

# 1st4sport Level 2 Certificate in Supporting Physical Activity and Sport within the School Environment

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 Supporting Physical Activity and Sport within the School Environment
Qualification Overview:	Ensures that learners have the knowledge, confidence and skills to support the delivery of safe and inclusive curricular and extra-curricular physical education and sport programmes to children and young people.
Qualification Code:	L2CSPASSE
Qualification Regulation Number:	610/1633/0
Guided Learning Hours (GLH):	120
Total Qualification Time (TQT):	160
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/12/2022
Qualification Review Date:	30/11/2025
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to support the delivery of curricular and extra-curricular physical activity and sport programmes within a school sport environment, with the supervision of a qualified teacher..
Qualification Purpose:	Prepare for employment in a broad occupational area.

### Who is this qualification for?

This qualification is designed for learners looking to develop their knowledge and skills in order to support the delivery of school sport programmes. This is not sport or setting specific and the learner can complete the assessments in their specific setting within the school environment and focussing on the most appropriate sporting context for their role.

## Qualification Progression

Learners may wish to undertake the following qualifications to further develop their understanding in this area:

- 1st4sport Level 3 Certificate in Delivering Physical Activity and Sport within the School Environment
- 1st4sport Level 3 Award in Education and Training
- 1st4sport Level 2 Certificate in Coaching
- 1st4sport Level 2 Award in Multi-Skill Development in Sport

This qualification may lead to paid or voluntary roles in supporting delivery in Physical Activity and School Sport, a coach, a children's activity professional or a sports leader in schools, under the guidance and supervision of a qualified teacher, normally as part of a schools overarching curriculum.

## 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:

- Coursework (in 7 of 9 mandatory units),
- Oral Examination (in 1 of 9 mandatory units),
- Practical Demonstration/Assignment (in 1 of 9 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
L/650/4601	Supporting children and young people in a school coaching environment	14
M/650/4602	Supporting Relationships within their School Community	12
R/650/4603	Understanding the School Sector and the Curriculum	12
A/650/4606	Understanding the coaching industry and coaching practices	16
T/650/4604	Supporting schools and sports within their communities	10
Y/650/4605	Supporting safe environments for children and young people	15
D/650/4607	Prepare safe and progressive coaching activities	10
F/650/4608	Deliver coaching activities	20
H/650/4609	Review their coaching activities	10

### Optional Units

There are no optional units in this qualification

### Pathway Units (where applicable)

There are no pathway units in this qualification

<b>Unit Title</b>	Supporting children and young people in a school coaching environment
<b>Unit Aim</b>	To develop a Learners understanding and skills of ways to improve their practice to support children and young people within their school coaching environment.
<b>Unique Unit Number</b>	L/650/4601
<b>Unit Assessment Method(s)</b>	Coursework
<b>Assessment Specification</b>	The learner evidence must relate to their chosen age population of children or young people.

**Learning Outcome: 1. Know ways to support an inclusive coaching environment in their school coaching environment**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 State key components of a coaching environment	A coaching environment should be: - Fun - Safe - Inclusive Equitable	No Evidence Requirements Listed
1.2 Differentiate between an equitable and inclusive environment	Definition of both terms: equitable and inclusive	No Evidence Requirements Listed
1.3 Give reasons for ensuring coaching activities are inclusive	Learners give reasons for ensuring all participants have the opportunity to take part in the planned activities.	No Evidence Requirements Listed
1.4 Suggest ways to improve inclusivity within their school coaching environment	No Mandatory Delivery Content	No Evidence Requirements Listed
1.5 Outline a typical journey for their population within their school coaching environment.	No Mandatory Delivery Content	No Evidence Requirements Listed

**Learning Outcome: 2. Know ways to support their population within their school coaching environment**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
2.1 State types of information the coach requires to support individuals within their school coaching environment	No Mandatory Delivery Content	No Evidence Requirements Listed
2.2 Describe ways the information of their population can support the preparation of coaching activities	No Mandatory Delivery Content	No Evidence Requirements Listed
2.3 State learning theories to support personalised learning	No Mandatory Delivery Content	No Evidence Requirements Listed
2.4 Summarise the goal setting process	The process of setting goals, and awareness of SMART (or other) goals.	No Evidence Requirements Listed

**Learning Outcome: 3. Be able to support the needs of their population within their school coaching environment**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
3.1 Manage data collection	No Mandatory Delivery Content	No Evidence Requirements Listed
3.2 Assess participant data to identify individual needs of their population	Individual needs include: - Mental health / welfare needs i.e. anxiety, depression - Physical health needs i.e. allergies, asthma - Physical disabilities, i.e. amputee - Additional support, i.e. support/teaching assistant SEND requirements	No Evidence Requirements Listed
3.3 Explain how to identify technical information or activities based on their participants needs	How to identify specific technical content or activities based on participants' needs.	No Evidence Requirements Listed
3.4 Give reasons for adapting coaching activities to meet their participants needs	No Mandatory Delivery Content	No Evidence Requirements Listed
3.5 Apply learning theories to support personalised learning	No Mandatory Delivery Content	No Evidence Requirements Listed
3.6 Show participant needs are being met	No Mandatory Delivery Content	No Evidence Requirements Listed
3.7 Demonstrate the alignment of their motivations with the motivations of their population	No Mandatory Delivery Content	No Evidence Requirements Listed



**Learning Outcome: 4. Understand ways feedback can support the experience of their population within their school coaching environment**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
4.1 Distinguish methods of feedback	Learners should identify methods of feedback to obtain the views of their population	No Evidence Requirements Listed
4.2 Explain the feedback cycle	No Mandatory Delivery Content	No Evidence Requirements Listed
4.3 Clarify the feedback cycle in accordance with their school policies and procedures	Learners clarify the channels of reporting and recording feedback from their population in accordance with school policies and procedures	No Evidence Requirements Listed
4.4 Give reasons for collecting participant feedback	No Mandatory Delivery Content	No Evidence Requirements Listed
4.5 Summarise ways feedback from their population may contribute to their performance	No Mandatory Delivery Content	No Evidence Requirements Listed
4.6 Describe ways feedback may influence retention within their population	No Mandatory Delivery Content	No Evidence Requirements Listed

### Learning Outcome: 5. Understand ways their coaching approach can influence the experience of their population

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
5.1 Reflect on their reasons for coaching	Learners should identify their coaching motivations; reasons for coaching.	No Evidence Requirements Listed
5.2 Outline their coaching approach	No Mandatory Delivery Content	No Evidence Requirements Listed
5.3 Summarise ways their coaching approach can influence the experience of their population	No Mandatory Delivery Content	No Evidence Requirements Listed
5.4 Describe ways their coaching approach may influence the retention of children and young people	No Mandatory Delivery Content	No Evidence Requirements Listed
5.5 Summarise ways coaching can shape the futures of children and young people	No Mandatory Delivery Content	No Evidence Requirements Listed
5.6 Outline ways coaching can shape communities	Community includes the wider community and their school community	No Evidence Requirements Listed

### Learning Outcome: 6. Know behaviour management strategies

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
6.1 State different types of conflict	No Mandatory Delivery Content	No Evidence Requirements Listed
6.2 Suggest ways to manage different types of conflict	No Mandatory Delivery Content	No Evidence Requirements Listed
6.3 Interpret behaviour management	No Mandatory Delivery Content	No Evidence Requirements Listed
6.4 Suggest ways to manage the behaviour of children and young people to support engagement	No Mandatory Delivery Content	No Evidence Requirements Listed

### Learning Outcome: 7. Be able to implement behaviour management strategies within a school coaching environment

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
7.1 Implement behaviour management strategies to their population	No Mandatory Delivery Content	No Evidence Requirements Listed

<b>Unit Title</b>	Supporting Relationships within their School Community
<b>Unit Aim</b>	Learners develop the knowledge and skills to support relationships within their school community. Learners understand their role, the roles of others within their school community, methods of communication and ways to adapt these methods to support relationships with their chosen population and members of their school coaching community.
<b>Unique Unit Number</b>	M/650/4602
<b>Unit Assessment Method(s)</b>	Coursework
<b>Assessment Specification</b>	The learner evidence must relate to their chosen age population of children or young people.

**Learning Outcome: 1. Know their role in supporting relationships within their school community**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 Summarise the key traits of a coach	Traits of coach includes: <ul style="list-style-type: none"> <li>- respectful of participants and other professionals,</li> <li>- positive,</li> <li>- honest,</li> <li>empowering,</li> <li>- motivating,</li> <li>- trustworthy,</li> <li>- committed,</li> <li>- non-judgemental,</li> <li>- consistent,</li> <li>- a good role model,</li> <li>- good ethics and morals</li> <li>- law abiding</li> <li>- coaches in accordance with legislation and organisational procedures and policies</li> <li>- with professional personal conduct and integrity.</li> </ul>	No Evidence Requirements Listed
1.2 Describe the ethical roles of a coach	e.g. duty of care, professional membership, role boundaries/scope of practice and responsibilities, representation of skills, abilities, and knowledge, interface with other relevant professionals, business practices and professional code of conduct	No Evidence Requirements Listed

<p>1.3 Describe key professional boundaries when working with children and young people</p>	<p>Professional boundaries when working with children and young people in schools include but are not limited to:</p> <ul style="list-style-type: none"> <li>- Duty of care</li> <li>- Appropriate language</li> <li>- Information sharing</li> <li>- Confidentiality</li> <li>- Personal appearance</li> <li>- Model behaviour</li> <li>- Body language</li> </ul> <p>Teachers, Educators, Coaches have professional knowledge, can access sensitive information, and are authorized by the community educate and care for children and young adults.</p> <p>Professional boundaries help differentiate between actions that are professionally appropriate and those that are inappropriate or unprofessional and ensure that educators and coaches use their power fairly and suitably.</p>	<p>No Evidence Requirements Listed</p>
<p>1.4 Give reasons for being approachable and accessible to others</p>	<p>No Mandatory Delivery Content</p>	<p>No Evidence Requirements Listed</p>
<p>1.5 Explain their role of a Coaching Assistant within their school coaching environment</p>	<p>The Coaching Assistant role includes:</p> <ul style="list-style-type: none"> <li>-being part of a team in supporting the smooth operation of the coaching environment and coaching activities</li> <li>- coach in line with organisational aims and objectives: e.g. normal operating plans (NOP), emergency action plans (EAP), risk assessments, supervision, customer charter, etc.</li> </ul>	<p>No Evidence Requirements Listed</p>

**Learning Outcome: 2. Know ways to communicate with members of their school coaching community to develop relationships**

<p><b>Assessment Criteria</b> The learner can:</p>	<p><b>Mandatory Delivery Content</b> The learner will develop an understanding of:</p>	<p><b>Evidence Requirements</b> The learner is required to complete:</p>
<p>2.1 Identify methods of communication</p>	<p>No Mandatory Delivery Content</p>	<p>No Evidence Requirements Listed</p>
<p>2.2 Summarise different communication techniques</p>	<p>No Mandatory Delivery Content</p>	<p>No Evidence Requirements Listed</p>

### Learning Outcome: 3. Be able to develop relationships with their population

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 ways to improve rapport with their population	No Mandatory Delivery Content	No Evidence Requirements Listed
3.2 Develop rapport with members of their population	Learners should demonstrate the developing rapport with individuals within their population in a friendly and approachable manner whilst respecting equality and diversity	No Evidence Requirements Listed
3.3 Respond to enquiries from their population	No Mandatory Delivery Content	No Evidence Requirements Listed
3.4 Show how to induct a member of their population	No Mandatory Delivery Content	No Evidence Requirements Listed

### Learning Outcome: 4. Know approaches to develop relationships with key members of their school coaching community

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 Suggest ways to develop relationships with key members of their school coaching community	School communities can include the following members: - Within their school environment: Senior Leadership Team, colleagues, Managers, Heads of Departments, Welfare Officers, etc. - External to their school environment: Parents/carers, Staff from other schools, Students from other schools, Youth clubs, community centres, volunteers	No Evidence Requirements Listed

**Learning Outcome: 5. Be able to interact with members of their school community**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
5.1 Interact with others in their school coaching environment	No Mandatory Delivery Content	No Evidence Requirements Listed
5.2 Demonstrate appropriate methods of communication applicable to the stakeholder profile	Demonstrate appropriate methods of communication to stakeholders such as: - External stakeholders i.e. parents/carers - Internal stakeholders i.e. colleagues, teachers - Their population  Learners are required to demonstrate the appropriate methods of communication applicable to their chosen population, members of their school community and within sport and physical activity sessions.	No Evidence Requirements Listed
5.3 Demonstrate professional demeanour when interacting with members of their school coaching community	Examples include: - Dress attire - Personal attributes - approachable - Open and honest communication - Being positive - Active listening - Developing people skills - Show appreciation of others - Keep to your commitments - Be present - Appreciate each employee's role - Offer help and support Asking questions	No Evidence Requirements Listed
5.4 Use their professional judgement when following instructions from members of their school coaching community	No Mandatory Delivery Content	No Evidence Requirements Listed

### Learning Outcome: 6. Be able to adapt communication methods to suit stakeholder profile

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
6.1 Revise communication methods and techniques to suit stakeholder profiles	Adapt communication depending on the stakeholder profile: <ul style="list-style-type: none"> <li>- Children</li> <li>- Young people</li> <li>- Adults</li> <li>- Accessibility and different needs of the stakeholder</li> <li>- Legislative considerations, i.e. confidentiality, data protection, disclosure of information, safeguarding and duty of care</li> </ul> Adaptions include consideration towards: <ul style="list-style-type: none"> <li>- Language and vocabulary used: adaption from responding to a child than an adult</li> <li>- Appropriate method of communication: letter, email, telephone, face-to-face meeting etc.</li> <li>- Awareness of tone used</li> <li>- Awareness of body language and eye contact</li> <li>- The context of the communication, disciplinary letter or announcement of school sports day</li> <li>- Methods of non-verbal communication</li> </ul>	No Evidence Requirements Listed

### Learning Outcome: 7. Be able to refer members of their population outside of their professional boundary

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
7.1 Give examples of where to refer children or young people whose needs or potential are outside their remit	No Mandatory Delivery Content	No Evidence Requirements Listed
7.2 Be responsive to referrals outside their professional boundary	Learners demonstrate the referral of stakeholders, must include their chosen population, to colleagues when the request is outside their professional boundary	No Evidence Requirements Listed



<b>Unit Title</b>	Understanding the School Sector and the Curriculum
<b>Unit Aim</b>	Learners develop an understanding of the school sector and ways the curriculum influences the school coaching environment. Learners know their school mission and values, induction and mentoring processes, the types of provision within the sector, key regulatory bodies and legislation, the roles and responsibilities of key members within their school community and key components of the curriculum.
<b>Unique Unit Number</b>	R/650/4603
<b>Unit Assessment Method(s)</b>	Coursework
<b>Assessment Specification</b>	The learner evidence must relate to their chosen age population of children or young people.

### Learning Outcome: 1. Know different cultures, values and ethos within a school environment

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 Compare the culture, values and ethos between their school and others	Identify the mission and/or vision in relation to the culture, values and ethos of their school and compare the cultures, values and ethos between different school types, for example: <ul style="list-style-type: none"> <li>- Primary</li> <li>- Secondary</li> <li>- Academy</li> <li>- Faith schools</li> </ul>	No Evidence Requirements Listed
1.2 Give the benefits and challenges of embedding the school culture, values and ethos within coaching practices	In embedding the values, culture and ethos of the school into the sport and physical activity, this can help to achieve: <ul style="list-style-type: none"> <li>- Sustained success</li> <li>- Synced aims and objectives for learners</li> </ul>	No Evidence Requirements Listed
1.3 Reflect on their coaching approach to the culture, values and ethos of their school	No Mandatory Delivery Content	No Evidence Requirements Listed

### Learning Outcome: 2. Know key characteristics of the school sector

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 Summarise the different types of provision within the school sector	Different types of school provision include: - State schools: community school, foundation schools and voluntary schools, academies, free schools, religious/faith schools, grammar schools, - Special schools for pupils with SEND - City Technology colleges - State boarding schools - Private schools	No Evidence Requirements Listed
2.2 Give examples of their schools' products and offer	No Mandatory Delivery Content	No Evidence Requirements Listed

### Learning Outcome: 3. Know the roles and responsibilities of key staff members within their school coaching community

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 Illustrate their schools organisational structure	No Mandatory Delivery Content	No Evidence Requirements Listed
3.2 Outline roles and responsibilities of key staff members within their school coaching community	Different roles include: e.g. staff, governors, senior managers, department heads, support staff, volunteers, teaching assistants, designated safeguarding officer, welfare officer, bursar, SENCO staff, parents, carers, members of the community, etc.  Learners must identify the responsibilities of key staff within their environment  For example, the core responsibility of a Head Teacher is to manage the school, i.e. human resources, physical resources, economic resources.	No Evidence Requirements Listed
3.3 Summarise ways the roles and responsibilities of other members of the school community may influence the school coaching environment	No Mandatory Delivery Content	No Evidence Requirements Listed

### Learning Outcome: 4. Understand their school induction 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 Outline key components of their school induction programme	Learner must include the reasons for a school induction programme	No Evidence Requirements Listed
4.2 Give the benefits and challenges of a school induction programme	No Mandatory Delivery Content	No Evidence Requirements Listed

### Learning Outcome: 5. Understand their schools' mentoring programme

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 Summarise their schools' mentoring programme	Different schools will have different mentoring schemes for support staff. Learners must use the mentoring scheme appropriate to their context. Mentoring schemes could include: <ul style="list-style-type: none"> <li>- Stages of mentoring processes</li> <li>- Who is the mentor and mentee</li> <li>- Duration of the scheme</li> <li>- Who the scheme is available to within the school</li> </ul> How to be enrolled in the school mentor scheme	No Evidence Requirements Listed

### Learning Outcome: 6. Know key regulatory bodies and legislation operating within their school environment

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

<p>6.1 Identify key regulatory bodies and legislation operating within their school</p>	<p>Learners must identify relevant legislation applicable to their school</p> <p>Regulatory Bodies include but are not limited to:</p> <ul style="list-style-type: none"> <li>- Ofsted</li> </ul> <p>Key school legislation includes but is not limited to:</p> <ul style="list-style-type: none"> <li>- Department of Education</li> <li>- Health and Safety Legislation</li> <li>- RIDDOR</li> <li>- PPE</li> <li>- Hazardous substances</li> <li>- First Aid</li> <li>- Adventure Activities Licencing</li> </ul> <p>Legislation, such as Acts, in relation to:</p> <ul style="list-style-type: none"> <li>- Equality</li> <li>- Children</li> <li>- Care</li> <li>- Mental capacity</li> <li>- Data protection</li> <li>- GDPR</li> </ul>	<p>No Evidence Requirements Listed</p>
<p>6.2 Compare the roles of key regulatory bodies and legislation operating within their school environment</p>	<p>The role of legislation within the school environment is improving and maintaining a safe environment for participants in a sport or physical activity. This includes:</p> <ul style="list-style-type: none"> <li>- Prevention of accidents</li> <li>- Reducing risk of injury and illness</li> <li>- Raising awareness of participants, coaches, instructors, managers etc</li> <li>- Providing a safe working environment</li> <li>- Providing a safe playing/training/competing environment</li> </ul> <p>Raising standards for all involved</p>	<p>No Evidence Requirements Listed</p>
<p>6.3 Explain key topics in their schools policies and procedures</p>	<p>Learners must explain the key topics for the following school policies (or policies that contain the following topics):</p> <ul style="list-style-type: none"> <li>- Normal operating plans (NOP).</li> <li>- Emergency action plans (EAP).</li> <li>- Risk assessment.</li> <li>- Admissions policy.</li> </ul>	<p>No Evidence Requirements Listed</p>
<p>6.4 Indicate school requirements regarding the delivery of coaching activities</p>	<p>No Mandatory Delivery Content</p>	<p>No Evidence Requirements Listed</p>

<p>6.5 Give ways key regulatory and legislative requirements may influence physical activities and sport within their school environment</p>	<p>Legislation and regulatory requirements can impact on sport and physical activities within schools:          - Funding, DfE, Sport England, National Lottery          - Facilities, i.e. school playing fields may be sold          - Government strategies for sport in schools, i.e. guidance including how long children should spend on physical activities per day in and outside of school          Teacher training objectives for delivering sport lessons</p>	<p>No Evidence Requirements Listed</p>
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### Learning Outcome: 7. Understand how the curriculum is operationalised within their school environment

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
<p>7.1 Identify the curriculum applicable to their school coaching environment</p>	<p>No Mandatory Delivery Content</p>	<p>No Evidence Requirements Listed</p>
<p>7.2 Describe the key components of the curriculum applicable to their school coaching environment</p>	<p>No Mandatory Delivery Content</p>	<p>No Evidence Requirements Listed</p>
<p>7.3 Compare curriculum and non-curriculum sport and physical activities</p>	<p>No Mandatory Delivery Content</p>	<p>No Evidence Requirements Listed</p>
<p>7.4 Describe ways the curriculum may influence school sports and physical activities within their school environment</p>	<p>Describe the impact of the National Curriculum, in relation to the following key stages:                      - Key Stage 1                      - Key Stage 2                      - Key Stage 3                      - Key Stage 4                      For                      (a) the development stages of their population and                      (b) development and delivery of activities out of curriculum time.                       Learners should describe how the curriculum can influence the school sports and physical activities to their chosen age group and sport discipline</p>	<p>No Evidence Requirements Listed</p>
<p>7.5 Explain how to embed activity within their school community environment</p>	<p>No Mandatory Delivery Content</p>	<p>No Evidence Requirements Listed</p>

Unit Title	Understanding the coaching industry and coaching practices
Unit Aim	Learners develop an understanding of the coaching industry including organisations, legislation, and guidance, and develop the skills to support a safe practice relating to their chosen population and sporting discipline.
Unique Unit Number	A/650/4606
Unit Assessment Method(s)	Coursework
Assessment Specification	The learner evidence must relate to their chosen age population of children or young people.

## Learning Outcome: 1. Know coaching industry guidance

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 Illustrate organisations which support coaching	Coaching sector guidance includes: - National governing body. - Health and Safety Executive. - Sport England. - Child Protection in Sport Unit - UK Coaching	No Evidence Requirements Listed
1.2 Outline legislation which applies to their coaching practice	e.g.: data protection, participant confidentiality, conflict of interest, health and safety at work, disclosing and barring service (DBS), safeguarding children and adults at risk, equality and diversity, personal liability insurance, control of substances hazardous to health, reporting of injuries, diseases and dangerous occurrences regulations, electricity at work regulations, first aid regulations, individual organisational policies and procedures.	No Evidence Requirements Listed
1.3 Explain ways National Governing Bodies guide safe coaching practices	national governing body (NGB) guidelines, manual handling techniques, safe and serviceable equipment policies, environmental policies and maintenance inspection plans for specific equipment	No Evidence Requirements Listed
1.4 Identify coaching resources to support planning and preparing coaching activities for their population	Learners are required to identify coaching resources to support the planning and preparation of their coaching activities. Learners must be able to identify general coaching guidance as well as guidance specific to their chosen sporting discipline.	No Evidence Requirements Listed
1.5 Give reasons for ensuring coaching activities meet rules and regulations	No Mandatory Delivery Content	No Evidence Requirements Listed

### Learning Outcome: 2. Know ways to protect themselves when coaching

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 Explain their responsibilities while delivering coaching activities to their population	responsibilities during an activity include: ? Health and safety requirements. ? Organisational procedures. ? Techniques. ? Skill development. ? Rules and codes for the activities you are leading.	No Evidence Requirements Listed
2.2 Identify their coaching personal protective equipment relating to their sporting discipline	Learner identifies what Personal Protective Equipment (PPE) they require to deliver coaching sessions safely and relating to their sporting discipline	No Evidence Requirements Listed
2.3 Clarify personal protective equipment for others within their coaching practice	Learner identifies the Personal Protective Equipment (PPE) for the coach, other coaching staff, i.e. volunteers and their population.	No Evidence Requirements Listed

### Learning Outcome: 3. Understand industry guidance to operating coaching equipment safely

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 Compare types of coaching equipment	e.g. simple, complex, powered.	No Evidence Requirements Listed
3.2 Explain Normal Operating Procedures in relation to their coaching equipment	Explain Normal Operating Procedures (NOPs) including: safe assembly, dismantling and storage of equipment, adhering to manufacturers guidance.  Learners must describe how to use the equipment applicable to their chosen sporting discipline.	No Evidence Requirements Listed
3.3 Give ways to maintain safety for their population and others during the delivery of coaching activities	Learners give ways to ensure participant and others' safety is maintained.	No Evidence Requirements Listed



## Learning Outcome: 4. Understand key components of coaching practices

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
4.1 State reasons for confirming coaching activities	confirming and, if necessary, revising the plans for an activity.	No Evidence Requirements Listed
4.2 Explain how to deliver planned coaching activities	No Mandatory Delivery Content	No Evidence Requirements Listed
4.3 Summarise how to prepare their population for coaching activities	No Mandatory Delivery Content	No Evidence Requirements Listed
4.4 Outline ways to assess the readiness of participants to participate in a coaching activity	No Mandatory Delivery Content	No Evidence Requirements Listed
4.5 State the process of starting a coaching activity	No Mandatory Delivery Content	No Evidence Requirements Listed
4.6 Give reasons for including a warm-up activity within their coaching activities	Learners are required to provide the value, purpose and delivery of warm-up activities and the importance of ensuring the delivery of warm-up activities that are linked to the goals of the activity.	No Evidence Requirements Listed
4.7 Explain how to conclude coaching activities	No Mandatory Delivery Content	No Evidence Requirements Listed
4.8 State reasons for including cool-down activities within their coaching activities	The value, purpose and delivery of cool-down activities and the importance of ensuring the delivery of cool-down activities that are linked to the goals of the activity.	No Evidence Requirements Listed
4.9 State reasons for keeping the venue and coaching equipment in an orderly fashion	No Mandatory Delivery Content	No Evidence Requirements Listed

## Learning Outcome: 5. Know ways to include participants within their coaching practice

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
5.1 Give reasons for agreeing goals with their population	Learners are required to give reasons for agreeing goals with individuals within their population.	No Evidence Requirements Listed
5.2 Give reasons for providing participants with information relating to their coaching activities	No Mandatory Delivery Content	No Evidence Requirements Listed
5.3 State reasons for revising planned activities	Learners must include how providing participants with information relating to their coaching activities can support them in achieving their goals and aspirations within their response.	No Evidence Requirements Listed
5.4 Explain ways to give coaching demonstrations to their population	Learners are required to identify to include clear and correct demonstrations and explanations of skill development and development of mental skills.	No Evidence Requirements Listed
5.5 Give reasons for observing participants during their coaching activities	No Mandatory Delivery Content	No Evidence Requirements Listed
5.6 State reasons for providing participants with information about future coaching activities	Why it is important to ensure that participants have the information they require about future activities	No Evidence Requirements Listed

<b>Unit Title</b>	Supporting schools and sports within their communities
<b>Unit Aim</b>	Learners develop an understanding of the roles of schools within their communities and know ways to support school-community club links to promote sports and physical activities within their school coaching environment.□
<b>Unique Unit Number</b>	T/650/4604
<b>Unit Assessment Method(s)</b>	Coursework
<b>Assessment Specification</b>	The learner evidence must relate to their chosen age population of children or young people.

Learning Outcome: 1. Know the role of schools within their communities		
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 Summarise the roles of schools within their communities	No Mandatory Delivery Content	No Evidence Requirements Listed

## Learning Outcome: 2. Know ways to support community sports

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
2.1 Distinguish between school sport and sport delivered within their community	Key differences include: <ul style="list-style-type: none"> <li>- Population groups</li> <li>- Coach to pupil ratios</li> <li>- Resources and facilities</li> <li>- Cost (free, session fee, membership fee)</li> <li>- Schedule (daily, weekly, monthly)</li> <li>- Funding</li> <li>- Duration</li> <li>- Workforce: number of employed, volunteers, etc.</li> </ul> Experience / qualification of workforce	No Evidence Requirements Listed
2.2 Share examples of community sports to stakeholders	Stakeholders must include: a child or young person and a member of staff.  Local sport and physical activity opportunities include providing information on the following: <ul style="list-style-type: none"> <li>- Community sport clubs</li> <li>- Local gyms</li> <li>- Sporting academies, i.e. football</li> <li>- Youth clubs</li> <li>- Volunteer opportunities</li> <li>- Local sporting events, i.e. 5k and 10k park runs</li> <li>- County sporting competitions, between school competitions</li> <li>- After-school clubs</li> </ul> The opportunities should reflect what community sports is available within the context of the learner.	No Evidence Requirements Listed
2.3 Suggest ways to support community sports	Stakeholders include coaches, parents, school staff, members of the community. Ways stakeholders can support community sport are: <ul style="list-style-type: none"> <li>- Volunteer / get involved</li> <li>- Fundraise, i.e. hold raffles, auctions, competitions etc.</li> <li>- Help boost their profile on social media, like and share content</li> <li>- Refer / tell friends and families about events and community clubs</li> </ul>	No Evidence Requirements Listed

### Learning Outcome: 3. Understand the purpose of school-community club links

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 the purpose of school-community club links	<p>School-community club links are an agreement between a school and a community-based sports club to:</p> <ul style="list-style-type: none"> <li>- Work together</li> <li>- Meet the needs of young people</li> <li>- Provide new and varied opportunities</li> <li>- Help in realising ambitions</li> </ul> <p>The aim of School-community Club Links is to create opportunities for children and young people to compete inside and outside of school</p>	No Evidence Requirements Listed
3.2 Give examples of club-school links within their school communities	No Mandatory Delivery Content	No Evidence Requirements Listed
3.3 State the benefits of a school-community club links	No Mandatory Delivery Content	No Evidence Requirements Listed
3.4 Describe stakeholders who may influence participation in sport and physical activities for children and young people	No Mandatory Delivery Content	No Evidence Requirements Listed

### Learning Outcome: 4. Know approaches to manage stakeholder expectations when involved in competitive sports

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 key members of their school coaching community involved in competitive sport	Stakeholders include external and internal.	No Evidence Requirements Listed
4.2 Share ways to manage the expectations of their school community members in a competitive sports	No Mandatory Delivery Content	No Evidence Requirements Listed

Unit Title	Supporting safe environments for children and young people
Unit Aim	Learners know ways to support a safe environment for children and young people. Learners will develop an understanding of how to recognise, report, and respond to safeguarding concerns and disclosures according to their school policies and procedures. Learners also develop the skills of how to coach and operate coaching equipment safely in a school coaching environment
Unique Unit Number	Y/650/4605
Unit Assessment Method(s)	Coursework
Assessment Specification	The learner evidence must relate to their chosen age population of children or young people.

## Learning Outcome: 1. Understand safeguarding and protection of children resources of support

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 Record organisations that provide safeguarding and child protection legislation and guidance	Key organisations that provide advice and guidance include but is not limited to: <ul style="list-style-type: none"> <li>- National Society for the Prevention of Cruelty to Children (NSPCC)</li> <li>- Child Protection on Sport Unit (CPSU)</li> <li>- Local authorities/council</li> <li>- Police</li> <li>- Social services</li> <li>- UK government</li> </ul>	No Evidence Requirements Listed
1.2 Establish their schools' safeguarding and child protection policies	No Mandatory Delivery Content	No Evidence Requirements Listed
1.3 Compare the core elements of safeguarding and child protection policies and guidance	<p>Key safeguarding and child protection policies include, but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Protecting vulnerable adults</li> <li>2. Safeguarding adults at risk</li> <li>3. Safeguarding children</li> <li>4. Children Act</li> <li>5. Safeguarding vulnerable groups</li> <li>6. Children and social work</li> <li>7. Care Act / child protection</li> <li>8. Data Protection</li> <li>9. GDPR</li> <li>10. Sexual violence and sexual harassment</li> <li>11. Working together to safeguard children</li> <li>12. Keeping children safe in education</li> <li>13. Equality</li> </ol> <p>Learners are expected to identify key legislation applicable to their chosen population. For example: Working with children 0-5, legislation guidance advises to have paediatric first aid to support a safe environment.</p> <p>Core topics include:</p> <ul style="list-style-type: none"> <li>- Information sharing</li> <li>- Data protection</li> <li>- Your role in relation to the legislation</li> <li>- Your organisation/school role in relation to the legislation</li> <li>- Equality</li> <li>- Inclusion</li> </ul> <p>Mental health and Wellbeing</p>	No Evidence Requirements Listed

### Learning Outcome: 2. Understand ways to support a safe environment for children and young people

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 Describe what a safe environment for children and young people includes	No Mandatory Delivery Content	No Evidence Requirements Listed
2.2 Discuss the roles of stakeholders in supporting a safe environment for children and young people	No Mandatory Delivery Content	No Evidence Requirements Listed
2.3 Interpret appropriate behaviour when working with children and young people	Appropriate and Inappropriate behaviour for adults when working with young people and children Appropriate and Inappropriate behaviour for young people and children	No Evidence Requirements Listed

### Learning Outcome: 3. Be able to recognise safeguarding and child protection concerns

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 Differentiate between child protection and safeguarding	No Mandatory Delivery Content	No Evidence Requirements Listed
3.2 Distinguish between types of abuse	Types of abuse: a) Physical Abuse b) Sexual Abuse c) Discriminatory Abuse d) Institutional Abuse e) Psychological or emotional abuse f) Financial or material abuse g) Neglect	No Evidence Requirements Listed
3.3 Distinguish between abuse, poor and good practice	No Mandatory Delivery Content	No Evidence Requirements Listed



**Learning Outcome: 4. Be able to record safeguarding and child protection concerns**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
4.1 Describe their school processes of recording safeguarding concerns or disclosures	School or organisational procedures include: <ul style="list-style-type: none"> <li>- Record keeping</li> <li>- Changing procedures</li> <li>- Registers</li> <li>- Use of technology</li> <li>- Rewards and recognition</li> <li>- Behaviour management</li> <li>- Staff responsibilities</li> <li>- Induction processes</li> <li>- Health and safety</li> <li>- Dress code/kit policies</li> <li>- Pupil absenteeism</li> <li>- How to report incidents / concerns of safeguarding</li> <li>- Review of policies and procedures</li> </ul>	No Evidence Requirements Listed
4.2 Illustrate how to record child protection concerns according to their school policies and procedures	No Mandatory Delivery Content	No Evidence Requirements Listed
4.3 Provide examples of when to share safeguarding information with others	No Mandatory Delivery Content	No Evidence Requirements Listed
4.4 Provide examples of when to seek guidance from others	Examples include but are not limited to when to seek guidance/refer: <ul style="list-style-type: none"> <li>- a case to the school/organisation designated safeguarding officer</li> <li>- to the local authority i.e. social services, local council services</li> <li>- to the emergency services, i.e. the police</li> </ul>	No Evidence Requirements Listed

### Learning Outcome: 5. Be able to report safeguarding and child protection concerns

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 Establish their schools' procedure for reporting safeguarding concerns or disclosures	Stages of reporting a safeguarding incident, hazard and child protection concerns or disclosure include: - When should the incident be reported? - Who should the incident be reported to? Are there other responsible members within your organisation who need to be made aware, i.e. Supervisor/Manager, Safeguarding Officer, Teacher? - Timeframes of when to notify other staff members. Consideration of confidentiality - What details should you include when reporting an incident, i.e time, place, details of abuser and abusee, summary of your concern - Why? Explain why each stage of the reporting process is necessary - When external stakeholders should be involved, i.e. the police, social services, welfare officers, parents, etc. - Identify the school/organisational policies to reference and at what stage	No Evidence Requirements Listed
5.2 Justify how to respond to a child raising a safeguarding disclosure	Provide a clear rationale behind the decision-making process of how the coach responds to a child raising a safeguarding disclosure.	No Evidence Requirements Listed

### Learning Outcome: 6. Be able to manage hazards within their school coaching environment

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
6.1 Identify hazards relating to facility, activity and people	e.g. weather impact, insufficient protective equipment, sudden cardiac death.	No Evidence Requirements Listed
6.2 Explain how to respond to injury, illness and emergency situations in a sport and physical activity session specifically for children and young people	Learners must describe how to respond to injury, illness and emergency situations in a sport and physical activity session for children 0-5, plus their chosen population should this not be children 0-5.	No Evidence Requirements Listed
6.3 Respond to identified hazards	Learners demonstrate they use appropriate action to deal with identified hazards based on the level of risk	No Evidence Requirements Listed

**Learning Outcome: 7. Be able to use coaching equipment safely within their school coaching environment**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
7.1 Demonstrate the safe assembly, dismantle and storage of coaching equipment	Learners demonstrate the safe use of equipment during delivery to their population	No Evidence Requirements Listed
7.2 Perform safe working practices	No Mandatory Delivery Content	No Evidence Requirements Listed

<b>Unit Title</b>	Prepare safe and progressive coaching activities
<b>Unit Aim</b>	Learners develop the knowledge and skills to prepare safe and progressive coaching activities under the guidance of a coach for their population within a school coaching environment
<b>Unique Unit Number</b>	D/650/4607
<b>Unit Assessment Method(s)</b>	Coursework
<b>Assessment Specification</b>	The learner evidence must relate to their chosen age population of children or young people. Learners must provide plans for a minimum of 6 sessions

**Learning Outcome: 1. Understand ways to plan activities to support the goals of their population**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 Explain the purpose of planning	e.g.: - planning realistic timings, - sequences, - intensity and duration of activities.	No Evidence Requirements Listed
1.2 Summarise ways to plan activities to support the goals of their population	Summary must include: - The process and considerations for planning a balance of activities and coaching methods for each activity that will motivate the participants and achieve the planned goals for individuals and groups. - plan activities help the participants achieve their aims.	No Evidence Requirements Listed
1.3 Select coaching activities applicable to the goals of their population	-Activities stated by learner must reflect the abilities of their population and be inclusive, safe and enjoyable. -Activities must be balanced	No Evidence Requirements Listed
1.4 Provide reasons to link the goals of their population to the overall activity aim	Learner provide reasons why goals should be linked, progressive and consistent with the- overall aims of the activity.	No Evidence Requirements Listed
1.5 Share their coaching methods to delivering the activities with their Coach	Learners share their coaching methods for each activity that will motivate the participants and achieve the planned goals for individuals and groups.	No Evidence Requirements Listed
1.6 Confirm the resources required to deliver their coaching activity	The types of resources you need to deliver the coaching activities, i.e. notepads, first aid kit, etc	No Evidence Requirements Listed
1.7 Confirm the equipment required to deliver their coaching activity	The types of equipment you need to deliver the coaching activities i.e. cones, bibs, bean bags, tennis balls, etc.	No Evidence Requirements Listed

**Learning Outcome: 2. Be able to prepare coaching activities for their population in accordance with the relevant school sector and the coaching industry guidance**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
2.1 Produce coaching activities for their population in accordance with the relevant school sector and the coaching industry guidance	Learners must demonstrate that they can prepare activities in accordance with: <ul style="list-style-type: none"> <li>- Their school policies and procedures</li> <li>- their school requirements for extra-curricular activity</li> <li>- the national curriculum Key stage applicable to their population: i.e. Key Stage 1, 2, 3 or 4.</li> <li>- NGBs guidance applicable to their chosen activity</li> <li>- Health and Safety Executive.</li> <li>- Sport England.</li> <li>- Child Protection in Sport Unit</li> </ul>	No Evidence Requirements Listed

**Learning Outcome: 3. Be able to prepare coaching activities appropriate to the environmental factors of their school coaching environment**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
3.1 Produce coaching activities appropriate to the environmental factors of their school coaching environment	Learners show they can prepare coaching activities considering the following in relation to their school coaching environment: <ul style="list-style-type: none"> <li>• Environmental factors</li> <li>• facilities</li> <li>• resources</li> <li>• equipment</li> <li>• class/population sizes</li> <li>• demographic of population i.e. ability,</li> <li>• school timings: so activities start and finish on time aligning with school timeframes.</li> </ul>	No Evidence Requirements Listed
3.2 Manage the resources for their coaching activities	Learners are required to demonstrate they can organise their planned coaching activities.	No Evidence Requirements Listed

### Learning Outcome: 4. Be able to produce coaching activities supporting the needs of their population

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
4.1 Produce coaching activities supporting the needs of their population	Learners must show that they have included the following within their plans and preparation of their coaching activities: <ul style="list-style-type: none"> <li>- appropriate to their population</li> <li>- collect and record the information needed to prepare activities</li> <li>- Identify the overall activity aims.</li> <li>- Ensure goals are linked, progressive and consistent with the overall</li> <li>- aims.</li> <li>- Prepare activities that will help the participants achieve their aims.</li> <li>- Prepare tasks for each activity that will motivate the participants and achieve the planned goals.</li> <li>- linked to participant needs and implications for preparation.</li> <li>- Activities are safety compliant</li> <li>- Embedding participant feedback and adapting activities accordingly.</li> </ul>	No Evidence Requirements Listed
4.2 Agree the aims of their coaching activities with others	At a minimum, learner must show they can agree with the aims of their coaching activities with their population and their coach.	No Evidence Requirements Listed

### Learning Outcome: 5. Be able to support the implementation of contingency plans

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
5.1 Give reasons for preparing contingency plans	Learners provide reasons for producing a contingency plan or amending an activity based on a risk assessment.	No Evidence Requirements Listed
5.2 Support the implementation of contingency plans	Learners demonstrate they can support adaptations/amends of the coaching programme, session and/or activity based on a risk assessment, participant feedback, and professional boundaries under the supervision of a Coach	No Evidence Requirements Listed

<b>Unit Title</b>	Deliver coaching activities
<b>Unit Aim</b>	Learners develop the knowledge and skills to deliver safe and progressive coaching activities to their chosen population under the guidance of their coach.
<b>Unique Unit Number</b>	F/650/4608
<b>Unit Assessment Method(s)</b>	Practical Demonstration/Assignment
<b>Assessment Specification</b>	The learner evidence must relate to their chosen age population of children or young people. The learner will lead activities under supervision. A minimum of 6 sessions must be led by the learner, at least 2 of these must be assessed

### Learning Outcome: 1. Be able to deliver coaching activities to their population in a school coaching environment

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 Demonstrate delivery of a series of progressive physical activity sessions	Demonstrate delivery in accordance with: <ol style="list-style-type: none"> <li>(1) School sector guidance</li> <li>(2) school policies and procedures for example:</li> <li>(3) the relevant curriculum, for example:</li> <li>(4) NOPs, EAPs</li> <li>(5) develop activities aligned to the institution and category of provision</li> <li>(6) Demonstrate selection of appropriate communication methods</li> <li>(7) Demonstrate listening and responding to participants</li> <li>(8) Demonstrate session management</li> <li>(9) Demonstrate delivery using a range of activities which promote personal challenges.</li> <li>(10) Demonstrate appropriate procedures and communication around inclusive selection policies including the development of the whole child.</li> </ol>	No Evidence Requirements Listed

**Learning Outcome: 2. Be able to demonstrate professional coaching practices during delivery of their coaching activities**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
2.1 Demonstrates appropriate behaviour when delivering coaching activities to their population	No Mandatory Delivery Content	No Evidence Requirements Listed
2.2 Use own judgement during their delivery of coaching activities	Demonstrate problem solving skills and use of own initiative, within professional boundaries, to support the smooth running of the coaching environment.	No Evidence Requirements Listed
2.3 Confirm their coaching activity plans	Confirm and, if necessary, revise your plans for the activity.	No Evidence Requirements Listed
2.4 Manage problems during delivery	No Mandatory Delivery Content	No Evidence Requirements Listed
2.5 Identify specific technical content or activities based on the needs of their population	No Mandatory Delivery Content	No Evidence Requirements Listed
2.6 Provide technical explanations and demonstrations that meet the needs of their population	No Mandatory Delivery Content	No Evidence Requirements Listed
2.7 Make adaptations to their coaching activity to meet the needs of their population	No Mandatory Delivery Content	No Evidence Requirements Listed
2.8 Respond to the referral of members of their population	Learners demonstrate they can refer members of their population whose needs they cannot meet to a competent person or agency	No Evidence Requirements Listed



**Learning Outcome: 3. Be able to introduce their population to their coaching activities**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
3.1 Assess participants' readiness to participate.	No Mandatory Delivery Content	No Evidence Requirements Listed
3.2 Prepare participants for activities.	No Mandatory Delivery Content	No Evidence Requirements Listed
3.3 Carry out warm up activities	No Mandatory Delivery Content	No Evidence Requirements Listed
3.4 Share their coaching activities with their population	No Mandatory Delivery Content	No Evidence Requirements Listed

### Learning Outcome: 4. Be able to support participant engagement during the delivery of their coaching activities

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
4.1 Produce inclusive coaching activities	Ensure all participants have the opportunity to take part in the planned activities.	No Evidence Requirements Listed
4.2 Agree goals with their population	No Mandatory Delivery Content	No Evidence Requirements Listed
4.3 Confirm personal development needs with individuals within their population	No Mandatory Delivery Content	No Evidence Requirements Listed
4.4 Describe to their participants ways their coaching activities support their individual goals	No Mandatory Delivery Content	No Evidence Requirements Listed
4.5 Comply with procedures relating to inclusive selection policies	Demonstrate appropriate procedures and communication around inclusive selection policies including the development of the whole child	No Evidence Requirements Listed
4.6 Observe participant performance during the delivery of their coaching activities	No Mandatory Delivery Content	No Evidence Requirements Listed
4.7 Evaluate participant performance during the delivery of their coaching activities	No Mandatory Delivery Content	No Evidence Requirements Listed
4.8 Provide their population with feedback on their performance	No Mandatory Delivery Content	No Evidence Requirements Listed

### Learning Outcome: 5. Be able to interact with others during the delivery of their coaching activities

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 Use different types of communication during delivery	Demonstrate inclusive verbal, non-verbal and written communication whilst undertaking duties.	No Evidence Requirements Listed
5.2 Respond to other stakeholders' guidance on the progress of their population	No Mandatory Delivery Content	No Evidence Requirements Listed

### Learning Outcome: 6. Be able to deliver coaching activities within a safe school coaching environment

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
6.1 Comply with safeguarding and protection of children and young people guidelines and procedures	No Mandatory Delivery Content	No Evidence Requirements Listed
6.2 Protect their population during delivery of their coaching activities	No Mandatory Delivery Content	No Evidence Requirements Listed

### Learning Outcome: 7. Be able to conclude their coaching activities

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
7.1 Carry out cool down activities	No Mandatory Delivery Content	No Evidence Requirements Listed
7.2 Provide information about future sessions to their population	No Mandatory Delivery Content	No Evidence Requirements Listed
7.3 Carry out tidy-up activities at the venue after the delivery of their coaching activities	Leave the venue and equipment in a condition acceptable for future use	No Evidence Requirements Listed

Unit Title	Review their coaching activities
Unit Aim	Learners gain the knowledge and skills to review their coaching activities and performance while gaining an understanding of how the outcomes of their review can influence future coaching activities and own coaching practices.
Unique Unit Number	H/650/4609
Unit Assessment Method(s)	Oral Examination
Assessment Specification	The learner evidence must relate to their chosen age population of children or young people. The learner must include reviews of the sessions they have led activities in.

## Learning Outcome: 1. Know the key components of a coaching review

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 Give reasons for continually reviewing their coaching activities	No Mandatory Delivery Content	No Evidence Requirements Listed
1.2 Identify types of information to support the review of their coaching activities	No Mandatory Delivery Content	No Evidence Requirements Listed
1.3 State reasons for reviewing the planning and delivery stage of their coaching activities	Answers should include reasons for reviewing the planning and delivery stages of their coaching activities.	No Evidence Requirements Listed
1.4 Outline ways to measure the coaching experience for their participants	No Mandatory Delivery Content	No Evidence Requirements Listed
1.5 Outline ways to measure the development of their population	No Mandatory Delivery Content	No Evidence Requirements Listed

**Learning Outcome: 2. Understand ways their coaching review outcomes can influence future coaching activities**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
2.1 Give reasons for recording the outcomes of their coaching review	No Mandatory Delivery Content	No Evidence Requirements Listed
2.2 Identify ways to use the outcomes of their review on future coaching activities	No Mandatory Delivery Content	No Evidence Requirements Listed
2.3 Explain when to implement adaptations of their coaching activities to meet the outcomes of their evaluation	No Mandatory Delivery Content	No Evidence Requirements Listed
2.4 Explain how to implement adaptations of their coaching activities to meet the outcomes of their evaluation	No Mandatory Delivery Content	No Evidence Requirements Listed
2.5 Describe ways to improve the preparation and delivery of future activities	Learners to record improvements in the preparation and delivery of future activities for: participants themselves	No Evidence Requirements Listed
2.6 Identify sources of feedback to support your review	identify valid sources of feedback from others to aid your review.	No Evidence Requirements Listed
2.7 Give reasons for sharing the outcomes of their coaching review with others	Learners must give reasons for sharing their coaching review with: - their population - their coach or peer equivalent	No Evidence Requirements Listed

### Learning Outcome: 3. Be able to carry out an evaluation of their coaching activities

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 Carry out evaluations in a timely manner	No Mandatory Delivery Content	No Evidence Requirements Listed
3.2 Locate evidence to support the evaluation of their coaching activities	No Mandatory Delivery Content	No Evidence Requirements Listed
3.3 Review the curriculum embedding within their coaching activities	No Mandatory Delivery Content	No Evidence Requirements Listed
3.4 Record their evaluation	No Mandatory Delivery Content	No Evidence Requirements Listed
3.5 Share the outcomes of their evaluation with others	Evaluation outcome must include: - their population - their coach or peer equivalent	No Evidence Requirements Listed

### Learning Outcome: 4. Be able to implement the outcomes of their evaluation

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 ways to improve the planning and delivery of future activities for participants and self.	No Mandatory Delivery Content	No Evidence Requirements Listed
4.2 Make adaptations to their coaching activities to meet the outcomes of their review.	No Mandatory Delivery Content	No Evidence Requirements Listed

## Learning Outcome: 5. Be able to review own coaching performance

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
5.1 State resources to support their coaching development	No Mandatory Delivery Content	No Evidence Requirements Listed
5.2 Provide examples of how to access resources to support their coaching development	No Mandatory Delivery Content	No Evidence Requirements Listed
5.3 Identify factors that may influence their development	No Mandatory Delivery Content	No Evidence Requirements Listed
5.4 Explain how to use self-reflective processes	Explain how to use self-reflective processes to quality assure and identify any development actions that may be required.	No Evidence Requirements Listed
5.5 Summarise how to complete a personal development plan	No Mandatory Delivery Content	No Evidence Requirements Listed
5.6 Give reasons for maintaining their personal development plan	Recording the outcomes of your review for future reference	No Evidence Requirements Listed



## Qualification Conditions: Delivery and assessment requirements

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

## Qualification Approval Conditions: Workforce requirements

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

### Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below. The recognised centre is required to recruit and deploy approved tutors. The tutors are responsible for the delivery and assessment of the qualification. Tutors are required to:

- have attained QTS status
- possess recent and relevant experience delivering Physical Education in a school sport context.

Or

- hold a suitable teaching qualification
- hold or be working towards an assessor qualification
- have recent and relevant experience delivering Physical Education in a school sport context.

If the individual is only in possession of a teaching qualification without clear evidence of assessment, they must only act as the Tutor. Likewise, an individual with only assessing experience must not tutor the training programme.

### Assessor(s):

Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below. The recognised centre is required to recruit and deploy approved assessors. The assessors are responsible for the delivery and assessment of the qualification. Assessors are required to:

- have attained QTS status
- possess recent and relevant experience delivering Physical Education in a school sport context.

Or

- hold a suitable teaching qualification
- hold or be working towards an assessor qualification
- have recent and relevant experience delivering Physical Education in a school sport context.

If the individual is only in possession of a teaching qualification without clear evidence of assessment, they must only act as the Tutor. Likewise, an individual with only assessing experience must not tutor the training programme.

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

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. 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:

- be in possession of QTS status
- have recent and relevant experience delivering Physical Education in a school sport context.
- Or hold or be working towards a suitable IQA qualification
- have recent and relevant experience delivering Physical Education in a school sport context.

## Additional Qualification Requirements

It is expected that learners complete this qualification holistically. The assessment strategy to support this qualification allows for tasks to cover a range of content and sections of units within an activity. These tasks will be contextualised by the centre to suit the learner, their chosen population and the placement demographics and needs. Centres may, if they wish to, create their own assessment tasks for learners to complete this qualification.

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

This qualification is regulated by Ofqual 610/1633/0 and QiW (Designated) - C00/4715/6

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UK Coaching  
2 City Walk  
Leeds  
LS11 9AR

T: 0113 274 4802

E: [centreservices@1st4sportqualifications.com](mailto:centreservices@1st4sportqualifications.com)

[www.1st4sport.com](http://www.1st4sport.com)