.3 use basic physiological terms to describe movement in gymnastics	<ul style="list-style-type: none"> <li>• Underpinning knowledge of biomechanics in particular – centre of mass, base of support, projectile motion, rotation and pivoting.</li> </ul>

## Learning Outcome: 2. Know the principles and technical information of Trampoline Gymnastics

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 outline how to conduct planned coaching activities	<p>Using various progressions, supporting, developing, adaptations, preparation methods to deliver discipline specific technical skills related to:</p> <ul style="list-style-type: none"> <li>• Key shapes and actions</li> <li>• Basic twist and advanced twist</li> <li>• Body landings</li> <li>• Shaped body landings</li> <li>• Twist from body landing</li> <li>• Twist to body landing</li> <li>• Key trampoline skills</li> <li>• Body landing, twist to body landing</li> <li>• Linking skills</li> <li>• Introduction to forward somersault</li> <li>• Rotation from body landing</li> <li>• Full twist from body landing</li> <li>• Full twist into body landing</li> </ul>
2.2 identify discipline-specific techniques, skills, rules and codes of behaviour relevant to the activities being coached	There is no mandatory delivery content for this learning outcome
2.3 perform technical coaching skill demonstrations while under supervision	There is no mandatory delivery content for this learning outcome

## 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. The tutor must have completed British Gymnastics-specific tutor training and hold a regulated and recognised qualification within the specific gymnastics discipline at a minimum of level 2 or equivalent as agreed with British Gymnastics.

### Assessor(s):

The assessor must have completed, or be working towards appropriate assessor training and hold a regulated and recognised qualification within the specific or equivalent gymnastics discipline at a minimum of level 2 or equivalent as agreed with British Gymnastics. The tutor and assessor may be the same person.

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

The IQA must have completed, or be working towards appropriate IQA training and hold a regulated and recognised qualification within the specific gymnastics discipline at a minimum of level 2 or equivalent as agreed with British Gymnastics. The IQA must not be the same person who has undertaken the tutor and/or assessor role for the same cohort of learners.

## Additional Qualification Requirements

The Level 1 Award in Coaching Trampoline Gymnastics is regulated by Ofqual, England and a designated qualification with Qualification in Wales.

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