1st4sport Level 2 Certificate in Coaching

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 though the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

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

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

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

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

Qualification Specification

Title:	1st4sport Level 2 Certificate in Coaching
Qualification Overview:	Enables learners to establish their individual coaching ethos and gain a fundamental understanding of the indispensable skills and knowledge that they need to coach This product is mapped against the Coach (Occupation) and Safeguarding and Protecting Other (Technical) Professional Standards as a CIMSPA Professional Standards Endorsed Qualification..
Qualification Code:	L2CIC
Qualification Regulation Number:	610/1629/9
Guided Learning Hours (GLH):	134
Total Qualification Time (TQT):	167
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/02/2023
Qualification Review Date:	31/01/2027
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to independently plan, deliver and review linked and progressive coaching sessions.
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 be able to independently coach.

Qualification Progression

Learners may wish to undertake the following qualifications to further develop their understanding in this area:
· 1st4sport Level 3 Award in Education and Training
· 1st4sport Level 3 Diploma in Delivering Physical Education School Sports
· 1st4sport Level 2 Award in Multi-Skill Development in Sport

This qualification may lead to paid or voluntary coaching roles within sports and physical activity environments.

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:
- Portfolio of Evidence (in 5 of 9 mandatory units),
- Practical Demonstration/Assignment (in 4 of 9 mandatory units)

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

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
F/650/4572	Developing your role as a coach	17
H/650/4573	Developing your coaching practice	21
J/650/4574	Understanding the individuals you coach	14
K/650/4575	Managing relationships	14
L/650/4576	Developing the coaching environment	11
M/650/4577	Protecting self and others	13
R/650/4578	Plan progressive coaching sessions	13
T/650/4579	Deliver progressive coaching sessions	19
D/650/4580	Review progressive coaching sessions	12

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Developing your role as a coach
Unit Aim	The aim of this unit is for coaches to gain an understanding of their philosophical and motivational underpinnings for being a coach and their roles and responsibilities to support a safe and inclusive coaching environment
Unique Unit Number	F/650/4572
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	The learner evidence must relate to their chosen sporting population

Learning Outcome: 1. Understand the roles of a coach	
Assessment Criteria The learner can:	**Indicative Delivery Content**
1.1 Outline the roles of a coach	Learners outline the roles of a coach, which includes but are not limited to communication, planning and organising, analysis and evaluation, keeping an open mind, creating a safe environment.
1.2 Give ways the coach's role can influence the participant experience	Ways that a coach can influence the participant experience can include but is not limited to: not being respectful to all participants could result in some participants having a poor experience, whereas if the coach is respectful to all participants, this helps to improve their experience.
1.3 Summarise good conduct of a coach	Learners summarise how to conduct themselves as a coach and portray a professional image: e.g. respectful of participants and other professionals, positive, honest, empowering, motivating, trustworthy, committed, non-judgemental, consistent, a good role model, with professional personal conduct and integrity.
1.4 Explain the ethical roles of a coach	Ethical roles of the coach include but are not limited to: - Duty of care - Professional membership - Role boundaries - Scope of practice - Representation of skills and abilities - Representation of knowledge - Interface with other professionals - Business practices - Code of conduct - Legal, ethical and moral - Position of trust

Learning Outcome: 2. Understand the responsibilities of a coach	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 Outline sector coaching guidance	Learners outline sector guidance relevant to their sporting discipline and coaching environment. Organisations that provide sector coaching guidance may include: - National Government Bodies (NGBs) - Sport England - The Child Protection in Sport Unit (CPSU) - Government led independent reviews, i.e. duty of care. - differentiation between UK home countries sports (if applicable to learners sporting discipline) - UK Sport - National Sporting Organisations such as Activity Alliance
2.2 Explain key legislative and regulatory requirements that can influence the responsibilities of a coach	The legal and regulatory requirements and guidance applicable to their context and selected sporting discipline.
2.3 Explain key organisational policies and procedures that influence the responsibilities of a coach	The organisational policy and procedures applicable to their context and selected sporting discipline. Examples of organisational policy and procedures may include: - Normal Operating Plans (NOP) / Standard Operational Plans (SOP) - Emergency Action Plans (EAP) - Risk Assessment - Admissions policy - Safeguarding policy - Equality and Diversity policy - Insurance requirements - Selection policy
2.4 Explain the responsibilities of a coach during delivery	Responsibilities include but are not limited to: - Health and safety requirements - Duty of care of participants and other coaches - Organisational procedures - Techniques - Skill development and progression - Rules and codes for the sessions you are leading - Preparing participants

Learning Outcome: 3. Understand their coaching philosophy	
Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Describe their coaching philosophy	Learners are required to describe their coaching philosophy. Questions can include but are not limited to: - Why did you start coaching? - What brings you the most satisfaction in your coaching? - What is your coaching style? - What are your coaching aims and objectives? - What are your motivations for coaching? Learners understand that their coaching philosophy: - guides their thinking and decision-making - directs their coaching conversations - provides a mirror to reflect upon - requires revisiting regularly - should inform their coaching practice, so live it every day!
3.2 Compare their coaching philosophy to the vision of their organisation(s)	Learners compare their motivations and coaching philosophy to the vision, mission and goals of their organisation(s) and participants.
3.3 Explain ways to develop their coaching philosophy	Ways to develop their coaching philosophy include but are not limited to: - identifying a buddy to have a coaching conversation with - connecting with your buddy - arranging opportunities to develop your relationship - taking ownership of the session to get out of it what will most benefit you and your coaching practice.

Learning Outcome: 4. Know ways to develop their coaching practice

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Identify resources to develop their coaching practice	Learners are required to identify different sources to develop their coaching practice.
4.2 Identify factors that can influence the development of their coaching practice	Factors will be personal to the learners.
4.3 Prepare an individual development plan to support the development of their coaching practice	Learners will understand how to complete an individual development plan and their key components which include: - their skill development - their knowledge development - how their skill and knowledge development aligns with organisational requirements - Timeframes - Recording completion dates - Recording outcomes for future reference - Record outcomes to support further personal development plans - Reasons for continually updating the personal development plan - Maintaining personal development records Ensuring personal action plans and continuing development programmes should align with organisational and own development needs and embedding it in future practice.
4.4 Review their individual development plan	Learners continually review their individual development plan. It is recommended for learners to complete their individual development plan at the beginning and continue to review their plan throughout the qualification and beyond.

Learning Outcome: 5. Know ways stakeholders can influence their coaching practice

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Identify stakeholders who may influence their coaching practice	Stakeholders include but are not limited to, - participants - parents/carers - other coaches - committee members - Governing Bodies
5.2 Present ways to influence stakeholders	Learners present different ways to influence stakeholders to achieve coaching objectives relevant to their discipline and coaching environment.

Unit Title	Developing your coaching practice
Unit Aim	Learners will understand how to plan, adapt, deliver and evaluate safe and inclusive coaching programmes and sessions to support personalised learning design and participant needs.
Unique Unit Number	H/650/4573
Unit Assessment Method(s)	Practical Demonstration/Assignment
Assessment Specification	The learner evidence must relate to their chosen sporting population.

Learning Outcome: 1. Understand ways theories of learning can support personalised learning	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Compare theories of learning which can support personalised learning and development	Learners compare a minimum of two learning theories that can support personalised learning and develop these theories throughout the qualification. Theories of learning can include but are not limited to: - Behaviourism - Cognitive Information Processing (Cognitivism) - Constructivist
1.2 Apply theories of learning to support personalised learning	Learners demonstrate the application of theories of learning to their chosen population and develop these to support participant progression, development and learning.

Learning Outcome: 2. Know key components to support the design of their coaching programme	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 Identify the key components of a coaching programme	Key components to cover learner activity, equipment, resource and venues requirements and appropriate coaching practice applicable to their coaching.
2.2 Identify key information to support the design of a coaching programme	Key information to support the design of a coaching programme includes but is not limited to, participant information (age range, ability, how many), programme short and long-term goals and objectives, resources, health and safety considerations.
2.3 Give ways to collate key information to support the design of a coaching programme	Ways to collate the information include but are not limited to: - learner attendance records - health records - ask assistant coaches, volunteers who attend the coaching sessions - ask parents/carers - ask participants - self-reviews and reflections - previous sessions - prior learning - curriculum - programme outcomes
2.4 Summarise ways the key information can influence the design of a coaching programme	For example, information such as the ability level of the participants can influence the programme activities and goals.

Learning Outcome: 3. Know ways to adapt their coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Identify potential barriers of their coaching programme	Learners are required to recognise any possible barriers to participant development within their coaching programme.
3.2 Suggest adaptions to overcome limitations of their coaching programme	Learners are required to recognise when to make reasonable adaptations to programme design, delivery methods and coaching styles.
3.3 Justify amends to their coaching programme	Examples include but are not limited to: - amend the programme to ensure sessions meet programme goals - participant progress / performance during coaching sessions programme (above or below expectation) - participant circumstance change, i.e. injury - weather conditions - facilities

Learning Outcome: 4. Know ways to work with others to support the design of their coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Give reasons for sharing their coaching programme with others	Reasons include but are not limited to: - agreeing programme goals with participants and others - peer feedback - identify any weaknesses / limitations - barriers to participants - share adaptions before implementation
4.2 Order the coaching programme in a format to support delivery	The Learners coaching programme confirms the planning, realistic timings, sequences, intensity and duration of activities is a plausible order and format.
4.3 Share the roles and responsibilities of others included within their coaching programme	Learners are required to list the stakeholders included within the coaching programme, i.e. Head Coach, volunteers, coaching assistant, participants etc and share the roles and responsibilities for each, i.e. taking the register, delivering an activity within the coaching programme.

Learning Outcome: 5. Know key components to support the design of their coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content

5.1 Give reasons for ensuring all participants can participate in their sessions	Learners answers could reference the following: - access to equipment - access to facilities - have activities that are accessible to all participants - inclusivity The above list is not exhaustive.
5.2 Differentiate between session goals, programme goals and organisational objectives	Learners are required to differentiate between: - session goals - programme goals - organisational goals Learners must identify that session goals should be linked, progressive and consistent within the overall aims of the coaching programme and linked to their participants goals. Learners must acknowledge that their coaching programme and session goals should reflect the mission and vision of their organisation, participant motivations and goals and the demands of their chosen sporting discipline.
5.3 Differentiate between warm-up activities, cool-down activities and the goals of the session	Learners are required to summarise the value, purpose and delivery of warm-up and cool-down activities and the importance of ensuring these activities are linked to session goals.
5.4 Outline how to structure coaching sessions	Learners outline the structure of coaching session to include the 'what' and 'how' but are not limited to: - realistic timings - sequences - intensity - duration of the activities - required resources
5.5 State the information required to plan sessions	Information required to plan sessions includes but is not limited to: - the information required, and resources required to plan sessions, - where they would source the information and - types of resources and equipment required - number of participants - level and experience of participants - injury status of participants
5.6 Identify types of resources and equipment required to deliver their sessions	Learner response to include but is not limited to: - resources - equipment
5.7 Give reasons to conduct checks on the resources used within their coaching sessions	Learners resources within their coaching sessions meet specific rules and regulations applicable to their sporting discipline and chosen population.

5.8 Give ways their coaching sessions can support participant goals	Learners are required to give ways for planning a balance of activities and coaching methods for each session, that will motivate the participants and achieve the planned goals for individuals and groups.
5.9 Select activities to appropriate to their participants	Learners are required to justify activities that are safe, inclusive and will help the participants achieve their goals and are appropriate to the participant ability and developmental stage.
5.10 Identify the components of physical and skill-related fitness	Identify the components of physical and skill-related fitness and how to embed them within their sessions to meet participant needs.
5.11 Describe how to give skill development demonstrations to participants	How to give clear and correct demonstrations of physical skill development and the development of mental skills to participants. (skills acquisition, physical conditioning and mental skills).
5.12 Explain how to conclude a session	Learners response should include reference to delivering cool-down activities, tidy-up the coaching area, dismantling and safely storing any coaching equipment used.

Learning Outcome: 6. Understand ways to adapt their coaching designs

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 Give reasons for producing contingency plans	Reasons for producing contingency plan or amending a session plan include but are not limited to: - change of environmental factors i.e. weather - reduced number of participants show up for the session - risk assessment - facilities - equipment - participant (focus, fatigue, level)
6.2 State reasons for informing stakeholders of any changes made to their coaching sessions	Learners must state reasons for informing stakeholders, such as participants and their coaching assistant when making any revisions to their sessions.
6.3 Describe ways to support participant empowerment through coaching sessions	Learners are required to describe ways to promote participant's rights and choices through effective programme planning and delivery.

Learning Outcome: 7. Know ways to evaluate their coaching

Assessment Criteria The learner can:	Indicative Delivery Content

7.1 Describe how to use self-reflective processes within the evaluation on their coaching practice	Using a self-reflective process within their evaluation include: - quality assurance of sessions and activities - development actions The above list is not exhaustive.
7.2 Explain how to complete a programme evaluation	Key areas to consider, information that hold be used and reflections that would take place to allow for a programme evaluation to take place.
7.3 Develop a schedule to evaluate their coaching practice	Evaluation schedule to include: - Programme evaluation - Session evaluation - self evaluation The above list is not exhaustive.
7.4 Give reasons for sharing their evaluation schedule with others	Learners are required to describe ways to promote participant's rights and choices through effective programme planning and delivery.
7.5 Provide reasons for continually reviewing all aspects of their coaching programme and sessions	Reviewing all aspects of their coaching designs include: - review of the planning process - review of their delivery - participant progress - coaching sessions - review methods used The above list is not exhaustive.
7.6 Identify types of information to support their evaluation	Learners are required to identify the different types of information to evaluate their: - coaching programme - coaching sessions - self
7.7 Identify methods of collating information to support their evaluation	Learners are required to identify the different methods of collating information to evaluate: - coaching programme - coaching sessions - self
7.8 Explain how to complete an evaluation report	Learners explain how to complete a report on their evaluation findings.
7.9 Identify sources of feedback to support their evaluation	Learners reference valid sources of feedback identifying from which stakeholders and when to obtain the feedback. Learners should state what sources of feedback to use for their (a) programme evaluation and (b) session evaluations (c) self evaluation within their answer.

7.10 Confirm ways to record recommendations for improvement within their evaluation	Learners provide different ways to record recommendations for improvements relevant to their coaching environment, selected sporting discipline and chosen population.
7.11 Explain ways the outcomes of the programme review process can inform the evaluation results	Learners explain how the programme review outcomes can inform, influence and direct the evaluation results.
7.12 Give reasons for sharing the outcomes of their review with others	Learners provide reasons for sharing the outcomes of their programme evaluation and session review with participants and other stakeholders.
7.13 State reasons for evaluating individual activities included in their sessions	Activities should be included in the Learners session evaluation as they are key components of the session and different activities may work better than others.
7.14 Suggest ways to improve their future sessions	Learners suggest ways to improve the planning and delivery of future sessions for participants and self. Learners should refer to information, such as the outcomes of the review, to provide rationales for when and how they would make changes for future sessions.
7.15 State reasons for implementing recommendations for improvement	Implementing recommendations for improvement helps improve the Learners coaching practice, programme and sessions more efficiently and effectively to participants.

Unit Title	Understanding the individuals you coach
Unit Aim	Learners will be able to identify the individual needs of participants and understand ways to support the participant experience and engagement within their coaching practice.
Unique Unit Number	J/650/4574
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	The learner evidence must relate to their chosen sporting population

Learning Outcome: 1. Know different types of participant information	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Summarise the key information coaches should know about their participants	Learners should know the following information about their participants include but is not limited to: - special educational needs - physical or mental disability - specific health conditions / health background / medication requirements, i.e. diabetic, ADHD, etc. - participant demographic i.e. personal background, - goals - motivations - aspirations - expectations - stage of development - age - gender - previous experience in the sport and other sports
1.2 Summarise how to assess participant needs	Needs relating to disabilities, physical and mental, intellectual learning and behaviour management.
1.3 Outline ways the demographics of their participants may affect their coaching offer	Participant demographics may affect the coaching offer include but are not limited to: - resources available - transport - facilities available - range of abilities - equipment available
1.4 Identify the demographics of their organisations participants	Learners are required to identify the local demographics of participants applicable to their organisation(s).

Learning Outcome: 2. Be able to identify the needs of their participants	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 Review participant data	Learners review participant data to identify different types of participants and their needs, relating to disabilities, physical and mental, intellectual learning and behaviour management. Learners review their participants' level of development, motivation and actual and potential performance to inform goal setting, programme design and development.
2.2 Use participant data to amend coaching designs	Adapt coaching sessions, programmes and participant activities to meet the needs and range of participants.
2.3 Give examples of where to refer participants	Learners provide examples of when and where to refer participants whose needs they potentially cannot meet for example: to a competent person, agency or organisation.

Learning Outcome: 3. Understand the goals of their participants to improve their coaching experience	
Assessment Criteria The learner can:	**Indicative Delivery Content**
3.1 Summarise their participants aspirations	Summarise their participant expectations and aspirations.
3.2 Give reasons for agreeing goals with participants	Learners must include the importance of agreeing goals and an explanation of the rationale, implementation and review process and how this supports the participants goals and aspirations.
3.3 Explain the process of setting participant goals	Learners are required to explain the process of setting participant goals, by using SMART, GROW, OSCAR, WOOP, or'Do your best goals'.
3.4 Plan activities aligning with participant goals	Learners are required to show their planned activities align with the goals of their participants.
3.5 Explain how to deliver planned activities	Learners are required to explain how to deliver planned activities in relation to timings, session schedule and participant goals and development.

Learning Outcome: 4. Know ways to support participant development	
Assessment Criteria The learner can:	**Indicative Delivery Content**
4.1 Describe key stages of participant development	The key stages that occur in the participants development in their setting and chosen sporting discipline.
4.2 Give ways stages of participant development can influence coaching practice	How the key stages of participant development can influence the coaching practice in the setting and technical discipline.
4.3 Compare types of skill development	Learners are required to compare physical and mental skills development.
4.4 Outline ways to measure participant development	Learners outline ways to measure participant development and progression throughout their coaching programme.
4.5 State reasons to evaluate developmental activities with others	To establish if the developmental activities have met / are meeting: - participant needs - organisational needs - own developmental needs

Learning Outcome: 5. Know ways to support participant performance	
Assessment Criteria The learner can:	**Indicative Delivery Content**
5.1 Give reasons for observing participant performance during delivery	Reasons include but are not limited to, measuring the participants development and progress, improving their coaching practice, build rapport with their participants, enables the coach to provide effective and instant feedback to the learner to support their development.
5.2 Provide reasons for sharing their participants performance with stakeholders	Learners provide reasons for evaluating the participants progress with them and others at agreed points during the programme. Learner responses can include but are not limited to: - review with participants - discuss progress in coaching team meeting - parental meetings - IDT case review
5.3 State reasons for obtaining participant feedback on their performance	Reasons include but are not limited to: - participants are apart of the session and are the receivers of their coaching practice, so their positioning can provide useful to improving the coach - including participant feedback, with others, provides a broad range of feedback for the coach to review - participant views are important to help coaches develop, amend activities, support participant retention.
5.4 Identify methods to evaluate participant performance	Methods of evaluation that are safe, valid and reliable. Methods can include but are not limited to: coach observations, reflections, review and analysis.

Learning Outcome: 6. Understand ways feedback can support the participant experience	
Assessment Criteria The learner can:	**Indicative Delivery Content**
6.1 Give reasons for obtaining feedback	Reasons for obtaining feedback include: - adapting coaching style - identifies what is working well and what needs improving - support participant retention (linked to goals and plan) - identifies areas for the coach to improve, i.e. improve skills or knowledge in certain areas, CPD requirements
6.2 Illustrate the key stages of a feedback cycle	Example of feedback stages are: - Planning - Monitoring - Reviewing
6.3 Summarise different methods to obtain participant feedback	Learners are required to give examples of different methods to obtain participant feedback.
6.4 Comply with their organisational procedures when obtaining participant feedback	Learners are required to: - identify the channels of recording participant feedback- in accordance with organisational policies and procedures - report participant feedback in accordance with organisational policies and procedures
6.5 State ways to measure the coaching experience	Typically, coaching experience can be measured through coaching behaviours these include: - People: communication, relationships, inspiration -Personal: collaborative, progressive, philosophy and values - Practice: technical knowledge, planning, doing and reviewing

Learning Outcome: 7. Know ways to introduce participants to their coaching sessions	
Assessment Criteria The learner can:	**Indicative Delivery Content**
7.1 Summarise the process of starting a session	Learners should refer to being approachable, introducing the activities, preparing the participants, health and safety checks, equipment and resources, their coaching team.
7.2 Describe how to prepare a participant for a session	Learners response should include, psychological, social and physical preparation of participants.
7.3 Explain how to assess the participants' readiness to participate in a session	Learners are required to summarise physical skill development and the development of mental skills.

Unit Title	Managing relationships
Unit Aim	This unit assesses the learners understanding of how to communicate with stakeholders to develop professional relationships and within and outside the coaching environment. The unit explores the different roles, responsibilities, and professional boundaries of a range of stakeholders and how working with others can support the participant within a coaching setting.
Unique Unit Number	K/650/4575
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	The learner evidence must relate to their chosen sporting population

Learning Outcome: 1. Understand ways to communicate with stakeholders	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Give reasons for using different communication techniques	Learners are required to provide reasons for using the following communication techniques within their context and to support individual participant needs: - Observation/non-verbal techniques/body language - Open/closed questioning - Active listening

1.2 Justify methods of communication applicable to their stakeholder profile	Different methods of communication include: - Emails - Letters - Telephone calls - Zoom, Teams, Skype meetings - Social media i.e. Twitter, Facebook, Snapchat, Instagram, LinkedIn - Talking - Text messages to mobile phones / WhatsApp - Online blogs and forums - School platforms - Sign language - Verbal / non verbal - Communication boundaries - Physical boundaries - Location Boundaries - Socialising boundaries - Confidentiality - Accepting gifts or favours - Showing favouritism or bias, Learners are required to justify the appropriate methods of communication applicable to their chosen population and coaching team.
1.3 Differentiate communication depending on the stakeholder profile	Identify when to use the different methods of communication applied to their chosen population: - Verbal – i.e. verbal communication such as a coach advising the participant about their progress - Face-to-face – i.e. a face to face meeting with parents, committee members, board members, other coaches, and can include registration evening and participant induction meetings. - Written – i.e. written communication can include notifying stakeholders of a future event, i.e. an away fixture, information about the next season/year, community meeting, school fayre, sports day. Written letters can also be issued following up a face-to-face meeting regarding the behaviour of a pupil. Adapt communication method depending on the stakeholder profile: - Children - Young people - Adults i.e. parents, carers, participants - Accessibility and different needs of the stakeholder - Legislative considerations, i.e. confidentiality, data protection, disclosure of information, safeguarding and duty of care. Learners should consider any conflicts that may occur.
1.4 Provide examples of when to adapt communication methods	Adaptions include consideration towards participant needs and needs of others including but not limited to: - Language and vocabulary used: adaption from responding to a child than an adult - Appropriate method of communication: letter, email, telephone, face-to-face meeting etc. - Awareness of tone used - Awareness of body language and eye contact - The context of the communication, disciplinary letter or announcement of school sports day

1.5 State reasons for communicating with stakeholders throughout their coaching programme	Stakeholders include: - Participants - Coaching team, for example coaching assistant, volunteers Types of communication include: - Feedback on their performance - Feedback on the performance of the participants - Feedback any changes to the sessions or programmes
1.6 Present ways to communicate referrals to stakeholders	Learners are required to present: - Justification for communication method used - The stakeholder being addressed - Explain why the referral is outside of their remit

Learning Outcome: 2. Know ways to support participant engagement	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 Suggest ways to maintain participant engagement within their coaching programme	Response can include, using a framework to design coaching sessions and activities, for example the STEP Model, ensuring activities are inclusive to all participants, such as the Activity Inclusion Model. Learners should consider psychological, social and physical engagement to support and maintain participant engagement.
2.2 State different methods to engage with participants	Examples of methods include but are not limited to, in person meetings, focus groups, surveys or questionnaires.
2.3 Describe ways to build rapport with participants	Ways to build rapport with participants include but are not limited to: - Provide clear and concise information to stakeholders about the event - Communicate with them frequently - Be transparent in your aims and objectives of the event - Provide your work email to invite questions or feedback - Be consistent in your messaging, i.e. if you advise on Monday you will communicate to them by Friday, ensure you meet this deadline - Be accessible to participants - Be approachable to participants (a) friendly and (b) welcoming - Respect equality and diversity - Present themselves i.e. uniform, cleanliness, etc. Learners align their rapport methods and strategies to organisational standards, policies and procedures.
2.4 Give ways to support participant retention	Exemplar ways can include but are not limited to: - Check-ins - Follow-up messages - Rewards - Recognition - Milestones - Goals/aspirations
2.5 Give reasons for providing information about future sessions to their participants	Learners provide information about future sessions to participants as this can support their retention, provides the participant with time to physically, mentally and socially prepare for the session, helps manage participant expectations and builds coach and participant rapport and relationships.

Learning Outcome: 3. Know ways to support their coaching team	
Assessment Criteria The learner can:	**Indicative Delivery Content**
3.1 Classify sources of support for different stakeholders	Sources of support to stakeholders applicable to the learners coaching environment such as: - Assistant colleagues - Coaching assistants - Sources of support to include learning and development for stakeholders identified.

Learning Outcome: 4. Know ways to evaluate their relationships	
Assessment Criteria The learner can:	**Indicative Delivery Content**
4.1 Describe how to carry out an evaluation on self and others	Ways in which the learner can undertake an evaluation of both their own and other activity, performance and personal development and needs.
4.2 Give reasons for including the objectives of their organisation when conducting performance evaluations on others	The positive and negative reasons for including organisational objectives when conducting performance evaluations on self and others. Learners should make reference to the roles and responsibilities of a coach in their answer.
4.3 State reasons for including others in their evaluation process	Learners state reasons for including others within their evaluation of their coaching programme and coaching sessions.
4.4 Summarise ways to share evaluation outcomes with others	Others include: participants and their Coach or equivalent.

Unit Title	Developing the coaching environment
Unit Aim	The aim of this unit is for learners to understand their environment and the contributors
Unique Unit Number	L/650/4576
Unit Assessment Method(s)	Practical Demonstration/Assignment
Assessment Specification	The learner evidence must relate to their chosen sporting population

Learning Outcome: 1. Understand their coaching environment	
Assessment Criteria The learner can:	**Indicative Delivery Content**
1.1 Define the term coaching environment	Learners must reference the terms 'safe', 'equitable' and 'inclusive' within their definition.
1.2 Outline ways to improve their coaching environment	Learners are required to outline improvements relating to the following within their coaching environment: - Safety - Inclusivity - Equitable Coaching environment for participants includes: - following health and safety guidelines and procedures including reasons for conducting risk assessments, safety checks before delivering a session - following child protection legislation - following safeguarding legislation - consideration of participant needs and abilities, i.e. ramps or lifts for pupils in wheelchairs - training of staff on safeguarding, child protection, health and safety policies and procedures
1.3 Identify factors that can influence their coaching environment	Factors should include environmental and physical factors such as: - legislation - technology - economic conditions - population demographics - societal values - political - media - location of organisation - transport links - seasons/weather conditions i.e. day/night lighting for outdoor activities - space and resources available within their coaching environment - internal and external performance measures: e.g. participant satisfaction, clubmark, participant goal achievement and team goal achievement
1.4 Summarise their participants journey within their coaching environment	Learners summarise a typical participant journey in their coaching environment.
1.5 Outline the wider influence of coaching	Learners outline how coaching and their coaching environment can influence: - benefits - support - their participants i.e. experience, - influence their communities - Other stakeholders, i.e. parents/carers, community members etc.

Learning Outcome: 2. Know ways their organisation may influence their coaching environment	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 Describe their organisational structure	Learners are required to identify the following components in relation to their organisation: - structure - lines of reporting / organisational structure - roles and responsibilities of key personnel
2.2 Explain the products of their organisation (s)	Organisation's products and offerings that are: - directly linked to coaching, i.e supplementary qualifications or CPD, memberships, etc - products that are offered by the organisation overall, i.e. resources available to support participation
2.3 Summarise how their organisation can influence their coaching environment	Learners are required to summarise how their organisational can influence their coaching environment. Learners should refer to: - culture - vision and mission - organisational structure - products - employee mix and capabilities - organisational goals Learners could also consider the following in their response: - competition structure - leagues - age groups - philosophy - regulations

Learning Outcome: 3. Know ways stakeholders can support their coaching environment	
Assessment Criteria The learner can:	**Indicative Delivery Content**
3.1 Identify the key stakeholders within their organisation who can support their coaching environment	Example stakeholders applicable to their organisation for example: - Club welfare officer - Coaching assistants - Teachers (if in a school environment)
3.2 Differentiate between the skills, knowledge, and organisational requirements for different stakeholders	Stakeholders include the coach and others, such as assistant coach, club welfare officer and participants. State the different skills and responsibilities of different stakeholders: - Skills: i.e. teamwork, communication, listening, problem solving - Responsibilities: duty of care, legislation, relation to job description, professional boundaries - Requirements: DBS, induction, safeguarding training, etc.
3.3 Summarise ways stakeholders can support their coaching environment	Learners identify ways the different stakeholders can support their coaching environment. - Support an inclusive environment - Promote the organisation mission - Duty of care - Support participation and retention of participants - Be role models - Ways the different skill sets and responsibilities of the stakeholders can support the coaching environment

Learning Outcome: 4. Know ways behaviour management can influence their coaching environment	
Assessment Criteria The learner can:	**Indicative Delivery Content**
4.1 Define the term behaviour management	Learners provide a definition of behaviour management.
4.2 Provide behaviour management strategies to support their coaching environment	Behaviour management can support an inclusive coaching environment by: - Having ground rules for all participants - Applying the same sanctions to all participants - Communicating to all participants in an appropriate manner - Encourages respect for one another - Builds rapport between participants and coach and participants - supports discipline and social skills - can support ongoing participant engagement - positive behaviour management
4.3 Summarise ways a coach can behave to support a safe coaching environment	Appropriate and inappropriate behaviour for adults when working with young people and children Appropriate and inappropriate behaviour for young people and children.
4.4 Describe ways a coach can manage contributions from others	Ways to manage contribution from others can include, setting ground rules, identify ways that contributions can be given (i.e. hand-up, email, etc), coach to be fair and consistent to participant, code of conduct.
4.5 Give ways to manage different types of conflict	Exemplar conflict scenarios include: - Competition time - Playing positions - Progression through groups - Participant is not developing as quickly as parent/Carer or coach expected - Participants are not respecting one another Ways to manage conflict include: - determine the cause of the conflict - listen and be empathetic to the stakeholder raising the issue - provide constructive feedback - respect all personnel involved and their individual needs - suggest ways to resolve the issue - use positive body language - keep an open mind - assess the facts with the stakeholder and discuss - reference policies or procedures you have followed to support your response - remain neutral and objective, rather than becoming emotionally engaged

Learning Outcome: 5. Be able to review their role within their coaching environment	
Assessment Criteria The learner can:	**Indicative Delivery Content**
5.1 State ways their role can contribute to their coaching environment	Learners state ways their role can influence their coaching environment: - philosophy - motivations - goals / objectives
5.2 Review their role within their coaching environment	Learners review their: - knowledge - skills - coach behaviours - coach-participant relationships - interactions with participants - organisational requirements, i.e. employment requisites, cpd training requirements stipulated by their organisation - make any changes, i.e. add additional Continual Professional Development (CPD) to their individual development plan where applicable

Unit Title	Protecting self and others
Unit Aim	This unit aims to ensure a learner is aware of their responsibilities towards themselves and others when safeguarding participants
Unique Unit Number	M/650/4577
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	The learner evidence must relate to their chosen sporting population. Learners may choose to attend a safeguarding and protecting children and/or adult workshop to support their learning and should transfer this knowledge into their assessment tasks

Learning Outcome: 1. Know safeguarding resources of support

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Outline organisations that provide safeguarding legislation and guidance	Key organisations that provide advice and guidance include but is not limited to: - National Society for the Prevention of Cruelty to Children (NSPCC) - Child Protection on Sport Unit (CPSU) - Local authorities/council - Police - Social services - UK government
1.2 Compare core topics within safeguarding legislation and guidance applicable to their coaching environment	Exemplar safeguarding legislation includes but is not limited to: - Protecting vulnerable adults - Safeguarding adults at risk - Safeguarding children - Children Act - Safeguarding vulnerable groups - Children and social work - Care Act / child protection - Data Protection - Sexual violence and sexual harassment - Working together to safeguard children - Keeping children safe in education - Equality - anti-doping Core topics include but are not limited to: - Information sharing - Data protection - Anti-doping - Equality - Inclusion - Mental health and Wellbeing Learners are expected to identify key legislation applicable to their chosen population, coaching environment and sporting discipline.

Learning Outcome: 2. Know ways to work safely as a coach

Assessment Criteria The learner can:	Indicative Delivery Content

2.1 Review their role in relation to safeguarding and protecting their participants	Scope of role in relation to safeguarding and duty of care Coaches role in relation to safeguarding and child protection - legal requirements and moral responsibilities - welfare of the participant - Position of Trust - Duty of care - Health and safety - Fairplay, values and conduct - Prohibited or illegal substances - Equal access - Inclusion - An environment free of fear and harassment - Recognise the rights of all participants to seek advice from other coaches and experts - Promote the concept of a balanced lifestyle, supporting the well-being of participants in and out of the sport.
2.2 Explain their organisational safety plans	Safety plans applicable to their coaching discipline include but are not limited to: - Normal Operating Plans (NOP) including: - safe assembly, dismantling and storage of equipment, - adhering to manufacturer and national governing body guidelines, manual handling techniques, - safe and serviceable equipment policies, - environmental policies and maintenance - inspection plans for specific equipment. - Emergency Action plans (EAP) - safe and serviceable equipment policies, environmental policies - maintenance and inspection plans for specific equipment.
2.3 Classify types of coaching equipment	Classify the different types of equipment e.g. simple, complex and powered applicable to their coaching role.
2.4 Describe how to safely use their sporting equipment	Learners describe how to safely assemble, dismantle and store of equipment applicable to their chosen sporting discipline.

2.5 State personal protective equipment	Learners state personal protective equipment applicable to their sporting discipline applicable to: - the coach - the participant - guidance that informs them of this, i.e. NSO and NGB guidance
2.6 Provide examples of hazards	Hazards relating to facility, activity, and people: e.g. - weather impact, - insufficient protective equipment, - sudden cardiac death Learners should state hazards applicable to their sporting discipline.

Learning Outcome: 3. Understand ways stakeholders can support a safe coaching environment	
Assessment Criteria The learner can:	**Indicative Delivery Content**
3.1 Identify different stakeholders who may support a safe coaching environment	Safe environments can be supported by: - People employed or volunteering within the organisation, - People employed or volunteering within the community environment - family members and friends - governing bodies, i.e. Sport England - Employers - Venues/Providers - coaching team - match officials - medical assistants i.e. first aider, physiotherapist, sports therapist, physician.
3.2 Summarise ways to safely deploy stakeholders within their coaching environment	Safe ways to deploy stakeholders within their coaching environment include but are not limited to: - disclosure and barring checks - providing participants with an induction - appropriate training i.e. safeguarding - CPD training or workshops specific to different voluntary and/or paid positions roles and responsibilities. Learners should identify any requirement, organisational or legislative, applicable to their chosen sporting discipline.
3.3 Explain the duty of care within their coaching team	Learners are required to explain the duty of care within their coaching team applicable to their organisation policies and procedures.

Learning Outcome: 4. Be able to recognise safeguarding concerns

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Differentiate between child protection and safeguarding	Learners provide a definition for child protection and safeguarding.
4.2 Distinguish between the different types of abuse	Types of abuse include: - Physical Abuse - Sexual Abuse: - Discriminatory Abuse - Institutional Abuse - Psychological or emotional abuse - Financial or material abuse - Neglect
4.3 Distinguish between abuse, poor and good practice	Learners are required to identify the differences between abuse, poor and good coaching practice.
4.4 Present ways to challenge poor practice	Learners suggest ways to challenge poor practice, for example, reporting the poor practice to their Coach or to a senior member within their coaching environment.

Learning Outcome: 5. Be able to record safeguarding concerns	
Assessment Criteria The learner can:	**Indicative Delivery Content**
5.1 Provide a list of their organisational policies that provide guidance on recording safeguarding concerns and disclosures	Learners list their organisational policies that provide guidance on how to record safeguarding concerns and disclosures. For example, safeguarding policy.
5.2 Describe their organisational process of recording safeguarding concerns or disclosures	Learners should describe the key stages of recording safeguarding concerns or disclosures in accordance with their organisational policies and procedures. Key information should include but is not limited to: - When to record the concern or disclosure - What information to include - Where the record is stored/kept - Who to provide the information to i.e. Safeguarding Officer, Welfare Officer
5.3 Provide examples of when to share safeguarding information with others	The sharing of information regarding safeguarding concerns professionally and legally: - School/organisation policies and procedures - Human rights - Data protection - Confidentiality - Seek advice from the Designated Safeguarding Officer or Welfare Officer or equivalent in your organisation - Share information with consent (where possible) - Consider safety and wellbeing – base your decisions on considerations of the safety and well-being of the individual and others who may be affected by your actions - Know the principles of sharing information: Necessary, Proportionate, Relevant, Adequate, Accurate, Timely and Secure - Keep records of your decisions and reasons for sharing or not - Identify how much information should be shared, to whom and when
5.4 Provide examples of when to seek guidance from others	Examples include but are not limited to when to seek guidance/refer: - a case to their organisations designated safeguarding or welfare officer - to the local authority i.e. social services, local council services - to the emergency services, i.e. the police.

Learning Outcome: 6. Be able to report safeguarding concerns	
Assessment Criteria The learner can:	**Indicative Delivery Content**
6.1 Describe the procedure for reporting incidents according to their organisational policies and procedures	Stages of reporting a safeguarding incident 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 Safeguarding officer or Welfare Officer, NGO, NGB, Police etc. - 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.
6.2 Explain how to report a hazard	Learners should explain how to report a hazard according to their organisational policies and procedures.
6.3 Justify how to respond to a safeguarding disclosure	Provide a clear rationale behind the decision-making process of how the coach responds to a child or adult raising a safeguarding disclosure.

Learning Outcome: 7. Know safe coaching practices	
Assessment Criteria The learner can:	**Indicative Delivery Content**
7.1 Provide reasons for planning their coaching resources	Learners provide reasons for their planned sessions, checking the resources meet specific rules and regulations.
7.2 State ways to ensure safety within their coaching practice	State ways to ensure the maintenance of the safety of participants and others safety.
7.3 Give reasons for keeping equipment and resources safe	Learners give reasons for leaving the venue and equipment in a condition acceptable for future use.
7.4 Explain how to manage health and safety risks during delivery	The requirements and good practice expectations of managing health and safety risks during delivery in the technical disciplines. This will include examples of how to manage the Healy and safety risks.

Unit Title	Plan progressive coaching sessions
Unit Aim	The aim of this unit is to equip learners with the knowledge and skills to understand the planning process of physical activities within an educational environment and to plan safe and inclusive lesson within their chosen population in accordance with legislative guidance.
Unique Unit Number	R/650/4578
Unit Assessment Method(s)	Practical Demonstration/Assignment
Assessment Specification	The learner evidence must relate to their chosen sporting population

Learning Outcome: 1. Be able to prepare a coaching programme	
Assessment Criteria The learner can:	**Indicative Delivery Content**
1.1 Prepare a coaching programme	Learners plan a coaching programme which: - Meets the demands of the sport/activity - Aligns with the recreation, competition and training cycles (where applicable) - Identifies the resources required - Shows the focus for each stage of the programme - Aligns with participant goals
1.2 Produce a schedule to evaluate their coaching programme	Evaluation schedule must be achievable in terms of time scales, appropriate methods, able to provide feedback at appropriate times, etc.
1.3 Share their programme evaluation schedule with others	Learners share their programme evaluation with others, where possible this should be their Coach or equivalent.
1.4 Identify methods to evaluate their performance	Methods that are valid, safe and reliable. Methods can include but are not limited to: coach observations, reflections, review and analysis.
1.5 Work with others to review their coaching programme	Learners are required to review their coaching programme with (a) participants and (b) one other stakeholder i.e. Qualified Coach, a member of the coaching team, Coaching Coordinator, Peer, Coach Developer, Tutor or equivalent to identify and agree: - programme goals - Address any possible barriers to participants' development Explain to other stakeholders their roles and responsibilities within the coaching programme

Learning Outcome: 2. Be able to produce coaching sessions	
Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Produce coaching sessions	Learners are required to produce coaching sessions that: - state the overall session aims - align with participant needs - align with participant goals - ensure goals are linked, progressive and consistent with the overall aims - embed activities that encourage and motivate the participants to achieve their planned goals - outline the timings, sequences, intensity and duration of the session - resources required for the session - plan timely coaching activities - Collect the information you need to prepare the plan - Record the information you need to prepare the plan
2.2 Produce a contingency plan	Learners are required to produce a contingency plan based on the outcome of a risk assessment.

Unit Title	Deliver progressive coaching sessions
Unit Aim	This aim of this unit is for learners to deliver a series of safe, inclusive and progressive coaching sessions, developing the knowledge and skills to maintain relationships with participants and other key stakeholders, using assessment information to modify planning to meet participant needs and to support their development.
Unique Unit Number	T/650/4579
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	The learner evidence must relate to their chosen age population of children or young people. The learner must deliver a minimum of 6 sessions. 4 of which must be progressive sessions within a chosen sporting population. A further 2 sessions must be planned in different populations.

Learning Outcome: 1. Be able to apply good practices within the delivery of their coaching sessions	
Assessment Criteria The learner can:	**Indicative Delivery Content**
1.1 Demonstrate good coaching practices during the delivery of their coaching sessions	For example: - acting on own initiative, - problem solving, - discretion, - influencing, - teamwork, - suitable language, - follow instructions - use professional judgement - continual communication with participants and the coaching team - adapt coaching style to meet participant needs and needs of others - provide support and feedback to others involved in the programme The above list is not exhaustive.
1.2 Use information to inform delivery of their sessions	Demonstrate decision making and professional judgement based on the coaching session.
1.3 Show their motivation for coaching matches their participants' motivations	Demonstrate their motivation for coaching matches the participants' motivations.
1.4 Share the overall aims of their session with others	Learners are required to share their overall aims of the session with participants and other stakeholders, i.e. parents, coach, member of their coaching team, etc.
1.5 Agree the roles and responsibilities of others involved in delivery	Learners demonstrate that they can apply good practices, such as rights, relationships, personal standards and professional standards within their coaching delivery and coaching team.

Learning Outcome: 2. Be able to introduce participants to their coaching sessions	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 Assess participants' readiness to participate in their coaching session	Learners demonstrate they can assess participants' readiness to participate in their coaching session.
2.2 Show how to induct participants	Learners demonstrate they can induct participants, this can include, ensuring the participant meets others within their session such as a buddy system, confirm their goals, tour of facilities (toilets, fire exits), who the coaching team are, consent form/registration form, etc.
2.3 Prepare participants for their coaching sessions	Learners demonstrate they can prepare participants for sessions, such as motivating them, preparing them physically, mentally and socially. Learners communicate details of the session, i.e. activities, gives an introduction, any key information, i.e. coaching staff to participants in preparation for the session.
2.4 Agree personal development needs with their participants	Learners demonstrate they can agree personal development needs with their chosen population.
2.5 Confirm session goals with their participants	Explain and agree goals with their participants.
2.6 Explain to participants how the session goals support their individual goals	Learners inform the participants with information about the session and how it supports their goals.
2.7 Manage the implementation of skills development during delivery	Learners must demonstrate they have the ability to manage the implementation of skills acquisition, physical conditioning and mental skills development within the delivery of the coaching programme.
2.8 Respond to participant enquiries	Learners demonstrate they can respond to participant questions during delivery.
2.9 Carry out a warm-up with their participants to support the session goals	Deliver warm-up activities linked to the goals of the session.

Learning Outcome: 3. Be able to support participant engagement during delivery	
Assessment Criteria The learner can:	**Indicative Delivery Content**
3.1 Provide sessions to allow engagement by all participants	Ensure all participants have the opportunity to take part in the planned sessions.
3.2 Maintain participants engagement during delivery	Learners continue to maintain participant engagement throughout their delivery, for example, continually motivating, providing feedback, planned activities.
3.3 Interact with participants to support engagement	Learners are required to demonstrate their ability to engage with each participant in a safe and inclusive way - Build rapport (welcome participants and have a friendly approach) - Lead by example - Show empathy and understanding - Communicate appropriately, i.e. verbal / non-verbal
3.4 Encourage participant learning to support engagement	Encourage a supportive learning culture.
3.5 Explain progress with their participants at agreed times	Learners demonstration they can explain progress of participants as scheduled or when agreed.
3.6 Apply positive behaviour management strategies to support participant engagement	Learners demonstrate behaviour management strategies that are least disruptive to the participant and the session to help support participant engagement during delivery.

Learning Outcome: 4. Be able to deliver safe coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Comply with relevant legislation and regulatory requirements when delivering their coaching sessions	Learners deliver sessions complying with the regulations and legislation appropriate to their sporting discipline and organisation. This includes guidelines and procedures for safeguarding and protecting children and vulnerable adults.
4.2 Protect stakeholders during the delivery of their coaching sessions	Learners show that they can maintain the safety and wellbeing of stakeholders, stakeholders must include participants and assistant coach (or equivalent such as volunteers or members of the support team) during the delivery of their sessions e.g. duty of care.
4.3 Manage hazards to ensure the safety of participants	Learners demonstrate the ability to make a dynamic risk assessment and then act upon these judgements.
4.4 Use coaching equipment safely	Learners are required to demonstrate the application of safe systems of work for a range of equipment applicable to their chosen sporting discipline>
4.5 Be responsive to the welfare and development of their participants	Learners are required to demonstrate they can seek specialist advice from others to support the development and welfare of participants.

Learning Outcome: 5. Be able to adapt their coaching session to support participant needs	
Assessment Criteria The learner can:	**Indicative Delivery Content**
5.1 Provide stakeholders with access to equipment and facilities	Stakeholders include participants and members of the coaching team.
5.2 Demonstrate the ability to adapt their coaching to meet the needs of their participants	Learners implement adaptions within their delivery to meet participant needs.
5.3 Provide technical demonstrations to support participant needs	Learners technical demonstrations must: - Technically appropriate, i.e. effective positioning, correct technique, safe, etc. to achieve the specific outcome - Use appropriate terminology - Use the appropriate method of communication to meet learner needs - Give clear explanations, appropriate volume, projection, concise and accurate instructions - Use appropriate terminology applicable to their organisation and sporting discipline - Any sport or organisational requirements can be added to the above for contextualisation purposes.
5.4 Identify specific technical content or activities based on their participant needs	Learners identify specific content or activities applicable to their coaching environment and participant needs.
5.5 Make adaptions to meet their participant needs, goals and progress	Confirm and, if necessary, revise plans for the session and/or programme to align with participant - Goals - Needs - Progress - Circumstances Adaptions to be made to meet their participants needs and goals and session outcomes.
5.6 Show their participant needs are being met	Learners demonstrate they can meet participant needs during delivery.

Learning Outcome: 6. Be able to work with others to support the delivery of their coaching sessions	
Assessment Criteria The learner can:	Indicative Delivery Content
6.1 Carry out pre-requisite checks on stakeholders involved in the delivery of the coaching sessions	Learners are required to ensure their organisation has conducted appropriate pre-requisite checks on stakeholders involved in the coaching delivery. Pre-requisite checks can include but are not limited to: - DBS checks - Induction - Safeguard training - Any other legal or mandatory pre-appointment training or requirements appropriate to their coaching environment. Learners must ensure the appointment of their assistant coach (or equivalent) via their organisation's committee, coaching coordinator, registration secretary, NGB registration process, leagues process etc. to ensure the assistant coach have the required pre-requisites to carry out the role prior to being included within the delivery of the sessions.
6.2 Work with the coaching assistant to support the delivery of their coaching sessions	Learners must demonstrate their ability to: - manage the coaching assistant within the delivery of sessions - use the coaching assistant to support the safety of the sessions - use the coaching assistant to support the participation and engagement of sessions.
6.3 Demonstrate a duty of care to stakeholders	Learners are required to demonstrate a duty of care to stakeholders during the delivery of their session. Learners must demonstrate duty of care to the assistant coach (or equivalent).
6.4 Manage stakeholders participation within the delivery of their coaching sessions	Demonstrate the ability to manage and influence stakeholders to create a positive and safe coaching environment.

Learning Outcome: 7. Be able to evaluate participant performance during the delivery of their coaching sessions	
Assessment Criteria The learner can:	Indicative Delivery Content
7.1 Observe participant performance during the delivery of their coaching sessions	Observe, Notice, Analyse, decide whether to engage, appropriate feedback, adaption, modification if required. Skilful neglect on a behaviour issue, positive reinforcement, questioning, participant challenge.
7.2 Evaluate participant performance	Learners demonstrate they can evaluate participant performance during delivery.

Learning Outcome: 8. Be able to conclude coaching sessions	
Assessment Criteria The learner can:	Indicative Delivery Content
8.1 Carry out cool down activities linked to the goals of the session	Learners demonstrate conducting cool-down activities within the session.
8.2 Provide participants with information for the subsequent coaching session	Information includes but is not limited to: - date/time - location - anything specific they need to bring, i.e. change of clothes, a piece of equipment applicable to their sporting discipline.
8.3 Perform clearing up tasks at the end of their coaching sessions	Leave the venue and equipment in a condition acceptable for future use.

Unit Title	Review progressive coaching sessions
Unit Aim	The aim of this unit is for learners to be able to use monitoring and review information about the participants progress against the session goals to evaluate their own coaching practices and the contribution of other stakeholders.
Unique Unit Number	D/650/4580
Unit Assessment Method(s)	Practical Demonstration/Assignment
Assessment Specification	The learner evidence must relate to their chosen age population of children or young people. The learner must evaluate a minimum of 6 sessions of length appropriate to the chosen population. 4 sessions must be progressive and within a chosen sporting population. A further 2 sessions must be evaluated in different disciplines. A minimum of two of the above sessions must have been assessed and the evaluation incorporate the feedback from those assessments.

Learning Outcome: 1. Be able to conduct an evaluation on their coaching programme	
Assessment Criteria The learner can:	**Indicative Delivery Content**
1.1 Carry out an evaluation on their coaching programme	Learners undertake an evaluation of their coaching programme.
1.2 Work with others during the evaluation of their coaching programme	Learners work with others, such as their Coach (or equivalent) to carry out the evaluation on their coaching programme.
1.3 Evaluate their coaching programme using the planned methods	Learners are required to evaluate their coaching programme using their planned methods.
1.4 Review the outcomes of their coaching programme evaluation	Learners are required to produce a report which collates recommendations for improvement and analysis on the outcomes. Learners are expected to reflect on their findings within the report.
1.5 Share the outcomes of their coaching programme evaluation with others	Learners share the outcomes of their coaching programme with others, such as their Coach or equivalent.
1.6 Evaluate their developmental activities with others	Evaluation to include whether the developmental activities have met: - participant needs - organisational needs - own developmental needs
1.7 Identify developmental opportunities that meet development needs	Learners identify developmental opportunities that will meet agreed development needs.
1.8 Apply recommendations to their coaching programme	Coaching programme could be current programme and future coaching programmes.

Learning Outcome: 2. Be able to conduct a review on their coaching sessions	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 Carry out session reviews as scheduled	Learners conduct session reviews as scheduled.
2.2 Record the session review	The learner will have a record and be able to present an evaluation of the review, content and outcomes. This can be in the format best suited to the learners chosen sport and individual approach.
2.3 Use information to guide their session reviews	Collate evidence to support the review of the sessions, to include self-reflection.
2.4 Give ways to adapt their future sessions	Adaptions to future sessions meet the outcomes of their review.
2.5 Share their session review with others	Learners must share their review with their participants and others, for instance a mentor or supervising coach.

Learning Outcome: 3. Be able to review own coaching performance	
Assessment Criteria The learner can:	**Indicative Delivery Content**
3.1 Use evidence to inform self-reflection	Learners review the outcomes of their coaching programme evaluation and/or session review to self-reflect on their coaching practice.
3.2 Confirm ways to improve future sessions to support their self-development	Learners identify how to improve the planning and delivery of future sessions for participants and self.
3.3 Evaluate their performance	Learners record their evaluation of their own coaching performance.
3.4 Evaluate the performance of others within their coaching programme	Learners carry out the review of the performance of their coaching team, for example, an assistant coach or coach (or equivalent).
3.5 Review their individual development plan	Learners review and make any additions to their individual development plan to support their development as a coach and their coaching practice for the future.

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):

The minimum expectation for all tutors, is:

- to hold a regulated and recognised qualification within the specific discipline at least at a minimum of level 2 certificate

AND at or above the level of the qualification being delivered.

- be working towards or hold a regulated and recognised teaching qualification,
- to evidence current industry knowledge and experience through a commitment to ongoing CPD and development

A tutor wishing to deliver the Level 2 Certificate in Coaching (Sport and Physical Activity) would be expected to hold at least a Level 2 Certificate in Coaching qualification and hold or be working towards a recognised teaching qualification. We would not accept a Level 2 Certificate in Instructing Exercise and Fitness as an equivalency as these are two very different areas. We would however accept a Level 2 Certificate in Coaching Multi-Skills as this is comparable to coaching Sport and Physical Activity.

Assessor(s):

The minimum expectation for all assessors, is:

- to hold a regulated and recognised qualification within the specific discipline at least at a minimum of level 2 certificate

AND at or above the level of the qualification being delivered.

- be working towards or hold a regulated and recognised assessor qualification,
- to evidence current industry knowledge and experience through a commitment to ongoing CPD and development

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

The minimum expectation for all IQAs, is:

- to hold a regulated and recognised qualification within the specific discipline at least at a minimum of level 2 certificate

AND at or above the level of the qualification being delivered.

- be working towards or hold a regulated and recognised IQA qualification,
- to evidence current industry knowledge and experience through a commitment to ongoing CPD and development

Additional Qualification Requirements

This product is mapped against the Coach (Occupation) and Safeguarding and Protecting Others (Technical) Professional Standards as a CIMSPA Professional Standards Endorsed Qualification.

Centres will register learners against both this qualification and a sporting population programme linking to the specific sport or to a generic "Sport and Physical Activity".
Learners may RPL their programme across to another sport area and would not need to repeat the full qualification but just complete the sport specific 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 and the sport they are completing the qualification in. 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 610/1629/9 and QiW - C00/4715/5

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