1st4sport Level 3 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 3 Certificate in Coaching
Qualification Overview:	An ideal qualification to provide learners with an understanding of the wider UK coaching landscape, exploring key theoretical concepts and contemporary issues for coaches within community settings while developing their professional coaching practice to coach diverse groups of participants in a coaching environment.
Qualification Code:	24QCIC3
Qualification Regulation Number:	610/4368/0
Guided Learning Hours (GLH):	250
Total Qualification Time (TQT):	550
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/09/2024
Qualification Review Date:	31/08/2027
Learner Registration Period:	3 years
Qualification Objective:	This qualification qualifies learners to this qualification enables learners to independently coach diverse groups of participants within a coaching environment. .
Qualification Purpose:	Prepare for employment in a specific occupational area.

Who is this qualification for?

This qualification is designed for learners who are seeking to develop their theoretical and contextual understanding of coaching and wish to develop their professional coaching practices to independently coach diverse populations of participants in a coaching environment. It is expected that learners have experience of delivering activity within a coaching, sport and/or physical activity environment prior to commencing the qualification.

Qualification Progression

Learners can progress onto the following qualifications:

- 1st4sport Level 3 Certificate in Personal Training
- 1st4sport Level 3 Sports Coaching and Performance
- 1st4sport Level 3 Diploma in Delivering Physical Activity and Sport within the School Environment
- 1st4sport Level 5 Diploma in Advanced Nutrition Science

This qualification may lead to paid or voluntary roles as an independent coach within professional and grassroots coaching environments, educational institutions such as schools, colleges, and universities, and within outdoor settings such as community parks and outdoor spaces.

Entry Requirements

Learners must be a minimum of 17 years old at registration and 18 years old at certification.

Pre-requisite(s) or other entry requirements

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

Prior to registration learners are required to:
- be accurately identified
- be at least 17 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 9 of 10 mandatory units),
- Practical Demonstration/Assignment (in 1 of 10 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 and 1 of 1 optional units to achieve this qualification.

Mandatory Units

Unit ID	Unit Title	GLH
T/651/2155	The Coaching Sector, Industry and Organisations	31
R/651/2154	Coaching and Communities	36
Y/651/2156	Developing Safe and Inclusive Coaching Environments and Practices	36
A/651/2157	Developing own Coaching Practices	35
D/651/2158	Engaging with others through Coaching	43
F/651/2159	Supporting Participant Engagement and Development	35
K/651/2160	Supporting Participants' Mental Health and Well-being	26
L/651/2161	Plan inclusive, safe, and progressive coaching programmes and sessions	40
M/651/2162	Deliver inclusive, safe, and progressive coaching programmes and sessions	46
R/651/2163	Evaluate inclusive, safe, and progressive coaching programmes and sessions	40

Optional Units

Unit ID	Unit Title	GLH
T/651/2164	Safeguarding Children and Young People	14
Y/651/2165	Safeguarding Adults and Adults at Risk	14

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	The Coaching Sector, Industry and Organisations
Unit Aim	This unit develops the learners' understanding of the wider coaching sector and the industry, legislative, organisational, and regulatory requirements for coaches while developing their coaching skills and practices to comply with these.
Unique Unit Number	T/651/2155
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional requirements

Learning Outcome: 1. Understand the coaching sector and industry

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain the roles of key organisations within the coaching sector	The key organisations and their associated roles within the coaching sector to include but not limited to: • National Governing Bodies (NGBs) • Professional Bodies • Public, private, charities, and voluntary organisations • Government and National regulators such as the Health and Safety Executive (HSE), Sport England, and The Child Protection in Sport Unit (CPSU). • UNESCO Rights of a Child
1.2 the core current guidance offered by the key organisations within the coaching sector. Analysis to include Government independent reviews and strategies, Duty of Care and anti-doping.	The core current guidance offered by the key organisations within the coaching sector. Analysis to include Government independent reviews and strategies, Duty of Care and anti-doping.
1.3 the key statistics of the coaching industry in relation to their home country, for example, the size and value of the coaching market, number of coaches, future forecasts, challenges and trends for the coaching industry.	the key statistics of the coaching industry in relation to their home country, for example, the size and value of the coaching market, number of coaches, future forecasts, challenges and trends for the coaching industry.

Learning Outcome: 2. Understand coaching legislation and regulatory requirements

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Evaluate legislative and regulatory requirements for coaches	The key and current national legislative and regulatory requirements that form the legal responsibilities of coaches to include but are not limited to: • Equality and Diversity • Data Protection and Security • General Data Protection Regulation (GDPR) • Confidentiality, including participant consent • Safeguarding Adults and Children • Human Rights • Social Media protection of self and others • the legalities of advertising classes and coaching expertise
2.2 Evaluate legislation relating to coaching vulnerable populations and participants	the key national legislative and regulatory requirements relating to vulnerable or 'at risk' people, that form the legal responsibilities of coaches such as: • Equality • Disability Discrimination • Safeguarding Vulnerable Groups • Care • Mental Capacity / Mental Health • Disclosure and Barring Service • Deprivation of Liberty Safeguards • Health and Social Care • Children and Social Work • UNESCO Rights of a Child
2.3 Explain health and safety legislative and regulatory requirements for coaches	The key and current health and safety legislative and regulatory requirements for coaches to include but are not limited to: • Health and Safety at Work • Control of Substances Hazardous to Health (COSHH) • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
2.4 Summarise coaching equipment regulations	The key and current regulations relating to the provision and use of coaching equipment, to include but are not limited to: • manual handling techniques • safe and serviceable equipment policies • manufacturer guidelines • environmental policies and maintenance inspection plans for specific equipment

Learning Outcome: 3. Understand the key components of own organisation	
Assessment Criteria The learner can:	**Indicative Delivery Content**
3.1 Establish own organisational structure	Their own organisation's structure, lines of reporting, vision, mission, and goals.
3.2 Summarise organisational products and services	The different types of products, offers, goods and services their organisation provides to customers.
3.3 Establish organisational performance measures	The internal and external performance measures of their organisation relating to coaching such as, participant satisfaction, Clubmark, participant goal achievement and team goal achievement.
3.4 Describe a participant's journey	A typical participant's journey within their organisation or coaching environment.
3.5 Analyse the organisations' demographics of participants	The local demographics of their organisation's membership base and participants to include but are not limited to: • Age • Race • Sex • Education level • Typical income • Employment status Where data is accessible, learners should assess the different populations that are included and those who are not included within their organisation's demographics and the possible reasons for this. Populations include but are not limited to, populations who identify with a specific sexual orientation or gender identity, are visually impaired, are physically disabled, and people who come from low socio-economic areas, etc, giving reasons for their inclusion or exclusion and ways to improve this.
3.6 Describe ways the demographics can influence the coaching offer	Ways the demographics of the local population can influence the coaching offer

Learning Outcome: 4. Understand the role of a coach in relation to own organisational policies and procedures	
Assessment Criteria The learner can:	**Indicative Delivery Content**
4.1 Analyse organisational policies and procedures in relation to coaching	Identifying and explaining the main ideas of key organisational policies and the importance of each in relation to the organisational role and responsibilities of a coach, to include but not limited to: • Admissions policy • Safeguarding policy • Equality and diversity policy • Data protection • Confidentiality • Conflict of interest • Disclosure and Barring Service (DBS) • Safeguarding children, adults, and adults at risk • Equality and diversity
4.2 Explain organisational health and safety policies and procedures for coaches	Identifying and explaining the main ideas of key organisational health and safety policies and procedures and the importance of each in relation to the organisational role and responsibilities of a coach, to include but not limited to: • Health and safety at work • Normal Operating Plans (NOP) • Emergency Action Plans (EAP) • Risk Assessment • Reporting of injuries • First Aid procedures • Personal Evacuation Plans for specific participants, if required
4.3 Clarify organisational requirements for coaches	Their own organisational requirements for coaches, such as the expected qualifications, knowledge, Continual Professional Development (CPD), coaching related-experience and competencies, Disclosure and Barring Service (DBS) checks.
4.4 Describe organisational requirements in relation to the delivery of coaching sessions	The organisational requirements linked to the delivery of coaching sessions, and how to incorporate these organisational requirements ensuring coaching sessions remain inclusive, safe, and progressive.
4.5 Explain ways to influence participant retention	The importance of participant retention in relation to own organisation and their role as a coach and ways to influence participant retention within own coaching environment.

Learning Outcome: 5. Be able to comply with coaching legislation, organisational and regulatory requirements	
Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Comply with coaching sector guidance	Complying with current coaching sector guidance before, during and after the delivery of coaching sessions.
5.2 Comply with coaching legislation and regulatory requirements	Complying with current coaching legislation and regulatory requirements before, during and after the delivery of coaching sessions.
5.3 Comply with organisational policies and procedures	Cmplying with their organisational policies and procedures linked to coaching before, during and after the delivery of coaching sessions.
5.4 Provide customer service in alignment with organisational policies and procedures	Providing customer service in alignment with their organisational policies and procedures including giving correct information about organisational facilities, opening hours and organisational products and offers, in a professional manner, using suitable language and method of communication.

Unit Title	Coaching and Communities
Unit Aim	This unit develops the learner's understanding of the community compositions and cultures, the different types of community spaces, places, networks and stakeholders and the internal and external factors within communities which can influence participation in sports and physical activities.
Unique Unit Number	R/651/2154
Unit Assessment Method(s)	Coursework
Assessment Specification	Learners are expected to explore different communities within this unit however are only required to be assessed against one community

Learning Outcome: 01. Understand the compositions of communities

Assessment Criteria The learner can:	Indicative Delivery Content
01.1 Explain the key elements of community structures	The different elements of community structures, such as but not limited to: • Participants the diversity of people and groups within the community • Organisational such as legalities, activities, and communal processes, etc. • Physical such as land use, villages, farms, etc. • Production such as work, products, and services. Learners must, at a minimum, identify and explain the structure of their local community.
01.2 Discuss the function of communities	The functions of communities, such as production, distribution, consumption, socialisation, social control, social participation, and mutual support. The relationships among the people, missions and goals, management, activities, and outcomes involved in a community. Learners must, at a minimum, identify and explain the function of their local community.
01.3 Summarise key sources to obtain community data and information	The key sources to support researching communities and gathering information on community data such as the demographic of the population from government websites, national statistics, local council archives, and libraries.
01.4 Explain how to use community data	How to analyse and use the gathered data and information on their local community to support and inform their coaching environment and practices.
01.5 Clarify the usage of transport links within the local community	Identifying the available methods of transport (e.g. bus, car, walking) within their local community and reviewing which of these are most used to travel around the community and by whom.

Learning Outcome: 02. Understand community spaces and places	
Assessment Criteria The learner can:	**Indicative Delivery Content**
02.1 Describe the types of physical spaces within the local community	The different types of physical spaces within their community, such as housing estates, schools, green spaces, civic spaces, retail and industrial areas, the use of each within communities, and their link with coaching, sports, and physical activities.
02.2 Evaluate the provision within the local community	The existing sport, physical activity and related health and wellbeing provision within the local community, examining whether the current provision is fit for purpose in terms of location, accessibility, price, etc. Identifying gaps within the existing sport and physical activity provision within the local community and if the provision meets the needs of the varying demographics of the local population
02.3 Summarise the key socialising spaces and places	The key popular and most active 'hot spots' for socialising within the local community and examining which groups of the local population use these and the reasons for this.
02.4 Critically review physical barriers within the local community	The physical barriers and 'territories' within the local community, the different 'territories' and spaces associated with different demographics, cultures and faiths within the community, how different parts of the community move and/or relate to each other e.g. transport links, environmental factors such as rivers, green areas, and how each may create barriers preventing groups of people in accessing sport and physical activity.
02.5 Analyse community environments that can support sports and physical activities	The different environments within the local community that can be used to support the delivery of sport and physical activity. Learners must consider a variety of environments and how to make existing environments multi-functional to support the delivery of sports and physical activity within their local community this must include but is not limited to: • Green open spaces • Grey open spaces • Play areas • Informal/amenity, natural/semi-natural places where nature dominates, • Allotments, formal gardens and incidental 'pocket' parks • Accessibility of space • Spaces for delivering different activities • Transportation links • Ancillary infrastructure

Learning Outcome: 03. Understand community networks and stakeholders

Assessment Criteria The learner can:	Indicative Delivery Content
03.1 Summarise the networks within the local community	The formal and informal networks that operate within their local community.
03.2 Describe who the key stakeholders are within the local community	Who the key stakeholders, people and influencers are within the local community, their roles, and how to contact each
03.3 Explain how to obtain information on the key stakeholders within the local community	The different sources and types of organisations that can provide information and data on the key stakeholders within the local community.
03.4 Discuss ways to engage with community networks and stakeholders	Ways to engage and to communicate with community networks and stakeholders. How to use local community networks to work collaboratively within their local community.

Learning Outcome: 04. Understand organisations within the local community

Assessment Criteria The learner can:	Indicative Delivery Content
04.1 Summarise the types of organisations within the local community	The different types of organisations within their own local community.
04.2 Describe the organisations that are promoting the delivery of sports and physical activity	The organisations within their local community that are supporting the delivery of sports and physical activity seeking to engage with all participants and those organisations that are supporting engagement outwards to support the inclusivity of all individuals into sporting facilities and activities.
04.3 Discuss ways to collaborate with organisations within the local community	The different methods, approaches, and ways to collaborate with clubs, local authorities, other organisations, and people, such as independent coaches, to promote inclusive participation in sports and physical activities within their local community.
04.4 Explain ways to obtain support from organisations within the local community	The different methods, approaches, and ways to access support from local sports-related organisations, delivery partners, and clubs to help develop their own physical activities and coaching practices, and ways to increase opportunities for all participants within their local community.

Learning Outcome: 05. Understand community cultures and customs	
Assessment Criteria The learner can:	**Indicative Delivery Content**
05.1 Critically review the culture and customs of the local community	The various cultural forms of own local community, such as attire, eating, music, religion, and its associated set of customs, such as the widely accepted behaviours and traits and the importance of these for individuals and groups.
05.2 Explain how community cultures and customs can impact community cohesion	How their local community cultures and customs can impact community integration, liaison, and cohesion
05.3 Compare the benefits and limitations of community cohesion	The benefits and limitations of community cohesion in relation to coaching, including inclusion, equality, sense of belonging, and value diversity.
05.4 Assess ways coaching can impact communities	The influence and wider impact of coaching upon communities, particular groups, such as elite athletes and inactive people, and participants.
05.5 Discuss ways to recognise community-based attitudes and behaviours	Ways to recognise community-based and community-accepted normalised rules, values, attitudes, and standards of behaviour shared by members of a social group(s) in communities.
05.6 Describe how to reflect on the needs of the local community	How to identify and reflect on the needs of their local community.

Learning Outcome: 06. Understand factors that influence participation in sports and physical activities within the local community	
Assessment Criteria The learner can:	**Indicative Delivery Content**
06.1 Evaluate the external factors that influence participation in sports and physical activities within the local community	The external societal, social and structural perceived, potential, and actual factors within their local community that prevent or enable certain people or groups from participating in sports, physical activity, health and well-being programmes, sessions and activities.
06.2 Analyse the internal challenges individuals and groups may experience in relation to participating in community sports and physical activities	The internal personal perceived, potential, and actual factors that certain individuals and groups could experience, which could prevent them from or encourage them to participate in sports and physical activities within their local community. Such as cost, transport, lifestyle, physical limitations, care commitments, work patterns, representation in sports of certain populations, misinformation, and religious and cultural views on sport and exercise.
06.3 Establish resources to support participation in sports and physical activities within the local community	The resources and guidance available from national and local organisations that can help tackle inequalities and encourage participation for certain populations. To include, but are not limited to: • Sports Councils • National Governing Bodies (NGBs) • Active partnerships • British Universities and Colleges Sport (BUCS) • UKActive • Sporting charities • Accessibility organisations, such as Disability Rights UK • Well-being organisations such as 'Mind'

Learning Outcome: 07. Understand the benefits associated with different nations and populations participating in sport and physical activities	
Assessment Criteria The learner can:	Indicative Delivery Content
07.1 Clarify places where the population participates in sports and physical activities	The different places, such as nations and regions which have developed and continue to promote a culture for members of society to participate regularly in sports and physical activities.
07.2 Explain the societal benefits of having a physically active population	The core benefits to the wider society of having a population that is engaged with and are actively participating in sports and physical activities frequently.
07.3 Describe the economic benefits of having a physically active population	The key economic benefits of having a population which is frequently engaged with and are actively participating in sports and physical activities.
07.4 Critically review the benefits of participating in sports and physical activities for different populations	Identifying the appropriate measures and evaluating and providing examples of the key physical, physiological, and sociological benefits of participating in sports and physical activities for different populations, which must include but are not limited to: • Inactive people • Children and young people (between 5-18 years of age) • Adults (aged 18 and above) • Older adults (aged 65 and over) • Pregnant people • Physically disabled people • People with medical and long-term health conditions • People with mental health conditions

Learning Outcome: 08. Understand targeted groups in relation to sport and physical activity within communities	
Assessment Criteria The learner can:	Indicative Delivery Content
08.1 Explain how target groups are determined	What the term 'target groups' means in relation to sport and physical activity and the process undertaken to determine these target groups e.g. research by national organisations, government agendas, local knowledge, partnership working and funding opportunities.
08.2 Provide reasons for specific groups within communities becoming targeted	The reasons for specific groups within communities become targeted in relation to participating in sport and physical activity, to include but are not limited to: • Number of participation from group is low or at risk from falling • Historically not participated in sport due to cultural reasons and traditions • Health reasons, e.g. exercise on referral, obesity, type 2 diabetes • Medical and long-term health conditions which may be improved with exercise: e.g. mental health and wellbeing Social impact of working with the target group: e.g. young offenders and crime rates
08.3 Describe groups that are less likely to participate in community sports and physical activity	The different groups that are more likely to be inactive and are less likely to participate in community sports and physical activities and the reasons for these. To include but are not limited to participants with, from or are categorised as: • slight or severe visual impairments • d/Deaf • Neurodivergent conditions • Physical disabilities • Speech and language disabilities • Intellectual and learning disabilities • Different sexual orientations and gender identities • Medical and long-term health conditions • Mental health conditions • Different ethnic, cultural, religious, and racial groups • Low socio-economic areas • Inactive Children and young people (between 5-18 years of age) • Young women and girls • Adults (aged 18 and above) • Antenatal, pregnant, and postnatal • Older adults (aged 65 and over)

Learning Outcome: 09. Understand ways to influence behavioural change in sports and physical activities

Assessment Criteria The learner can:	Indicative Delivery Content
09.1 Summarise the key drivers of change in sports and physical activities	The key drivers of the different types of change in sports and physical activities, such as cultural shifts, beliefs, and values; the drivers of national and local change, such as the implementation of initiatives from UK Governments, social media influencers, National Governing Bodies (NGBs), professional bodies, local councils, and organisations.
09.2 Discuss ways to develop a coaching environment that supports behaviour change	The ways and approaches to develop coaching environments that have a culture that can influence and support behaviour change.
09.3 Describe ways to influence the attitudes of others	The ways, strategies and approaches which can help to influence a positive and supportive attitude towards sports, physical activity, health, and well-being, and participating in these activities and programmes.
09.4 Explain ways to support behaviour change in others	The various approaches, methods, and strategies to support short and long-term behaviour change in others such as participants, legal guardians, members of coaching team and members of the local community.

Learning Outcome: 10. Understand how motivation can promote participation in sports and physical activities

Assessment Criteria The learner can:	Indicative Delivery Content
10.1 Differentiate between types of motivation	The different types of motivation, such as intrinsic and external motivation and how to recognise these within different populations, such as participants, groups, and local communities.
10.2 Provide reasons for understanding the motivation of others	The importance of and reasons for understanding the individual motivations of participants and groups. how to listen and make conversations with individuals/groups to understand their motivations.
10.3 Describe the motivations of others	The different types of motivations and drivers for different populations, including but not limited to their own participants, groups and their local community.
10.4 Describe coaching methods to motivate participants	The different coaching methods available to motivate participants and groups supporting them to achieve their set goals and how to implement these methods within their coaching sessions.
10.5 Show ways to promote social change within the local community through the delivery of sport, physical activities	The different techniques, strategies and approaches that can used to promote social change within the local community through the delivery of sport and physical activities.
10.6 Analyse ways to motivate others to participate in sports and physical activities	The different techniques, strategies and approaches that can used to motivate different populations to participate in sports, physical activities and health and well-being programmes

Unit Title	Developing Safe and Inclusive Coaching Environments and Practices
Unit Aim	This unit develops the learners understanding of promoting safe and inclusive coaching environments to diverse populations of participants and developing their own coaching practices to support this.
Unique Unit Number	Y/651/2156
Unit Assessment Method(s)	Coursework
Assessment Specification	It is expected that learners will evidence their skills and behaviours throughout, this can be incorporated into the assessed activities supporting delivering sessions.

Learning Outcome: 1. Understand an inclusive coaching environment	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Differentiate between inclusive terminology	The meaning of each of the following inclusive terminology to include but are not limited to: • Accessibility • Diversity • Equality • Equitable • Inclusive • Safe • Human/participant rights • intersectionality
1.2 Discuss the key elements of an inclusive coaching environments	The key elements of inclusive coaching environments include but are not limited to • accessibility, • diversity, • equality, • equitable, • inclusive, • safe,

1.3 Provide reasons for developing inclusive coaching environments	The importance of and reasons for developing and promoting inclusive coaching environments, the importance of creating a flexible, appropriate, and supportive learning culture, aligning with organisational policies and procedures and relevant and current legislation and how these can support maximising participants' potential.
1.4 Analyse ways to develop inclusive coaching environments for different populations	The different methods, approaches and strategies which can help to create and promote a coaching environment that: • is supportive and appropriately challenging environment for participants • ensures participants feel safe and secure and can be themselves within a supportive coaching culture • builds social support and inclusion within the coaching environment • promote coaching environments that are safe and enjoyable • including everyone in conversations for different groups and individuals to encourage their participation in sports and physical activities.To include but are not limited to participants with, from or are categorised as: • slight or severe visual impairments • d/Deaf • Neurodivergent conditions • Physical disabilities • Speech and language disabilities • Intellectual and learning disabilitie • Different sexual orientations and gender identities • Medical and long-term health conditions • Mental health conditions • Different ethnic, cultural, religious, and racial groups • Low socio-economic areas • Inactive • Children and young people (between 5-18 years of age) • Young women and girls • Adults (aged 18 and above) • Antenatal, pregnant, and postnatal • Older adults (aged 65 and over)
1.5 Summarise factors that can influence inclusive coaching environments	The internal and external factors that can influence a coaching environment and the impact these factors have on developing an inclusive coaching environment. To include but not limited to: • legislation • technology • socio-economic conditions • population demographics • participant needs, expectations, preferences • community/cultural values • transport links

Learning Outcome: 2. Understand equality, diversity, and inclusivity within coaching environments	
Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Summarise the protected characteristics	The different protected characteristics according to current national equality legislation and guidance.
2.2 Explain sexual orientation and gender identity terminology	The current terminology used to describe different sexual orientations and gender identities. To include, but is not limited to: • Gender dysphoria • Gender transition • Transgender • Bisexual • Cisgender • Gender fluid • Heterosexual • Gay/Lesbian • Pansexual • Nonbinary • Intersex • Queer/questioning • Asexual
2.3 Describe ways sexual orientation and gender identities can influence participation in sports and physical activities	The potential and actual impact the different sexual orientations and gender identities of participants can have on participation in different sports and physical activities and the specific considerations associated with each.
2.4 Evaluate ways coaches can support participants with differing identities	Ways coaches can support participants with differing gender identities to support the participation of all individuals and groups within sport and physical activity. Mitigating strategies to overcome any potential or actual risks and to tackle inequalities which may exclude or create barriers for participants with differing gender identities from participating in sports and physical activities.

Learning Outcome: 3. Understand inclusive coaching practices	
Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Summarise inclusive coaching practices	What inclusive coaching practices are, the importance of these, and how these practices can support the development of an inclusive coaching environment such as, treating participants as individuals, creating a sense of belonging, adapting their coaching style, activities, and sessions to meet the needs of individual participants, etc.
3.2 Explain practices to make coaching environments more accessible and inclusive	The different methods and ways to make coaching environments more accessible and inclusive to all populations, such as communicating with participants and key stakeholders i.e. legal guardians and teachers where appropriate around specific accessibility requirements for consistency between environments, producing inclusive marketing materials in a variety of formats, embedding accessibility guidance and recommendations within coaching sessions and programme design, providing tailored individual support, and making reasonable adjustments when required, etc.
3.3 Provide reasons for ensuring all participants can participate in coaching sessions	The reasons for and importance of ensuring all participants can participate in each planned activity included within their coaching sessions.
3.4 Describe ways to adapt coaching activities and practice	Ways to adapt coaching activities and practice to meet the needs of different populations to promote inclusivity while ensuring all participants can participate in sessions. To include but are not limited to participants with, from, and/or are categorised as: • slight or severe visual impairments • d/Deaf • Neurodivergent conditions • Physical disabilities • Speech and language disabilities • Intellectual and learning disabilities • Different sexual orientations and gender identities • Medical and long-term health conditions • Mental health conditions • Different ethnic, cultural, religious, and racial groups • Low socio-economic areas • Inactive • Children and young people (between 5-18 years of age) • Young women and girls • Adults (aged 18 and above) • Antenatal, pregnant, and postnatal • Older adults (aged 65 and over)

Learning Outcome: 4. Understand safe coaching environments for different populations	
Assessment Criteria The learner can:	Indicative Delivery Content

4.1 Summarise a safe coaching environment for different populations	What a safe coaching environment consists of for different populations. To include but are not limited to participants with, from, and/or are categorised as: • slight or severe visual impairments • d/Deaf • Neurodivergent conditions • Physical disabilities • Speech and language disabilities • Intellectual and learning disabilities • Different sexual orientations and gender identities • Medical and long-term health conditions • Mental health conditions • Different ethnic, cultural, religious, and racial groups • Low socio-economic areas • Inactive • Children and young people (between 5-18 years of age) • Young women and girls • Adults (aged 18 and above) • Antenatal, pregnant, and postnatal • Older adults (aged 65 and over)
4.2 Explain the professional boundaries of a coach for different populations	The professional boundaries and scope of practice of a coach when working with different populations. To include but are not limited to participants with, from, and/or are categorised as: • slight or severe visual impairments • d/Deaf • Neurodivergent conditions • Physical disabilities • Speech and language disabilities • Intellectual and learning disabilities • Different sexual orientations and gender identities • Medical and long-term health conditions • Mental health conditions • Different ethnic, cultural, religious, and racial groups • Low socio-economic areas • Inactive • Children and young people (between 5-18 years of age) • Young women and girls • Adults (aged 18 and above) • Antenatal, pregnant, and postnatal • Older adults (aged 65 and over)
4.3 Describe the process to challenge unsafe coaching environments	The process and procedures to challenge when coaching practice and/or activities are deemed unsafe within their coaching environment for participants, such as children and adults at risk, and in accordance with their organisation and professional industry guidance.

Learning Outcome: 5. Understand behaviour management strategies	
Assessment Criteria The learner can:	**Indicative Delivery Content**
5.1 Explain behaviour management strategies	The different behaviour management strategies and ways these strategies can support continual participant engagement, inclusive and safe coaching environments.
5.2 Compare types of conflict	Comparing the different types of conflict that could arise in coaching environments between stakeholders, such as members of their sporting team, participants and parents, and ways to manage these consistently, effectively, and positively in accordance with professional and organisational standards
5.3 Describe ways to manage participant behaviour	The different approaches and techniques to manage types of conflict and participant behaviour that could occur in their coaching environment in a consistent and positive manner in alignment with professional codes of conduct and organisational requirements.

Learning Outcome: 6. Understand safe coaching practices	
Assessment Criteria The learner can:	**Indicative Delivery Content**
6.1 Summarise Personal Protective Equipment for the coach	The personal protective equipment associated with their role as a coach and their selected sporting discipline, and any specific organisational requirements.
6.2 Differentiate between types of coaching equipment	The different types of coaching equipment, to include but not limited to, simple, complex, and powered.
6.3 Explain the health and safety implications of assembly, dismantling, hygiene, and storage of equipment and activity areas	The health and safety implications of assembly, dismantling, hygiene, and storage of equipment and activity areas adhering to manufacturer and national governing body guidelines,
6.4 Explain how to conduct a risk assessment	The importance of and reasons for conducting risk assessments, when and how to conduct a risk assessment in alignment with legislative requirements and organisational policies and procedures.

Learning Outcome: 7. Understand common hazards in coaching environments	
Assessment Criteria The learner can:	**Indicative Delivery Content**
7.1 Describe the types of hazards which can occur in coaching environments	The common and different types of potential and actual risks and hazards that can occur in coaching environments. To include but not limited to hazards relating to: • The facility or venue • Planned activities • Stakeholders (e.g. participants, legal guardians, coaching team) • Weather change and impact • Insufficient or broken Personal Protective Equipment (PPE) and coaching equipment • Sudden cardiac arrest and death
7.2 Explain how to report a hazard	The procedure to report the different types of hazards in accordance with the organisational policies and procedures.
7.3 Respond to hazards within coaching environments	Recognising and responding appropriately to and in accordance with organisation and/or venue policies and procedures to manage hazards based on the level of risk, including dynamic risk assessments.

Unit Title	Developing own Coaching Practices
Unit Aim	This unit develops the learners' understanding of the professional and ethical codes of conduct for coaches and the skills to develop and evaluate their own coaching practice.
Unique Unit Number	A/651/2157
Unit Assessment Method(s)	Coursework
Assessment Specification	It is expected that learners will evidence their skills and behaviours throughout, this can be incorporated into the assessed activities supporting delivering sessions. All delivery must be with real cohorts within the chosen community. Simulation and peer to peer delivery is not accepted for this unit.

Learning Outcome: 1. Understand the professional codes of conduct for coaches	
Assessment Criteria The learner can:	**Indicative Delivery Content**
1.1 Clarify resources that provide guidance on professional codes of conduct for coaches	The different types of resources and materials offered by industry, governments, organisations, and professional bodies that provide guidance on the codes of conduct and practices for coaches. To include Government legislation and organisational policies.
1.2 Evaluate the professional codes of conduct for coaches	What are the professional industry and organisational standards, expectations and practices of a coach and coaching, what constitutes as good and poor coaching practices, how to present themselves in a professional and approachable manner, and how to use these to guide and develop their coaching practice.
1.3 Critically review the professional boundaries of a coach	The scope of practices of a coach, and how to work whilst embracing professional boundaries when working with children, adults, and adults at risk, giving nutritional, mental health and well-being advice and complying with professional and industry standards and requirements.
1.4 Describe the professional demeanour of a coach	Of a coach congruent with organisational expectations and professional codes of practice to include but not limited to: • Respect for others • Positive and encouraging attitude • Honest and trustworthy • Empowering and motivating • Non-judgemental • Integrity • Commitment to sport, role and others • Approachable • Committed to self-development • Attire (clothes and cleanliness) • Cultivating an inclusive culture • Encouraging a sense of belonging to participants and coaching team members • Maintaining the safety and welfare of others

Learning Outcome: 2. Understand the ethical roles and responsibilities of a coach

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Evaluate the ethical responsibilities of a coach	The ethical aspects and elements of a coach's role, to include but are not limited to: • Duty of Care • Championing the rights of every individual to participate in sports and physical activities • Promoting the health and mental wellbeing of others • Practicing within their scope of competence, responsibilities and within the professional boundaries of a coach • Respecting and complying with the legislation within the countries of operation • Complying with professional and industry guidance and requirements • Obtaining professional memberships • Anti-doping
2.2 Describe the coach's role in relation to the Duty of Care to others	The coach's role in relation to the Duty of Care of participants and in relation to their coaching team, such as assistant coaches, mentors, and activity leaders.
2.3 Provide reasons for being accessible and approachable to participants	The importance of and the reasons for a coach being accessible and approachable to existing and potential participants.
2.4 Explain the insurance requirements for a coach	The insurance requirements for a coach, reasons for and importance of coaches obtaining insurance, such as public liability insurance

Learning Outcome: 3. Be able to comply with professional and ethical codes of conduct

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Demonstrate a duty of care to others	Demonstrating an appropriate and continual duty of care to participants, members of the coaching team, coaching assistant(s) and to others before, during and after delivery
3.2 Practice within the professional boundaries of a coach	Coach within the scope and competency of practice and within the professional boundaries of a coach as per industry, professional body and organisational requirements, policies, and procedures.
3.3 Demonstrate a professional coaching demeanour	Present themselves in accordance with professional standards and requirements, e.g. uniform and personal attributes and positive and welcoming first impressions, conscientious working, promoting a safe and inclusive coaching environment.

Learning Outcome: 4. Be able to develop own coaching motivations and philosophy

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Discuss own motivations for coaching	The learner's own coaching motivations, their reasons for coaching and what they are trying to achieve through coaching and being a coach.
4.2 Develop own coaching philosophy	The importance of developing a coaching philosophy, articulating their own coaching philosophy, including their own set of values, beliefs and guiding principles that determine how the learner coaches and how their coaching philosophy shapes their coaching practices and them as a person. Learners must understand that their coaching philosophy • guides their thinking and decision-making • directs their coaching conversations • provides a mirror to reflect upon • requires revisiting regularly • informs their coaching practice • the impact on participants and self
4.3 Review and revise own coaching philosophy	Continually reviewing their own coaching philosophy by combining what they have learnt with their views on how they want to coach, learners continually revise their coaching philosophy to reflect this. To include but not limited to: • Purpose • Leadership style • Leading self, participants, and teams • Coaching practice • Personal style • Technical requirements • Tactical application • Model of performance • Sports wisdom
4.4 Explain ways to develop their coaching philosophy	How to further develop the learner's coaching philosophy, such as sharing their philosophy with others within your coaching network, reading literature and autobiographies of other coaches, observing other coaches, and developing an aligned system that connects all their ideas within their coaching practice from training sessions through to competitions.
4.5 Demonstrate their own coaching motivations aligns with participant motivations	That the learner's own motivation for coaching matches their participants' motivations for being involved in sports and physical activities.

Learning Outcome: 5. Be able to adopt self-care strategies to support own coaching practice

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Clarify resources that can support the self-care of a coach	The organisations, resources, and materials available to coaches that can support self-care and self-awareness, including nutrition, health, reflection, obtaining a mentor, identifying good role models, and mental well-being.
5.2 Explain self-care strategies for coaches	The importance of and prioritising self-care and self-awareness as a coach, and the strategies to support this, such as, reflection, balanced lifestyle, obtaining a buddy/mentor, identifying good role models, resilience
5.3 Implement self-care strategies to support own coaching practice	Applying self-care and self-awareness practices which review their personality, strengths, weaknesses, thoughts, beliefs, motivations, and emotional management, including the internal states and impulses that can help release their true potential.

Learning Outcome: 6. Understand how to evaluate own coaching practice

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 Explain how to evaluate own coaching practice	How to conduct an evaluation on own coaching practice.
6.2 Summarise methods to evaluate own performance as a coach	The different methods to evaluate their performance as a coach that are safe, valid, and reliable.
6.3 Provide reasons for incorporating organisational objectives when evaluating own coaching practice	The importance of and the reasons for incorporating the learner's organisational goals, targets and objectives when undertaking an evaluation of own coaching performance and practices
6.4 Describe opportunities to obtain feedback from others	The different opportunities to obtain, collate and use feedback from individuals and groups regarding their own coaching practice throughout the coaching programme and session delivery.
6.5 Explain the role of self-reflection in evaluating and developing own coaching practice	The role of and how to use self-reflective processes to quality assure and identify any development actions that may be required. The concept of the coach as a learner, becoming a 'curious coach' with effective decision-making and learning habits.
6.6 Explain reasons for recording self-evaluation outcomes	The reasons for and importance of recording the outcomes of self-evaluation on coaching practice and areas for development

Learning Outcome: 7. Be able to evaluate own performance as a coach

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 Implement methods to evaluate own performance	Developing and implementing safe, valid, and reliable methods to evaluate own performance as a coach.
7.2 Reflect on own performance as a coach	Reflecting on own development, behaviours, and practice as a coach identifying areas of progression and improvement, factors that helped or hindered their development, met and alignment with organisational goals, and participant motivations, reflect on coaching philosophy.
7.3 Evaluate own performance	Conducting an evaluation on own performance as a coach throughout the delivery of their coaching programme using safe, valid and reliable methods

Learning Outcome: 8. Understand ways to develop own coaching practice

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 Explain how to develop an individual development plan	The importance of and reasons for developing their own individual development plan and how to do this.
8.2 Provide reasons for keeping own development plan and records up to date	The reasons for and importance of keeping own individual development plan and associated development records up to date with any further obtained experience, qualifications, and Continually Professional Development (CPD) activities.
8.3 Discuss factors that can influence the ability to recognise own development needs	The internal and external factors that can influence the learner's ability to be able to recognise and identify their own development needs as a coach.
8.4 Evaluate resources to develop own coaching practice	The different resources of support and guidance available to help develop own coaching practice. Learners gain an understanding that coaching is working in a multi-disciplinary environment; therefore, they need to become interdisciplinary thinkers, going beyond generic coaching resources and looking at other disciplines of research that can enhance their coaching practice by cultivating and integrating a multi-disciplinary and holistic approach to leading and coaching.
8.5 Establish development opportunities for coaches	The different types of Continual Professional Development (CPD) opportunities and activities that coaches are required to undertake to maintain industry and professional practices and the opportunities and activities that are optional to coaches or are specific to their own development as a coach to improve their coaching practices and how to access each of these.

Learning Outcome: 9. Be able to develop own coaching practice	
Assessment Criteria The learner can:	**Indicative Delivery Content**
9.1 Comply with organisational development requirements for coaches	The different types of Continual Professional Development (CPD) opportunities and activities that coaches are required to undertake to maintain industry and professional practices and the opportunities and activities that are optional to coaches or are specific to their own development as a coach to improve their coaching practices and how to access each of these.
9.2 Collate development opportunities to support the development of own coaching practice	Sourcing and collating Continual Professional Development (CPD) opportunities and activities that align with their identified and agreed developmental needs.
9.3 Undertake Continual Professional Development (CPD) activities to develop coaching practices	Learners are required to demonstrate a commitment to their own ongoing development as a coach by undertaking Continual Professional Development activity.
9.4 Produce an individual development plan	Producing an individual development plan for self, including strengths, areas for improvement, re-training requirements, development activities and completion dates. Learners are required to produce an individual development plan at the beginning of their studies and continually monitor and update this throughout their studies.
9.5 Review and revise own individual development plan	Continually reviewing and revising own individual development plan to include the outcomes of their performance as a coach, including areas of development and opportunities to achieve these.

Unit Title	Engaging with others through Coaching
Unit Aim	This unit develops the learners' understanding of the different communication techniques while developing their skills to collaborate effectively with others within their coaching environment.
Unique Unit Number	D/651/2158
Unit Assessment Method(s)	Coursework
Assessment Specification	It is expected that learners will evidence their skills and behaviours throughout, this can be incorporated into the assessed activities supporting delivering sessions.

Learning Outcome: 01. Understand communication methods and techniques to engage inclusively with others	
Assessment Criteria The learner can:	Indicative Delivery Content
01.1 Differentiate between communication methods and techniques	The different communication methods and techniques to include: • Verbal communication • Non-verbal communication • Active listening • Written communication • Visual communication • Observation • Body language / non-verbal cues • Open/closed questioning • Digital communication
01.2 Explain ways the language and tone of communication can influence stakeholder engagement	The importance of language and tone when communicating with stakeholders, including participants, what is deemed appropriate language and tone for coaches in relation to organisational and professional standards, and what tone and language to use to engage inclusively with stakeholders and participants before, during and after sessions.

01.3 Explain empathic communication	What empathic communication is, how to use empathy to improve inclusive communication with others and the principle skills of empathic communication, such as but not limited to: • Eye contact • Remembering people's names • Constructive feedback • Listening without interruption • Pause and imagine how the other person feels • Validate understanding of what is being toldMinimise pre-judgements
01.4 Critically review ways to communicate meeting the individual needs of groups and people	Ways to communicate with groups and people with various individual needs within the local community and participants e.g. for participants who have sensory or intellectual disabilities, and the ways to ensure understanding of what was communicated to confirm that the communication was and remains effective.
01.5 Evaluate ways to provide inclusive coaching demonstrations	Ways to provide inclusive technical and tactical sports coaching demonstrations, explanations, and associated physical activities to meet the individual needs of all participants and ways to confirm the understanding of participants to ascertain effectiveness. To include demonstrations to participants with, from or are categorised as: • slight or severe visual impairments • d/Deaf • Neurodivergent conditions • Physical disabilities • Speech and language disabilities • Intellectual and learning disabilities • Different sexual orientations and gender identities • Medical and long-term health conditions • Mental health conditions • Different ethnic, cultural, religious, and racial groups • Low socio-economic areas • Inactive • Children and young people (between 5-18 years of age) • Young women and girls • Adults (aged 18 and above) • Antenatal, pregnant, and postnatal • Older adults (aged 65 and over)
01.6 Discuss ways to communicate with supporters	The importance of communicating inclusively with supporters and sports and physical activities fans before, during and after coaching sessions.

Learning Outcome: 02. Understand how to adapt communication methods and techniques

Assessment Criteria The learner can:	Indicative Delivery Content
02.1 Provide reasons for adapting communication methods and techniques	The importance of and reasons for adapting communication methods and techniques, including the reasons for a coach to monitor their communication methods and techniques before, during and after sessions, and when to review them.
02.2 Explain ways to adapt communication methods and techniques	The different approaches and ways of adapting communication methods and techniques to meet the individual needs of groups and people such as different backgrounds, abilities, experience within sport and mental and physical disabilities.

Learning Outcome: 03. Understand the roles and responsibilities of key professionals within own coaching environment

Assessment Criteria The learner can:	Indicative Delivery Content
03.1 Classify the roles and responsibilities of key professionals within own coaching environment	The core roles and responsibilities and professional boundaries of key professionals and colleagues within their own coaching environment to include but not limited to: • Health and Safety Officer • Welfare / Safeguarding Officer • Human Resources Manager/Officer • Assistant Coach • Head Coach / Coach Developer • Assistant Coach(es) • Volunteers • Parents • Teachers
03.2 Describe organisational requirements relating to coaching team members	The organisational requirements applicable to each key member of their coaching team, such as Safeguarding/Welfare Officer, volunteers, assistant coaches, and other lead coaches, to include the specific skills, qualifications, experience, competencies, professional memberships, and requirements, for example, Disclosure Barring Service, safeguarding training for each team member.
03.3 Explain the scope of assistant coaches	The different types of assistants a coach can have, such as activity leaders, coaching assistants, colleagues, volunteers, parents, teachers, youth workers and health professionals, the professional boundaries and scope of practice of each in relation to the coaching process and the ways each assistant can help support an inclusive and safe coaching environment.
03.4 Assess how key professionals within their organisation can influence their coaching environment	How the roles and responsibilities of key professionals within their organisation can influence their coaching environment

Learning Outcome: 04. Understand ways to support the development of own coaching team	
Assessment Criteria The learner can:	**Indicative Delivery Content**
04.1 Explain how to evaluate the coaching practice of coaching team members	How to carry out an evaluation on the coaching practice of coaching team members, including the assistant coach.
04.2 Describe methods to evaluate performance of others	The different methods and strategies to evaluate the performance of others, such as members of their coaching team and participants that are safe, valid, and reliable
04.3 Provide reasons for incorporating organisational objectives when evaluating the coaching practices of others	The importance of and the reasons for incorporating organisational goals, targets and objectives when evaluating the coaching practices and performance of others, including their assistant coach.
04.4 Explain how to create a personal development plan for coaching team members	How to create an individual development plan for each of their coaching team members, including their assistant coach.
04.5 Provide reasons for maintaining the individual development plans of others	The reasons for and importance of maintaining the individual development plans of others, such as members of their coaching team and any associated development records up to date with any further obtained experience, qualifications, and Continually Professional Development (CPD) activities.
04.6 Describe sources of support to assist the development of own coaching team	The different sources of support to assist coaching team members' development and improve their practice and understanding of coaching.

Learning Outcome: 05. Be able to support the development of own assistant coach

Assessment Criteria The learner can:	Indicative Delivery Content
05.1 Comply with legislation and organisational requirements when deploying assistant coaches	Complying with and ensuring that assistant coach(es) have undertaken the necessary legislative and organisational requirements before deployment. For example, completed organisation induction, clear Disclosure and Barring Service check, undertaken the necessary safeguarding training, etc
05.2 Review coaching assistant development plans	Reviewing the individual plans of their coaching assistant(s), making suggestions, ensuring their aims, objectives and goals are achievable and congruent with organisational, professional and industry standards, and the stated Continual Professional Development (CPD) opportunities and activities are valid.
05.3 Collate sources to support the development of own coaching assistant	Identifying and collating sources of support which align with the development plan of the coaching assistant and any additional areas of interest.
05.4 Supervise the development of own coaching assistant	Taking responsibility for overseeing the performance of own assistant coach(es) whilst offering support and providing development activities and opportunities.
05.5 Monitor the development of own coaching assistant	Continually monitor and manage the progress on own coaching assistant(s) development and coaching practice.

Learning Outcome: 06. Understand ways to engage others within the delivery of coaching programmes

Assessment Criteria The learner can:	Indicative Delivery Content
06.1 Provide reasons for agreeing the roles and responsibilities of others involved within the delivery of the coaching programme	The importance of agreeing roles and responsibilities of participants and members of their coaching team, sharing the roles and responsibilities with them to deliver safe, inclusive and progressive coaching programmes.
06.2 Explain reasons for providing feedback to others involved in the delivery of the coaching programmes	The importance of and reasons for continually supporting and providing constructive feedback to participants, members of their coaching team and others during the delivery of their coaching programme
06.3 Provide reasons for communicating regularly with others throughout the delivery of their coaching programme	The importance of maintaining continual and regular communication with participants, members of their coaching team and others, such as community stakeholders, throughout the delivery of their coaching programme.
06.4 Describe reasons for involving others to support participant development and welfare when delivering the coaching programme	The reasons for and importance of involving others, such as members of their coaching team to continually support and monitor the development and welfare of each participant during the delivery of the coaching programme.
06.5 Clarify where to obtain specialist advice and guidance on participant development and welfare during the delivery of the coaching programme	When to obtain and who to seek specialist and professional advice on meeting or referring participants whose individual safeguarding, developmental potential and mental health and wellbeing needs, exceeds their knowledge, competency and professional boundaries and roles of a coach during the delivery of the coaching programme.

Learning Outcome: 07. Understand ways to engage with key stakeholders to achieve coaching objectives	
Assessment Criteria The learner can:	**Indicative Delivery Content**
07.1 Confirm key stakeholders that may require influencing to achieve coaching objectives	The key local community and organisational stakeholders, the key stakeholders that deliver local sports and physical activities, and the key stakeholders within participant support networks that may require influencing to achieve coaching objectives.
07.2 Explain ways to influence key stakeholders to achieve coaching objectives	The different approaches, methods, techniques, and strategies to influence key community and organisational stakeholders, sports deliverers and participant support networks and how to manage these relationships and stakeholder expectations to achieve coaching objectives
07.3 Discuss ways key stakeholders can support own coaching practice	Ways community and organisational stakeholders, sports deliverers and participant support networks can become a network to support the achievement of own coaching goals and to maximise own coaching potential.
07.4 Engage with key stakeholders to achieve coaching objectives	Continually managing the expectations of and influencing key stakeholders to create a positive coaching environment and achieve coaching objectives.

Learning Outcome: 08. Understand ways to develop community engagement	
Assessment Criteria The learner can:	**Indicative Delivery Content**
08.1 Describe strategies to develop community engagement	What community engagement is, strategies to develop community engagement, the importance of and reasons for building relationships and connecting with the individuals and groups within the local community and those who support them, including: • creating a connection • creating rapport • creating a positive and motivating environment
08.2 Evaluate ways to develop capacity building and empowerment within communities	Ways to foster relationships, capacity building and empowerment for different networks, groups, and individuals within their local community in relation to promoting and encouraging participation in local sports and physical activities.
08.3 Analyse ways community engagement can support community sustainability and retention	The ways community engagement can support and develop sustainability and retention of their local community, and how community sustainability and retention strategies and aims can be applied to the delivery of local sports and physical activities.
08.4 Explain ways feedback can promote community cohesion	How to use feedback from the individuals and groups to promote motivation, sustainability and retention within sports and physical activities within their local community and how this feedback supports community engagement and cohesion.

Learning Outcome: 09. Be able to engage with stakeholders within their coaching environment

Assessment Criteria The learner can:	Indicative Delivery Content
09.1 Implement communication methods and techniques when engaging with stakeholders	Applying appropriate communication methods and techniques when engaging with different community stakeholders and various members of the coaching team whilst undertaking coaching duties before, during and after the delivery of coaching sessions to include but not limited to, verbal, non-verbal, written communication, and digital communication, such as email, text and social media messages.
09.2 Engage with stakeholders	Engaging with different community stakeholders including supporters and various members of the coaching team, using appropriate and respectful language, appropriate tone, and terminology
09.3 Respond to stakeholders' queries	Using own initiative and professional judgements to respond to stakeholders, answering queries and questions from legal guardians, friends of participants, and community members and liaising with other community coaches, coaching team members, etc, in a manner that reflects organisational and professional coaching standards and boundaries.

Learning Outcome: 10. Be able to work with stakeholders within their coaching environment

Assessment Criteria The learner can:	Indicative Delivery Content
10.1 Demonstrate collaborative working with stakeholders	Being able to work as a team, collaborating, problem-solving and influencing stakeholders to encourage efficient and supportive ways of working, discussing ways to overcome challenges and tackle inequalities within sports and physical activities to promote and sustain a safe, inclusive, and positive coaching environment and achieve organisational goals and objectives.
10.2 Carry out tasks given by stakeholders	Follow instructions from stakeholders, completing tasks and duties given by other stakeholders, such as members within their coaching team carrying out the tasks independently and using their own initiative and professional judgment.
10.3 Supervise stakeholder contributions	Overseeing, responding to and influencing stakeholders' contributions to solve problems, overcome challenges and collaboratively tackle inequalities within sports and physical activities to promote and maintain a safe, inclusive, and positive coaching environment.

Unit Title	Supporting Participant Engagement and Development
Unit Aim	This unit develops the learners understanding of the stages and domains of participant development for different populations while developing their skills to support participant engagement to improve performance.
Unique Unit Number	F/651/2159
Unit Assessment Method(s)	Coursework
Assessment Specification	It is expected that learners will evidence their skills and behaviours throughout, this can be incorporated into the assessed activities supporting delivering sessions.

Learning Outcome: 01. Understand the key stages and domains of participant development	
Assessment Criteria The learner can:	Indicative Delivery Content
01.1 Provide reasons for developing the whole participant through sports and physical activity	The reasons for and importance of developing the whole participant through sport and physical activity. What the wider benefits are of participating in sports and physical activity and for developing the whole participant, to include the populations, children, young people, and adults, such as, developing life skills and preparing individuals for an active lifestyle.
01.2 Explain ways to support the physical literacy of participants	What the term physical literacy means and how the term is used within a coaching environment, and ways a coach can support the physical literacy of participants.
01.3 Analyse development domains	The importance of the different development domains in developing the whole participant. What are the different development domains, how each domain can holistically support the development of the whole participant, preparing individuals for an active life, and how each domain interlinks with one another. Domains must include: • Physical • Social • Emotional • Cognitive

01.4 Critically review the stages of development	The key stages of development for children, young people, and adults in relation to the following development domains: • Physical • Social • Emotional • Cognitive Including that the participant's stage of development includes their experience and knowledge of the sport and physical activity.
01.5 Analyse the key factors that can influence participant development	The internal and external factors that can influence the stages and domains of participant development for children, young people, and adults to include: • Physical • Social • Emotional • Cognitive Examining ways the internal and external factors, including the age, stage of development, growth and maturation can impact upon participant development and ways to adapt own coaching practices to accommodate these.
01.6 Explain the stages of brain development	The key stages of brain development, identifying when a brain is fully developed for different populations, such as men, women, children and young people, and ways this can inform the design of coaching activities, sessions, and programmes.
01.7 Evaluate ways the stage of participant development can influence the delivery of coaching sessions	The different stages of participant development and ways each stage of development can inform the delivery of their coaching session and influence their coaching practices.

Learning Outcome: 02. Understand coaching development models	
Assessment Criteria The learner can:	Indicative Delivery Content
02.1 Compare coaching development models	Development models for different populations; to include children, young people and adults. To include the development models, but not limited to: • The GROW model# • The Oscar model • The STEP model • The Activity Inclusion Model • Youth Physical Development (YPD) Model • Long-Term Athlete Development (LTAD) • Development Model of Sports Participation (DMSP)
02.2 Explain ways to apply coaching development models within sports and physical activity	Ways to apply and implement the different coaching development models within own coaching environment to different populations to include children, young people and adults, and how these models can be applied within different sports and physical activities.

Learning Outcome: 03. Understand ways theories of learning can support personalised learning	
Assessment Criteria The learner can:	**Indicative Delivery Content**
03.1 Discuss the key principles of inclusive learning	The key principles of inclusive learning and participation to enable all participants to access and make decisions regarding their participation.
03.2 Compare theories of learning to support personalised learning	Learners compare a minimum of two learning theories that can support personalised learning and continue to develop these through application. Theories of learning can include but are not limited to: • Behaviourism • Cognitivism • Constructivism
03.3 Summarise how to implement theories of learning when delivering the coaching programme	How to implement theories of learning during the delivery of their coaching programme.
03.4 Apply theories of learning to support personalised learning	Applying theories of learning to participants, developing these to support participant progression, development and learning

Learning Outcome: 04. Understand ways to support the individual needs of participants	
Assessment Criteria The learner can:	**Indicative Delivery Content**
04.1 Explain the types of information coaches need to know about participants	The different types of information coaches need to know about their own participants to support an inclusive, safe, and progressive coaching environment to include but are not limited to: • Personal background, motivations, goals, aspirations, and expectations • Individual needs such as neurodivergent conditions, health and mental well-being conditions, physical conditions, and disabilities • Health background • Medical requirements / prescribed medications • Stage of development • Age • Previous experience in sports and physical activities • Legal guardian / next of kin and their contact details The ways individual participant data can be used to inform and enhance coaching sessions and own coaching practice
04.2 Summarise participant expectations	The different participant expectations, motivations and aspirations within their own coaching environment.
04.3 Critically review ways to assess the individual needs of participants	The ways to recognise and assess the individual needs of participants, including those related to disability, and how this information can be used to inform and enhance coaching programme and session design and own coaching practice.
04.4 Describe assistive devices and equipment to support the individual needs of participants	Assistive devices and equipment to support the individual needs of participants, and ways these devices and/or equipment can enable activities to be adapted.
04.5 Discuss ways a coach can support individual participant needs	The different holistic approaches and ways coaches meet their participants' personal, emotional, social, psychological, physical and cognitive needs
04.6 Explain how to adapt programme goals to meet individual participant needs	How to adapt the goals of their coaching programme based on the participant's progress, development, circumstances, and individual needs.

Learning Outcome: 05. Be able to use data to support participant development

Assessment Criteria The learner can:	Indicative Delivery Content
05.1 Collate participant data	Collating and processing participant information and data in accordance with organisational and legislative requirements including General Data Protection Regulation (GDPR), confidentiality, data protection and security.
05.2 Monitor participant data	Continually collating, monitoring and reviewing participant data to inform coaching session adaptions and modifications.
05.3 Record participant data	Recording, sharing, and storing participant data in accordance with organisational and legislative requirements including General Data Protection Regulation (GDPR), confidentiality, data protection and security.
05.4 Draw conclusions from participant data	Interpreting and drawing conclusions from participant information and data to identify similarities and differences between individual participants, such as goals, ambitions, individual needs, experience, etc.

Learning Outcome: 06. Be able to set participant goals

Assessment Criteria The learner can:	Indicative Delivery Content
06.1 Critically review the goal-setting process	How to set goals for others, including participants, and the different goal-setting models which can support this process, such as SMART, GROW, WOOP, etc.
06.2 Describe reasons for agreeing set goals with participants	The importance of and reasons for agreeing the set goals with the participants and explaining the rationale, implementation, and review process and milestones.
06.3 Develop participant goals	Developing participant goals which are congruent with the participant's individual needs, stage of development, short- and long-term ambitions, and motivations and are focused and realistic.
06.4 Confirm goals with participants	Discussing, agreeing and confirming the set goals with participants.

Learning Outcome: 07. Be able to support participant progress and development

Assessment Criteria The learner can:	Indicative Delivery Content
07.1 Provide reasons for evaluating participant progress	The reasons for and the importance of evaluating the individual progress of each participant and discussing their progress with the participant and others, such as members of their coaching team, at agreed points during the delivery of their coaching programme.
07.2 Explain how to develop participant development plans	How to develop, assess, set and agree individual development plans with participants to meet their individual needs.
07.3 Produce participant development plans	Producing and developing individual participant development plans to meet their individual needs, goals, preferences, and targets.
07.4 Discuss individual development plans with participants	Discussing and agreeing the individual development plans with participants.

Learning Outcome: 08. Understand ways to empower participants

Assessment Criteria The learner can:	Indicative Delivery Content
08.1 Evaluate ways to promote participant's rights	What the rights and choices are of different populations of participants, such as children, young people, adults, adults at risk, and disabled participants. The different approaches, methods, and ways to promote participant's rights and choices through own coaching practices to promote empowerment and how effective programme planning and delivery can support this. To include but are not limited to: • The right to play • The right to be heard • The right to develop
08.2 Describe ways to empower participants	The key skills that will empower participants to maximise their potential, how to provide opportunities for participants to make decisions and develop self-awareness, and how to encourage participants to take ownership and responsibility for their own development and achieving their goals
08.3 Evaluate person-centred coaching strategies and approaches	The strategies and approaches to the concept of person-centred coaching, the benefits of this, and how to develop these within own coaching practice

Learning Outcome: 09. Understand ways to support participant engagement	
Assessment Criteria The learner can:	Indicative Delivery Content
09.1 Describe methods to support participant engagement	The different methods available to support participant engagement to include but are not limited to: • Face-to-face • Telephone oral conversations • Written (e.g. letters, emails, posters, text messages) • Social media and digital technolog
09.2 Compare methods which can help develop rapport with participants	The importance of developing positive rapport with participants, comparing the different methods, approaches and strategies that can support with building rapport with participants, examining how each can help to promote participant engagement. Learners are required to consider how each method can promote trust, build positive connections between coach and participant, where the coach expresses a genuine interest in each participant as a person so that participants feel valued, wanted, and more than a 'number' express
09.3 Describe ways to maintain participant engagement during delivery of coaching sessions	The methods, techniques, and approaches to maintain participant engagement when delivering their coaching programme.
09.4 Discuss reasons for continually engaging with participants during session delivery	The importance of and reasons for continually providing participants with information about their coaching session and how it supports them to achieve their goals and aspirations.
09.5 Assess ways the role of the coach can influence the participant's experience	Ways the role of the coach influences the participant's experience and ways coaches can encourage participants to engage and support their development during coaching sessions.
09.6 Describe how to adapt own coaching style to support participant engagement and development	The importance of and reasons for adapting their own coaching and leadership style to meet the individual needs of others, such as their participants and coaching team members during the delivery of their coaching programme.
09.7 Describe reasons for providing feedback to participants during delivery of coaching sessions	The importance of and reasons for providing constructive feedback to participants in their performance during the delivery of their coaching sessions.

Learning Outcome: 10. Be able to engage with participants

Assessment Criteria The learner can:	Indicative Delivery Content
10.1 Conduct participant inductions	Completing participant inductions within own coaching environment.
10.2 Engage with participants using different communication methods	Using different communication methods to engage with each participant safely and inclusively, ensuring that the method used meets the individual participant's needs.
10.3 Implement empathic communication strategies	Using empathic communication strategies to safely, inclusively, and sensitively communicate with participants to gain a further understanding of the individual participant's wants and needs to be active, meet their goals and maximise their potential.
10.4 Develop rapport with participants	Continually developing rapport with participants in a safe, inclusive, friendly and approachable manner; respecting equality and diversity.
10.5 Respond to participant enquiries	Responding to participant enquiries safely and inclusively and in a professional manner in alignment with organisational and professional standards and expectations.

Learning Outcome: 11. Understand how to prepare participants to participate in coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
11.1 Describe how to prepare participants	The process of and key stages of preparing participants to participate in their coaching sessions.
11.2 Discuss ways to assess participants' readiness to participate	Whether participants are ready to participate in their coaching sessions and ways to assess their readiness
11.3 Summarise reasons for sharing information with participants about future sessions	The importance of and reasons for sharing information with participants about future sessions.

Learning Outcome: 12. Understand ways to obtain participant feedback	
Assessment Criteria The learner can:	**Indicative Delivery Content**
12.1 Explain the key stages of the feedback cycle	The importance of participant feedback, the aim of and the key stages of a feedback cycle, such as, plan, collect, review, monitor.
12.2 Provide methods to obtain participant feedback	The different methods to obtain participant feedback and the advantages and limitations of each.
12.3 Summarise how to record participant feedback	How to record, store and share participant feedback in alignment with own organisational policies and procedures and legislative requirements, such as confidentiality, data protection.
12.4 Explain how participant feedback can support participant retention	How participant feedback can support participant retention within own coaching environment and inform own coaching practices.
12.5 Describe how participant feedback can support community cohesion	How to use participant feedback to promote motivation, sustainability and retention within sports and physical activities within communities.

Unit Title	Supporting Participants' Mental Health and Well-being
Unit Aim	This unit develops the learners' understanding of the professional guidance available to help support participants' mental health and well-being within coaching environments while developing their skills to recognise, respond to, and record mental health and well-being concerns.
Unique Unit Number	K/651/2160
Unit Assessment Method(s)	Coursework
Assessment Specification	It is expected that learners will evidence their understanding of skills and behaviours throughout, this can be incorporated into the assessed activities supporting planning and delivering sessions.

Learning Outcome: 01. Understand how to evaluate the credibility of information sources	
Assessment Criteria The learner can:	Indicative Delivery Content
01.1 Evaluate ways to assess the credibility of information sources	The different ways to assess the trustworthiness and credibility of health and nutritional, mental health and well-being guidance, research, materials and resources and the difference between, misinformation, evidence based and non- evidence-based information. What information is deemed valid and reputable and the importance of assessing the credibility of information sources when giving advice to participants
01.2 Describe the impact of misinformation in coaching environments	The actual or potential impact of misinformation and fake news can have on coaching as a whole and in relation to healthy and balanced lifestyles and diets, nutrition, mental health and well-being of participants and coaches.

Learning Outcome: 02. Understand physical activity guidelines for different populations

Assessment Criteria The learner can:	Indicative Delivery Content
02.1 Describe physical activities for different populations	The types of physical activities prescribed by national government initiatives and associated professional bodies for different populations including but are not limited to: • Babies (under 1 year of age) • Toddlers (aged 1 to 2 years) • Pre-schoolers (aged 3 to 4 years) • Children and young people between 5-18 years of age • Adults (aged 18 and above) • Older adults (aged 65 and over) • Physically disabled people, such as wheelchair users • People with medical and long-term health conditions • Antenatal, pregnant and postnatal participants • Neurodivergent conditions • Inactive people
02.2 Compare the health benefits of different types of physical activities	The different health benefits associated with different types of physical activities, for example, participating in yoga will promote different health benefits than participating in circuit training, weightlifting, etc.
02.3 Critically review the physical activity guidelines for different populations	The UK Chief Medical Officers' (CMO) physical activity guidelines for different populations, including: • Babies (under 1 year of age) • Toddlers (aged 1 to 2 years) • Pre-schoolers (aged 3 to 4 years) • Children and young people between 5-18 years of age • Adults (aged 18 and above) • Older adults (aged 65 and over) • Physically disabled people, such as wheelchair users • People with medical and long-term health conditions • Antenatal, pregnant and postnatal participants • Neurodivergent conditions • Inactive people The analysis for each population must include the CMO's specific recommendations relating to • the duration and frequency of exercise per week, i.e. at least 150 minutes for adults per week • the intensity of activities, i.e. low, moderate, intense, etc • types of activities, i.e. strengthening activities • what to reduce, i.e. reduce extended periods of sitting

Learning Outcome: 03. Understand the components of a healthy and balanced lifestyle and diet

Assessment Criteria The learner can:	Indicative Delivery Content
03.1 Establish organisations that provide health guidance, resources, and services	The different local and national organisations that provide health guidance, resources and services to promote a healthy lifestyle and balanced diet within society, such as the UK Government, the Office for Health Improvement and Disparities (OHID), The National Health Service (NHS), World Health Organisation (WHO), UK Chief Medical Officers' Guidelines and National Governing Bodies (NGBs) and how to access each.
03.2 Explain healthy eating initiatives	The national and professional body guidance, advice, recommendations, and initiatives associated with promoting and obtaining a healthy lifestyle and balanced diet, such as the UK Government's 'Eatwell Guide'.
03.3 Explain the components of a balanced diet	The components of a healthy and balanced diet, relating to healthy eating, according to national and professional guidance, including the recommended portion sizes of the main food groups and the amount of fluids per day that foster a healthy balanced diet.
03.4 Critically review factors that can influence a healthy lifestyle and balanced diet	The components of a healthy and balanced lifestyle, the internal and external factors that can influence achieving a healthy lifestyle and balanced diet to include but are not limited to; nutritional and dietary intake, sleep, misinformation, fake news, and alcohol and drug misuse, cultural and religious values, medical conditions, such as lactose intolerant and diabetes

Learning Outcome: 04. Understand the relationship between nutrition and physical activity

Assessment Criteria The learner can:	Indicative Delivery Content
04.1 Explain nutritional terminology	The common nutritional terminology: • Healthy eating • Nutrition • Balanced and healthy lifestyles and diets • UK Dietary Reference Values (DRV) • Recommended Daily Allowance (RDA) • Recommended Daily Intake (RDI) • glycaemic index
04.2 Describe the nutritional requirements for different populations	The recommended nutritional requirements for different populations to include but are not limited to: • Infants (between 0-5 years of age) • Children and young people (between 5-18 years of age) • Adults (aged 18 and above) • Older adults (aged 65 and over) Learners must consider the stage of physical development for each population .
04.3 Analyse ways different food types can influence participant performance	The role of carbohydrates, fats, and protein as fuels for aerobic and anaerobic energy production and ways different food types can influence participant performance, development, and progression.
04.4 Explain the nutritional requirements for participants engaged in different physical activities	The recommended nutritional requirements and hydration needs of participants engaging with different physical activities to support participants in achieving their goals to include but are not limited to: • fat loss • weight loss • hypertrophy • weightlifting • sports performance

Learning Outcome: 05. Understand the role of a coach in relation to promoting active and healthy lifestyles to others	
Assessment Criteria The learner can:	Indicative Delivery Content
05.1 Describe ways to inform participants about health literacy	What health literacy means in coaching environments, ways this can affect and empower participants, communities and societies, and ways health literacy can be used to inform own coaching practices.
05.2 Discuss ways a coach can support participants in developing healthy lifestyles and balanced diets	The importance of maintaining and promoting a healthy lifestyle and balanced diet for themselves, participants, and others. ways a coach can holistically support and empower participants to develop healthier lifestyles and more balanced diets and to make informed decisions about food choices.
05.3 Explain the professional boundaries of a coach when providing nutritional advice to others	The professional boundaries of a coach when providing nutritional advice to participants, their immediate coaching team and others, and the importance of obtaining a client's informed consent before collecting or discussing any nutritional advice.
05.4 Clarify when to refer participants to other health professionals	The circumstances which would require a coach to refer others, including participants, to qualified health professionals such as a Registered Dietician, their Doctor, or Nutritionist for specialist diagnosis, information and guidance.

Learning Outcome: 06. Understand mental health problems, disorders, and conditions	
Assessment Criteria The learner can:	**Indicative Delivery Content**
06.1 Explain mental health and well-being terminology	The difference between the following terminology: • mental health • mental well-being • mental health problems
06.2 Summarise common mental health problems	The common types of mental health problems and an explanation of each, to include but not limited to: • trauma • disadvantage and discrimination • severe and long-term stress • living with a long-term physical health condition • isolation or loneliness • bereavement • poor housing • unstable work • caring responsibilities • relationship issues
06.3 Describe mental health disorders and conditions	The common types of mental health disorders and conditions, providing a definition for each. The mental health disorders and conditions to include but are not limited to: • Depression • Panic attacks • Anxiety • Eating disorders (e.g. anorexia, bulimic) • Bipolar • Post-Traumatic Stress Disorder (PTSD) • Schizophrenia • Obsessive Compulsive Disorders (OCD) • Disruptive behaviour and dissocial disorders • Neurodevelopmental disorders.
06.4 Describe the signs associated with different mental health problems, disorders, and conditions	The typical signs and common changes in behaviours, thoughts and feelings associated with the different mental health problems, disorders, and conditions.
06.5 Explain the lifestyle factors that can contribute to mental health problems, disorders, and conditions	The varying lifestyle factors that can contribute to mental health disorders and conditions, such as work and sleeping patterns, unbalanced diet, dependency on prohibited drugs and alcohol, social media posts, etc.

Learning Outcome: 07. Understand ways mental health problems, disorders, and conditions can influence participation in sport and physical activity	
Assessment Criteria The learner can:	**Indicative Delivery Content**
07.1 Explain the benefits of participating in physical activities can have on mental health problems, disorders, and conditions	The benefits of participating in sports and physical activities can have upon participants with mental health problems, disorders, and conditions, such as but are not limited to: • Improved mood • Lower risk of depression • Improved sleep • Ability to manage stress, anxiety, and intrusive thoughts • Increased self-esteem • Improves social connections and relationships
07.2 Assess the barriers to participating in sports and physical activities for people with mental health problems, disorders, and conditions	The various barriers that people with mental health problems, disorders and conditions may need to overcome to participate in sports and physical activities. Barriers to include but not limited to: • Physical barriers (e.g. travelling costs, session fees) • Social barriers (e.g. lack of self-esteem, difficulty meeting people) • Psychological barriers (e.g. feeling anxious about starting a new activity or believing they are not good enough to take part) • Technical barriers (e.g. not knowing the rule of the sport, lack of experience or skills to take part) The additional barriers for people with mental health problems, such as, the side-effects from prescribed mental health medication and how these influence their participation in sports and physical activity, the need for order, structure routine and consistency, irregular eating and sleeping patterns, negative body image and paranoia.
07.3 Critically review when a participant's relationship with sports and physical activity has become unhealthy	Being aware that participants can develop unhealthy relationships with when participating in sports and physical activities including over-exercising and exercise addiction. The typical signs when a participant's relationship with sports and physical activity has become or is unhealthy, such as, • exercising in secret, • exercising when unwell or injured, • frequently choosing exercise over social events • when exercise frequency is affecting social relationships and work commitments

Learning Outcome: 08. Understand ways to support participants with mental health problems, disorders, and conditions in coaching environments

Assessment Criteria The learner can:	Indicative Delivery Content
08.1 Provide ways to support people with mental health problems, disorders, and conditions	Ways to support people with mental health problems, disorders, and conditions within own coaching environment to include, understanding the individual needs of participants and the CARE model.
08.2 Explain ways to support participants who have an unhealthy relationship with physical activity	The different ways a coach can support participants who have an unhealthy relationship with physical activity and exercise, such as encouraging them to seek professional help, support them with developing a healthy exercise programme, advising of the benefits of healthy and balanced exercise regime, taking time to reflect.
08.3 Provide reasons for talking about mental health in coaching environments	Provide reasons for talking about mental health problems, disorders, and conditions in coaching environments, including why talking about mental health and well-being is important in coaching environments.
08.4 Discuss ways to engage participants to discuss their mental health and well-being	The different ways, approaches, methods and strategies that can be used to engage various populations of participants in discussing their mental health and well-being, keeping within the professional boundaries of a coach and in accordance with organisational policies and procedures.

Learning Outcome: 09. Understand how to respond to participants with mental health problems, disorders, and conditions

Assessment Criteria The learner can:	Indicative Delivery Content
09.1 Classify organisations that can support participants with mental health problems, disorders, and conditions	The different organisations that provide advice and guidance on mental health problems, disorders, and conditions such as: • NHS 111 • Doctor • Mind • Samaritans • SHOUT • Side by Side How to access these organisations and the different types of information and services they provide in order to signpost participants too.
09.2 Evaluate how to respond to a mental health emergency	What is meant by 'urgent need of help' or an emergency in relation to mental health, such as a participant who has seriously harmed themselves or is at risk of attempting suicide or self-harming. how to respond to a mental health emergency situation within a coaching environment, such as calling the emergency services, ambulance, police, or fire brigade.

Learning Outcome: 10. Understand the role of a coach in relation to mental health problems, disorders, and conditions in coaching environments	
Assessment Criteria The learner can:	Indicative Delivery Content
10.1 Explain organisational policies and procedures in relation to mental health problems, disorders, and conditions	Their own organisation's approach and strategies to dealing with mental health problems, disorders and conditions and the key components of the organisational policies and procedures to support this.
10.2 Analyse the professional boundaries of a coach in relation to mental health problems, disorders, and conditions	Their own organisation's approach and strategies to dealing with mental health problems, disorders and conditions and the key components of the organisational policies and procedures to support this. the professional boundaries and scope of practice of a coach in relation to approaching and managing participants who have mental health problems, disorders, and conditions as per organisational policies. Identifying what is outside the remit of a coach, such as booking doctor's appointments for participants, providing therapy and counselling support, diagnosing participants, dealing with threatening or abusive participant behaviour, being contacted outside of coaching hours, etc and strategies to manage and prevent these.
10.3 Confirm when sharing information without consent is acceptable	When it is deemed acceptable to break participant confidentiality protocols and sharing information about participants with others. To include but are not limited to: • Where the is immediate danger to the participant • The participant is physically present in a coaching session and is experiencing a crisis • The participant is planning to take action that will place others at risk • The participant is under 18 • A safeguarding issue concerning a coach, child or adult at risk Learners must be aware that when breaking confidentiality, they must follow their organisational procedures, inform the participant of their intentions, seek support from their Safeguarding Lead or Welfare Officer, continue to discuss the decision after implementation and reflect upon this, monitor the well-being of others involved.
10.4 Provide strategies to support own mental health and well-being	The different methods, approaches and strategies that are available to support managing one's own mental health and well-being as a coach.

Unit Title	Plan inclusive, safe, and progressive coaching programmes and sessions
Unit Aim	This unit develops the learners' understanding and skills to plan inclusive, safe and progressive coaching programmes and sessions to appeal to diverse populations of participants.
Unique Unit Number	L/651/2161
Unit Assessment Method(s)	Coursework
Assessment Specification	Learners must plan a coaching programme that is a minimum of 6 weeks in length and have a minimum of 6 coaching sessions planned within this. All plans and programmes must be for real cohorts within the chosen community. Simulation and peer to peer delivery is not accepted for this unit. The length of sessions and frequency of sessions within the programme must meet the needs of the participants population and goals of the programme. The programme and all sessions planned must continually evidence inclusion, progression and safe working practice throughout.

Learning Outcome: O1. Understand the principles of coaching programme design	
Assessment Criteria The learner can:	**Indicative Delivery Content**
01.1 Describe the purpose of a coaching programme	The aims, objectives, and purpose of a coaching programme and how to engage, facilitate and deliver appropriate activities and programmes relating to sports and physical activities.
01.2 Analyse key factors that can support the design of an inclusive coaching programme	The key factors that can support an inclusive coaching programme e.g. inclusive marketing, accessibility, providing tailored individual support, and making reasonable adjustments when required
01.3 Discuss how to plan the resources for the coaching programme	How to plan the resources required for their own coaching programme, identifying what the resources for their programme are and where to source the resources.
01.4 Assess any possible barriers within the design of the coaching programme	The importance of and reasons for assessing and recognising any possible barriers to participant development and when to complete reasonable adaptations to programme design, delivery methods and coaching styles.
01.5 Explain ways to manage risks when delivering coaching programmes	The ways to manage risk and monitor participants and others according to health and safety legislation and requirements when delivering their coaching programme.
01.6 Provide reasons for ensuring equipment and facilities meet the individual needs of others	The importance of and reasons for ensuring the equipment and facilities meet the individual needs of all participants and others, such as members of their coaching team, during the delivery of their coaching programme.
01.7 Explain ways to implement skills acquisition, physical conditioning, and mental skills within the delivery of the coaching programme	The different methods, approaches, techniques and ways to implement and manage skills acquisition, physical conditioning and mental skills when delivering their coaching programme.
01.8 Explain how to plan a coaching programme evaluation	How to plan a coaching programme evaluation, including a schedule indicating the key milestones and the aims and objectives of the programme evaluation.

Learning Outcome: 02. Understand how the sport and physical activities can influence the coaching programme design

Assessment Criteria The learner can:	Indicative Delivery Content
02.1 Analyse the demands of the sport or physical activities	The importance of and reasons for identifying the demands of the sport or physical activities, and how these demands can be used to inform the design of their coaching programme.
02.2 Analyse ways periodisation can inform coaching programme design	The key principles and processes involved in planning and periodisation and how these can help inform coaching programme design.
02.3 Describe how to include sports training planning within the design coaching programmes	The importance of and reasons for designing coaching programmes to reflect the recreation, competitions and sports training cycles of the nominated sport or physical activities.
02.4 Provide reasons for planning the focus of each stage of the coaching programme	The importance of and the reasons for planning the focus and priority of each stage of their coaching programme.

Learning Outcome: 03. Understand how data and information can inform coaching programme design

Assessment Criteria The learner can:	Indicative Delivery Content
03.1 Describe the types of information and data required to inform the coaching programme design	The different types of information and data that are required to be collated to inform the design of their coaching programme, including the information and data relating to their own participants.
03.2 Explain how participant data can inform the coaching programme design	The importance of reviewing participant data such as the participants' level of development, motivation, and actual and potential performance to inform goal setting and how this data can help inform the design of their coaching programme
03.3 Describe how individual participant goals can influence the coaching programme design	Identifying what the individual participant goals are and how these can influence the design of their own coaching programme.

Learning Outcome: 04. Be able to collate information and data to inform the coaching programme design

Assessment Criteria The learner can:	Indicative Delivery Content
04.1 Collate data to inform the coaching programme design	Collating sources of information and data that can inform the coaching programme design to include participant data.
04.2 Analyse participant data	Analyse participant data to obtain the participant's level of development and actual and potential performance levels to inform individual goal setting.
04.3 Review participant analysis	Continually reviewing, monitoring and referring back to their own analysis of participant data to establish the participants' level of development, and actual and potential performance to inform goal setting, identify adjustments, changes or additions to improve future analysis and participant development.
04.4 Plan coaching programme resources	Plan and obtain the resources required to deliver their coaching programme.

Learning Outcome: 05. Understand ways to include others in the planning of their coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
05.1 Explain ways to include community stakeholders in the planning of their coaching programme	Ways to include and consult with stakeholders within their local community to develop sustainable coaching programmes whilst meeting the individual needs of participants and groups.
05.2 Provide reasons for sharing the roles and responsibilities of a coach with others	The reasons for and importance of explaining the roles and responsibilities of the coach to others included within their coaching programme.
05.3 Provide reasons for agreeing programme goals with others	The importance of and reasons for identifying and agreeing on programme goals with participants, members of their coaching team, and, where appropriate, community stakeholders and others.

Learning Outcome: 06. Be able to engage with others to support the planning of their coaching programme	
Assessment Criteria The learner can:	**Indicative Delivery Content**
06.1 Engage with community members in the planning of coaching programmes, sessions, and activities	Engaging and consulting with individuals and groups within their community to ensure coaching programmes, sessions, and activities reflect the needs of and are appropriate to their local community and inform their coaching programme design.
06.2 Confirm programme goals with others	Confirming and agreeing on programme goals with participants, members of their coaching team, community stakeholders and others, where appropriate.
06.3 Clarify the roles and responsibilities of the coach to others	Presenting and explaining the roles and responsibilities of the coach to others involved within their coaching programme, to include their participants, their coaching team, and where appropriate, community stakeholders and others.

Learning Outcome: 07. Be able to produce a safe, inclusive, and progressive coaching programme	
Assessment Criteria The learner can:	**Indicative Delivery Content**
07.1 Produce a safe, inclusive, and progressive coaching programme	Producing safe, inclusive and progressive coaching programme ensuring: • alignment with the structure, pricing, approach and timing of their local community • alignment with the demands of the sport/physical activity • alignment with the specific recreation, competition, and training cycles • each stage of the programme has a focus and a priority • are safe • include activities and materials that are inclusive for all stakeholders, participants • include materials that are inclusive for all stakeholders, such as participants, supporters, legal guardians, etc. • enables participants to progress, i.e. developmental, skills, improve performance etc. • any possible or actual barriers are addressed to ensure all participants can participate in the programme • the programme is reflective of organisational and legislative requirements

Learning Outcome: 08. Understand the key components of coaching sessions	
Assessment Criteria The learner can:	**Indicative Delivery Content**
08.1 Critically review the roles and responsibilities of a coach during the delivery of coaching sessions	The roles and responsibilities of a coach during the delivery of their coaching sessions, to include but are not limited to • health and safety requirements • safeguarding • duty of care • organisational policies and procedures • skill development. • techniques • the components of physical and skill-related fitness
08.2 Discuss the key components of starting a coaching session	The key components or stages of starting a coaching sessions in relation to their coaching environment.
08.3 Provide reasons for developing session rules	The reasons for developing rules and codes when leading and delivering coaching sessions.
08.4 Explain ways to ensure the safety of others during the delivery of coaching sessions	Ways to ensure and maintain the safety of participants and others during the delivery of their coaching sessions.
08.5 Summarise ways to conclude coaching sessions	Ways to conclude coaching sessions.
08.6 Provide reasons for tidying up after delivering coaching sessions	The reasons for and importance of tidying up and leaving the venue and equipment in a condition acceptable for future use after delivering coaching sessions.

Learning Outcome: 09. Understand the technical components of delivering coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
09.1 Summarise ways to deliver planned activities	The way to deliver planned coaching and physical activities within their coaching session.
09.2 Describe ways to source technical content and activities resources and guidance	Ways to source resources and guidance relating to specific technical content and technical activities based on the individual needs and development of participants.
09.3 Explain how to conduct technical demonstrations and explanations	The different techniques that support providing clear and correct technical demonstrations and explanations of physical skill development and the development of mental skills during the delivery of their coaching sessions and associated activities.
09.4 Provide reasons for including warm-up activities within coaching sessions	The reasons for, importance of and the value of including warm-up activities within the design and delivery of their coaching sessions.
09.5 Provide reasons for including cool-down activities within coaching sessions	The reasons for, importance of and the value of including cool-down activities within the design and delivery of their coaching sessions.
09.6 Explain why warm-up and cool-down activities need to align with session goals	The importance of and reasons for ensuring warm-up and cool-down activities are aligned with the goals of the coaching sessions and associated activities.
09.7 Provide reasons for observing participants	The importance of and reasons for observing participants performing sports and physical activities during the delivery of their coaching sessions.

Learning Outcome: 10. Understand the principles of planning coaching sessions	
Assessment Criteria The learner can:	Indicative Delivery Content
10.1 Clarify the types of information required to plan coaching sessions	The types of data and information sources a coach needs to plan safe, inclusive, and progressive coaching sessions. To include the individual participant needs and how these influence and have implications of planning coaching sessions
10.2 Describe the different types of data and information sources available to coaches to plan coaching sessions	The different types of data and information sources that a coach can access and use to help inform coaching session design, planning and preparation.
10.3 Provide reasons for planning session resources and equipment	The importance of and reasons for planning and organising the resources and equipment required for their coaching sessions, checking that the resources meet specific rules and regulations (if necessary).
10.4 Summarise the resources and equipment needed for planned coaching sessions	The types of resources and types of equipment needed to deliver the planned coaching sessions.
10.5 Explain the coach's role in promoting own coaching sessions	The importance of communicating and promoting own coaching sessions and ensuring their communication and promotion strategies align with organisational and social media (if applicable) requirements, terms and conditions.
10.6 Provide reasons for producing contingency plans	The reasons for and importance of producing a contingency plan, including reasons for and importance of amending a session plan based on the outcome of a risk assessment.

Learning Outcome: 11. Understand ways to design coaching sessions to support participant development and goals	
Assessment Criteria The learner can:	Indicative Delivery Content
11.1 Provide reasons for having overall and series goals	The reasons for and importance of identifying both an overall series goal and individual sessional goals within the series.
11.2 Explain why goals should be linked	The importance of and why goals should be linked, progressive and consistent with the overall aims of the programme and or series.
11.3 Explain how to plan activities to meet participant goals	How to plan and record activities that support participant development and achieve their aims and individual goals.
11.4 Summarise factors that influence session activities	The importance of considering factors that influence session activities such as planning realistic timings, the sequence of and duration of activity and how the activities align with participant development and goals.
11.5 Summarise how to plan a balanced set of coaching activities	How to plan a balanced set of coaching activities within their coaching sessions, the process to do this, and what is required to be considered to do this.

Learning Outcome: 12. Be able to plan coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
12.1 Collate information to plan coaching sessions	Collecting, collating and recording the different types of information and data to plan coaching sessions.
12.2 Record the individual needs of participants	Identifying and recording the individual needs of their participants and using these to inform the planning of their coaching sessions.
12.3 Plan coaching activities	Plan the duration of and the start and finishing times of their coaching activities within their coaching sessions
12.4 Plan coaching session resources	Planning and organising the resources required for their coaching sessions.
12.5 Confirm the session aims with others	Sharing, confirming, and agreeing the overall aims of the sessions with their participants, and others, such as members of their coaching team.
12.6 Produce contingency plans for coaching sessions	Producing contingency plans for coaching sessions and adapting their coaching session plans and associated activities based on the outcomes of risk assessments.

Learning Outcome: 13. Be able to produce inclusive, safe, and progressive coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
13.1 Produce inclusive, safe, and progressive coaching sessions	Producing inclusive, safe, and progressive coaching sessions ensuring: • each session and the included activities meet with the needs of their local community: e.g. structure, pricing, approach and timing • alignment with the individual needs of the participant • the overall aims of the session are identified • each activity supports participants in achieving their goals and aims • goals are linked, progressive and consistent with the overall aims • the timings, sequences, intensity, and duration of the session are planned • coaching activities are inclusive enabling all participants to participate • sessions and activities are safe meeting organisational and legislative requirements • each is reflective of organisational and legislative requirements

Unit Title	Deliver inclusive, safe, and progressive coaching programmes and sessions
Unit Aim	This unit develops the learners understanding and skills to deliver safe, inclusive and progressive coaching programmes and sessions to participants within a coaching environment.
Unique Unit Number	M/651/2162
Unit Assessment Method(s)	Practical Demonstration/Assignment
Assessment Specification	Learners must deliver at least 6 sessions of their coaching programme. All delivery must be with real cohorts within the chosen community. Simulation and peer to peer delivery is not accepted for this unit. Learners must be assessed delivering at least 90 minutes across a minimum of 2 sessions. All sessions must continually evidence inclusion, progression and safe working practice throughout.

Learning Outcome: 01. Prepare the coaching environment for coaching session delivery	
Assessment Criteria The learner can:	Indicative Delivery Content
01.1 Carry out risk assessments	Carrying out relevant and dynamic risk assessments showing appropriate safety considerations for the environment, recording and removing hazards and checking that equipment is safe to use.
01.2 Assess coaching equipment	Thoroughly checking and assessing their coaching equipment, resources, and materials before use to ensure it is well maintained and that there is no damage that could cause harm to themselves, participants, and their coaching team.
01.3 Perform setting up coaching equipment	Setting up coaching equipment in accordance with professional and industry standards and practices.

Learning Outcome: 02. Be able to prepare participants to participate in coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
02.1 Carry out participant inductions	Carry out participant inductions to help the participant become familiar with the coaching environment, sessions and modes of delivery. Supporting or supervising participant inductions to ensure each participant has completed any organisational requirements and procedures, i.e. registration form, coaching agreement, and/or participant consent forms, before enabling them to participate in sessions.
02.2 Assess the readiness of participants	Assessing their participant's physical and mental readiness to participate in their coaching session.
02.3 Prepare participants to participate in coaching sessions	Preparing participants for their coaching sessions using coaching practices in alignment with professional coaching standards in terms of communication techniques, positive approach, and professional manner.
02.4 Present session information to participants	Providing participants with information about the session and how it supports their goals.

Learning Outcome: 03. Be able to deliver inclusive coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
03.1 Provide an inclusive coaching environment	Supporting, creating, and promoting a coaching environment that is welcoming and inclusive to engage participants from all populations in sports and physical activity. Taking responsibility for overseeing and supporting coaching environments which promote equity, equality, inclusivity and accessibility amongst all stakeholders and groups of participants.
03.2 Provide accessible coaching equipment and facilities	Providing and using accessible coaching equipment and facilities, ensuring that all participants, members of their coaching team and others have access to the coaching equipment and facilities and the opportunity to participate in coaching sessions.
03.3 Differentiate sport and physical activity provision	Using different sports and physical activity provision within the delivery of their coaching sessions, where appropriate, to meet the individual needs, strengths, preferences, and goals of participants to support participant progression and success.
03.4 Monitor participant behaviour	Managing, monitoring and taking responsibility for participant behaviour whilst offering support and developing an approach to handle difficult conversations that prioritise positive action and behaviours in coaching environments.
03.5 Implement behaviour management strategies	Implementing behaviour management strategies to support participant engagement, a respectful, learning, safe, inclusive, and collaborative coaching environment.

Learning Outcome: 04. Be able to deliver safe coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
04.1 Monitor the safety of others	Taking responsibility for and consciously and continually monitoring risks and the health, safety and well-being of participants and others during the delivery of their coaching programmes and sessions in alignment with organisational and legislative requirements.
04.2 Comply with legislative and organisational requirements during the delivery of coaching sessions	Complying with legislation, including safeguarding, health and safety, duty of care and protecting children and vulnerable adults while adhering to organisational requirements during the delivery of their coaching sessions.
04.3 Comply with organisational safety plans and safe systems of work	Complying with organisational safety plans and safe systems of work for a range of specific equipment applicable to their coaching environment before, during and after session delivery

Learning Outcome: 05. Be able to perform coaching demonstrations, explanations, and activities during the delivery of coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
05.1 Carry out warm-up activities	Carrying out warm-up activities which are linked to the goals of the session during the delivery of their coaching sessions.
05.2 Provide technical coaching content meeting individual participant needs	Providing and using specific technical coaching content or activities based on participants' needs during the delivery of their coaching sessions.
05.3 Perform technical coaching demonstrations	Performing technical coaching demonstrations and explanations during the delivery of their coaching sessions ensuring they meet the individual needs of their participants.
05.4 Provide technical coaching explanations	Providing technical coaching explanations using clear instructions, appropriate communication method, suitable use of language and tone, and techniques to meet individual participant needs during the delivery of their coaching sessions.

Learning Outcome: 06. Be able to encourage participant engagement during delivery of coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
06.1 Monitor participant engagement	Manage, maintain and monitor participant engagement levels during the delivery of their coaching programme.
06.2 Implement strategies to encourage participant motivation	Implementing different strategies and approaches to encourage participant motivation and engagement in the activities delivered in their own coaching sessions
06.3 Respond to participant enquiries during session delivery	Responding to participant enquiries during the delivery of their coaching session, giving the correct information and advice within the professional remit and boundaries of a coach
06.4 Confirm participants understanding	Continually confirming, checking, and challenging understanding among all participants to ensure the effective use of safe and inclusive communication methods and techniques within their own coaching environment

Learning Outcome: 07. Be able to support the individual needs of participants during session delivery

Assessment Criteria The learner can:	Indicative Delivery Content
07.1 Confirm development needs with participants	Confirming with and agreeing on individual development needs with participants.
07.2 Implement skills acquisition, physical conditioning, and mental skills development when delivering the coaching programme	The implementation of and managing the skills acquisition, physical conditioning, and mental skills development during the delivery of their coaching programme.
07.3 Demonstrate that the individual needs of participants are met	Meeting the individual needs of participants throughout the delivery of their coaching sessions.
07.4 Review and revise coaching practices to meet the individual needs of participants	Reviewing and revising their own coaching practices and leadership style to meet the individual needs of participants and others to promote an accessible and inclusive coaching environment for all participant populations.

Learning Outcome: 08. Be able to monitor participant progress

Assessment Criteria The learner can:	Indicative Delivery Content
08.1 Carry out participant observations	Observing participant performance during the delivery of their coaching sessions.
08.2 Monitor participant progress	Continually monitoring and evaluating the participant's progress at the agreed set points during the delivery of their coaching programme and sessions.
08.3 Share performance feedback with participants	Sharing feedback with participants regarding their performance, i.e. areas for improvement, alignment with their goals, their achievements, and agreed points within their coaching programme.

Learning Outcome: 09. Be able to engage with others during delivery of their coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
09.1 Confirm the roles and responsibilities of others involved in the delivery of the coaching programme and sessions	Sharing, agreeing, and confirming the roles and responsibilities of others involved in the delivery of their coaching programmes, to include participants and members of their coaching team.
09.2 taking the responsibility for overseeing the Assistant Coach(es) performance whilst offering support and enabling Assistant Coaches to contribute to the safe, inclusive and progressive coaching sessions.	
09.3 Engage with others regularly during the delivery of the coaching programme	Continually engaging with and maintaining regular communication with participants and others during the delivery of their coaching programme.
09.4 Provide feedback to others	Providing constructive feedback to support others, such as participants and members of their coaching team during the delivery of their coaching programme.
09.5 Engage with others to support the development and welfare of participants	Engaging with others, and where applicable seeking specialist and professional advice on meeting or referring participants whose individual safeguarding, developmental potential and mental health and wellbeing needs exceed their knowledge, competency and professional boundaries and roles of a coach during the delivery of the coaching programme.

Learning Outcome: 10. Be able to conclude coaching sessions	
Assessment Criteria The learner can:	Indicative Delivery Content
10.1 Carry out cool-down activities	Carrying out cool-down activities which are linked to the goals of the session during the delivery of their coaching sessions.
10.2 Provide participants with information on future sessions	Providing information to participants about future sessions, i.e., date and times, venue, planned activities, fees, etc.
10.3 Demonstrate the dismantling of coaching equipment	Dismantling and storing coaching equipment, in accordance with professional and industry standards and practices.
10.4 Perform clearing up tasks to conclude their session	Clearing away their coaching equipment and tidying up their coaching venue, so it is left in an acceptable condition for future use.

Unit Title	Evaluate inclusive, safe, and progressive coaching programmes and sessions
Unit Aim	This unit develops the learners' understanding and skills to evaluate the performance of their coaching programmes and sessions and be able to implement adaptions to support the individual needs of participants.
Unique Unit Number	R/651/2163
Unit Assessment Method(s)	Coursework
Assessment Specification	Learners must evaluate their planned coaching programme and delivery. The evaluation must reflect real cohorts within the chosen community. Simulation is not accepted for this unit. The programme and all sessions evaluated must continually evidence inclusion, progression and safe working practice throughout.

Learning Outcome: 01. Understand the key components of a coaching programme evaluation	
Assessment Criteria The learner can:	Indicative Delivery Content
01.1 Provide reasons for evaluating own coaching programme	The reasons for continually monitoring and reviewing their coaching programme and the methods they have selected to use to do this.
01.2 Describe methods to evaluate their coaching programme	The different safe, valid, and reliable methods available to evaluate the performance and effectiveness of their coaching programme.
01.3 Discuss ways to measure the quality of the coaching programme	The ways to measure the quality of the coaching programme in terms of the quality of the coaching experience and participant development throughout their coaching programme.
01.4 Explain how to complete a coaching programme evaluation	How to plan and complete an evaluation on their own coaching programme.

Learning Outcome: 02. Understand ways to involve others in the evaluation of their coaching programme	
Assessment Criteria The learner can:	**Indicative Delivery Content**
02.1 Provide reasons for involving others in the coaching programme evaluation	The reasons for and importance of involving others, such as members of their coaching team and participants, within the evaluation process of their own coaching programme.
02.2 Describe opportunities to obtain feedback from others on coaching programme	The different opportunities to obtain, collate and use feedback from individuals and groups regarding their coaching programme.
02.3 Describe how to manage the contribution of others	The different methods, approaches, and strategies to support the management contributions of others regarding the outcomes of the coaching programme, session, and activities during the evaluation process of their own coaching programme.

Learning Outcome: 03. Be able to plan a coaching programme evaluation	
Assessment Criteria The learner can:	**Indicative Delivery Content**
03.1 Plan a coaching programme evaluation schedule	Producing a coaching programme evaluation schedule, indicating the times at which the evaluations will take place, and the methods used.
03.2 Discuss their coaching programme evaluation schedule with others	Sharing and discussing their coaching programme evaluation with others, to include their participants and members of their coaching team.

Learning Outcome: 04. Be able to monitor the performance of their coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
04.1 Provide reasons for monitoring programme delivery	The importance of and reasons for continually monitoring and reviewing the delivery of their coaching programme, including monitoring the safety and inclusive elements of their coaching programme.
04.2 Monitor the performance of their coaching programme	Continually monitor and review the performance of their coaching programme using methods identified during the planning stage.
04.3 Record the outcomes from monitoring their coaching programme	Continually collating and recording the outcomes of monitoring their coaching programme to support the evaluation of their whole coaching programme.
04.4 Carry out modifications to coaching programme	Continually implementing modifications to their coaching programme which are informed by participant data, the outcomes of the monitoring of their coaching programme to ensure their coaching sessions meet set goals, i.e. participant goals.
04.5 Engage others to support the monitoring of their coaching programme	Involving and engaging with others in the monitoring and review process of their coaching programme

Learning Outcome: 05. Be able to obtain feedback to support coaching programme evaluation

Assessment Criteria The learner can:	Indicative Delivery Content
05.1 Implement strategies to obtain feedback from others on their coaching programme	Implement strategies to obtain feedback from others, including participants and members of their coaching team on the performance of their coaching programme.
05.2 Analyse the feedback from others	Using valid methods to collate and analyse feedback from participants, coaching team members, peers and community stakeholders to support their coaching programme evaluation.
05.3 Record feedback outcomes to support coaching programme evaluation	Recording and collating the outcomes of the feedback obtained from their participants, peers and members of their coaching team, including the coaching assistant, on their coaching programme to inform and support their coaching programme evaluation.

Learning Outcome: 06. Be able to carry out an evaluate own coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
06.1 Conduct an evaluation of own coaching programme	Completing an evaluation of own coaching programme to include feedback from participants and coaching members, their self-reflection on the programme and role as a coach, and the outcomes of the monitoring of their coaching programme.
06.2 Assess the sustainability of own coaching programme	Assessing and reflecting on the projected sustainability of their coaching programme using feedback received from other organisations and individuals/groups within local communities.
06.3 Evaluate the performance of others	Carrying out an evaluation of the performance of others throughout the delivery of their coaching programme, including the coaching assistant and other members of their coaching team.
06.4 Evaluate developmental activities	Evaluating the developmental activities within their coaching programme, assessing how well each has met organisational and their own developmental needs.

Learning Outcome: 07. Be able to analyse and implement the outcomes of their coaching programme evaluation

Assessment Criteria The learner can:	Indicative Delivery Content
07.1 Analyse the outcomes of their coaching programme evaluation	Analysing the evidence and data generated from the evaluation of their coaching programme.
07.2 Discuss the outcomes of their coaching programme evaluation with others	Discussing the outcomes of their coaching programme outcomes with participants and others such as members of their coaching team
07.3 Implement adaptions to coaching programme to meet evaluation outcomes	Adapting their current and future coaching programmes to meet the outcomes, recommendations for improvement from their coaching programme evaluation.

Learning Outcome: 08. Understand when to adapt coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
08.1 Provide reasons for adapting coaching sessions	The importance of confirming and, if necessary, revising and adapting the plans for a session.
08.2 Summarise ways participant feedback and data can inform coaching session adaptions	The importance of obtaining participant feedback and data and the ways each can help inform adaptions to the delivery of future coaching sessions.
08.3 Explain factors that can result in the need to adapt coaching sessions	The different factors that can result in the need to adapt coaching sessions, i.e. to meet the individual needs of each participant, participant data, change of venue, etc.
08.4 Provide reasons for evaluating developmental activities	The importance of evaluating how well developmental activities have met organisational and own individual development needs with others, such as, participants and members of their coaching team.

Learning Outcome: 09. Be able to adapt coaching sessions and activities

Assessment Criteria The learner can:	Indicative Delivery Content
09.1 Review and revise coaching session plans	Reviewing own coaching session plans, identifying, and making adjustments to improve the session or a specific coaching activity.
09.2 Implement adaptions to coaching sessions	Adapting coaching sessions where required, to meet the individual needs of participants or group at that time: e.g. personal, social and structural.
09.3 Implement adaptions to coaching activities	Implementing adaptions to coaching activities, where required, to promote accessibility and inclusivity while meeting the needs of individual participants and populations.

Learning Outcome: 10. Understand the key components to evaluate coaching sessions	
Assessment Criteria The learner can:	Indicative Delivery Content
10.1 Summarise the purpose of continually reviewing coaching sessions	The purpose and importance of continually reviewing and evaluating their coaching sessions.
10.2 Provide reasons for evaluating all aspects of their coaching sessions and activities	The reasons for and importance of continually reviewing all aspects of their coaching sessions, including the planning and delivery. The reasons for and importance of measuring how effective individual activities have been during the delivery of their own coaching sessions.
10.3 Describe opportunities to obtain feedback from others on the delivered coaching sessions	The different opportunities to obtain, collate and use feedback from individuals and groups regarding their delivered coaching sessions and activities
10.4 Describe ways to measure the quality of the coaching experience	Ways to measure the quality of the coaching experience throughout their coaching sessions.
10.5 Differentiate between the types of information required to evaluate own coaching sessions	The different types of information a coach requires and needs to collect before evaluating their coaching sessions
10.6 Explain ways to identify valid sources of feedback from others to aid their coaching session review	Ways to identify valid sources of feedback from others to aid their coaching session review, including how implementing these recommendations can support promote motivation, sustainability and retention within sports and physical activities within their local community.
10.7 Describe reasons for discussing the outcomes of own coaching sessions with others	The reasons for and importance of discussing the outcomes of own coaching sessions with others, such as participant and members of their coaching team.

Learning Outcome: 11. Understand ways coaching sessions outcomes can be used to improve future coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
11.1 Explain how to use outcomes of their coaching session evaluation to improve future sessions	How to use outcomes of their coaching session evaluation to improve the delivery, activities and planning of future sessions.
11.2 Confirm when to adapt coaching sessions	When and how to adapt future coaching sessions to meet the outcomes of their coaching session evaluations.
11.3 Describe ways to improve the planning and delivery future sessions	The ways, methods, and approaches to improve the planning and delivery of future sessions based on coaching session evaluation outcomes, for participants and for self, as a coach.

Learning Outcome: 12. Be able to conduct coaching session evaluations

Assessment Criteria The learner can:	Indicative Delivery Content
12.1 Collate data to support the coaching session evaluation	Collate evidence, information, and data to support the evaluation of their coaching session, to include self-reflection
12.2 Carry out coaching session evaluations	Carry out coaching session evaluations at timely opportunities.
12.3 Record the coaching session evaluations	Recording the coaching session evaluations as per organisational requirements.
12.4 Discuss coaching session evaluation outcomes with others	Dscussing and agreeing the outcomes of their coaching session evaluation with others, such as participants and members of their coaching team.
12.5 Implement adaptions to coaching sessions	Implementing adaptions to future coaching sessions based on the outcomes of their coaching session evaluation.
12.6 Present ways to improve the planning and delivery of future coaching sessions	Strategies to improve the planning and delivery of future coaching sessions for participants and for self.

Unit Title	Safeguarding Children and Young People
Unit Aim	This unit develops the learners' understanding of the key and current safeguarding legislation, policies and procedures while developing the skills to implement these within their coaching practice to safeguard and protect children and young people within their coaching environment.
Unique Unit Number	T/651/2164
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional requirements

Learning Outcome: 01. Understand safeguarding children and young people legislation	
Assessment Criteria The learner can:	Indicative Delivery Content
01.1 Analyse safeguarding children and young people legislation	The key government legislation and guidance in relation to safeguarding and protecting children and young people, such as the Children Act, Equality Act and the Working Together Act, information sharing, confidentiality.
01.2 Critically review information-sharing legislation and guidance in relation to safeguarding concerns and disclosures of children and young people	The importance of and reasons for sharing information appropriately and the typical consequences when sensitive and personal information of children and young people is shared illegally. The legislative and ethical factors related to sharing information in relation to safeguarding concerns and disclosure of children and young people to include General Data Proection Regulation (GDPR), Data Protection and Security, Confidentiality, Duty of care and consent. When it is legally acceptable to share information without consent, such as when a child is deemed in immediate risk and reasons for explaining to the child or young person of their information being shared.

Learning Outcome: 02. Understand professional and industry standards and codes of practice when working with children and young people	
Assessment Criteria The learner can:	**Indicative Delivery Content**
02.1 Differentiate between the safeguarding terms	The different definitions and meanings between the terms, child protection and safeguarding.
02.2 Differentiate between appropriate and inappropriate behaviour when working with children and young people	The appropriate and inappropriate behaviour when working with and safeguarding children and young people in accordance with industry and professional standards and guidance.
02.3 Describe unacceptable coaching practices when working with children and young people	The different types of unacceptable and poor coaching practices when working with and safeguarding children and young people in accordance with industry and professional standards and guidance.
02.4 Explain acceptable professional and industry standards and codes of practice when working with children and young people	The professional and industry standards and codes of practice that can support the acceptable behaviours of a coach and acceptable coaching practices when working with and safeguarding children and young people.
02.5 Describe the professional boundaries of a coach when working with children and young people	The scope of practice, remit and professional boundaries of a coach when working with and safeguarding children and young people.
02.6 Comply with professional and industry standards and codes of practice when working with children and young people	Complying with professional and industry standards and codes of practice when working with children and young people to demonstrate acceptable behaviours of a coach and acceptable coaching practices

Learning Outcome: 03. Be able to recognise signs of abuse, harm and neglect in children and young people	
Assessment Criteria The learner can:	Indicative Delivery Content
03.1 Explain the different types of abuse, harm, and neglect in relation to safeguarding children and young people	The different types and indicators of abuse, harm, and neglect in relation to working with children and young people. To include but not limited to: • bullying and cyberbullying • sexual exploitation • trafficking • domestic abuse • emotional abuse • grooming • neglect • criminal exploitation and gangs • non-recent abuse • online abuse • physical abuse • sexual abuse
03.2 Describe the signs of abuse, harm and neglect in children and young people	The different common signs and indicators that a child or young person is being abused, neglected, or harmed. Such as being anxious, uncharacteristically aggressive, lacking or preventing themselves from social interactions, having few friends, consistently wearing clothes which cover their whole body, becoming withdrawn, physical signs, such as bruises, becoming thinner or dirtier than usual, etc.

Learning Outcome: 04. Be able to record and report safeguarding concerns and disclosures when working with children and young people

Assessment Criteria The learner can:	Indicative Delivery Content
04.1 Explain their organisational procedures for recording safeguarding concerns and disclosures	The key stages of how to record safeguarding concerns and disclosures when working with children and young people in accordance with their own 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
04.2 Explain their organisational procedures for reporting safeguarding concerns and disclosures	The key stages of how to report safeguarding concerns and disclosures when working with children and young people in accordance with their own organisational policies and procedures. Key information should include but is not limited to: • When to report the concern or disclosure • What information is legally acceptable to share • Who to report the concern or disclosure too, i.e. Safeguarding or Welfare Officer
04.3 Comply with organisational procedures when working with children and young people	Applying and adhering to organisational safeguarding and child protection policies and procedures when working with children and young people

Learning Outcome: 05. Be able to respond to safeguarding concerns and disclosures when working with children and young people

Assessment Criteria The learner can:	Indicative Delivery Content
05.1 Respond to safeguarding concerns and disclosures when working with children and young people	Responding to safeguarding concerns and disclosures when working with children and young people in accordance with organisational procedures and legislative guidance.
05.2 Clarify where to seek advice and support on safeguarding and protecting children and young people	The different industry and sector organisations and professional bodies that offer guidance and support on safeguarding children and young people e.g. CPSU, NSPCC, local authority, police, social services and comparing the information offered in the guidance.
05.3 Engage with others to seek guidance on safeguarding concerns and disclosures	Engaging with different industry and sector organisations, professional bodies and/or their organisational Safeguarding or Welfare Officer to seek guidance on safeguarding concerns and disclosures in accordance with organisational procedures and legislative guidance.

Unit Title	Safeguarding Adults and Adults at Risk
Unit Aim	This unit develops the learners' understanding of the key and current safeguarding legislation, policies and procedures while developing the skills to implement these within their coaching practice to safeguard and protect adults and adults at risk within their coaching environment.
Unique Unit Number	Y/651/2165
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional requirements

Learning Outcome: 01. Understand safeguarding adults and adults at risk legislation	
Assessment Criteria The learner can:	Indicative Delivery Content
01.1 Analyse safeguarding adults and adults at risk legislation	The key government legislation and guidance in relation to safeguarding adults and adults at risk, such as the Care Act, Safeguarding Vulnerable Groups Act (SVGA), information sharing, confidentiality.
01.2 Explain the six principles of safeguarding adults and adults at risk	The six key principles of safeguarding when working with and safeguarding adults and adults at risk as per government legislation, the importance of these principles and reasons for complying with them.
01.3 Critically review information-sharing legislation and guidance in relation to safeguarding concerns and disclosures of adults and adults at risk	The importance of and reasons for sharing information appropriately and the typical consequences when sensitive and personal information of adults and adults at risk is shared illegally. The legislative and ethical factors related to sharing information in relation to safeguarding concerns and disclosure of adults and adults at risk to include General Data Protection Regulation (GDPR), Data Protection and security, Confidentiality, Duty of care and consent. When it is legally acceptable to share information without consent, such as when a adult is deemed in immediate risk or harm and reasons for explaining to the adult of their information being shared.
01.4 Clarify the recruitment requirements for people working with adults and adults at risk	Their organisational recruitment procedure and requirements for people, such as coaches, assistance coaches, volunteers when working with adults and adults at risk in sports and coaching environment, such as when DBS checks are required.

Learning Outcome: 02. Understand professional and industry standards and codes of practice when working with adults and adults at risk	
Assessment Criteria The learner can:	**Indicative Delivery Content**
02.1 Explain safeguarding adults and adults at risk	What is meant by safeguarding adults and adults at risk within their coaching environment.
02.2 Differentiate between appropriate and inappropriate behaviour when working with adults and adults at risk	The appropriate and inappropriate behaviour when working with and safeguarding adults and adults at risk in accordance with legislative, industry and professional standards and guidance.
02.3 Explain acceptable coaching practices and behaviours when working with adults and adults at risk	The professional and industry standards and codes of practice that can support the appropriate behaviours of a coach and acceptable and good coaching practices when working with and safeguarding adults and adults at risk.
02.4 Differentiate between poor practice and abuse	The difference between poor practice and abuse. the different types of unacceptable and poor coaching practices and what constitutes as abuse when working with and safeguarding adults and adults at risk in accordance with industry and professional standards and guidance.
02.5 Differentiate between poor practice and abuse Describe the professional boundaries of a coach when working with adults and adults at risk	The scope of practice, remit and professional boundaries of a coach when working with and safeguarding adults and adults at risk.
02.6 Discuss the roles and responsibilities of a coach in relation to safeguarding adults and adults at risk	The roles and responsibilities of a coach in relation to safeguarding adults and adults at risk in accordance with industry and professional standards and guidance and organisational policies and procedures.
02.7 Comply with professional and industry standards and codes of practice when working with adults and adults at risk	Complying with professional and industry standards and codes of practice when working with adults and adults at risk to demonstrate acceptable behaviours of a coach and acceptable coaching practices.

Learning Outcome: 03. Be able to recognise signs of abuse, harm and neglect in adults and adults at risk	
Assessment Criteria The learner can:	Indicative Delivery Content
03.1 Explain the different types of abuse, harm, and neglect in relation to safeguarding adults and adults at risk	The different types and indicators of abuse, harm, and neglect in relation to working with adults and adults at risk. To include but not limited to: • Emotional abuse • Physical abuse • Sexual abuse • Psychological abuse • Domestic abuse • Discriminatory abuse • Financial abuse • Neglect, i.e. not being provided with enough food
03.2 Describe the signs of abuse, harm and neglect in adults and adults at risk	The different common signs and indicators that an adult or an adult at risk is being abused, neglected, or harmed. Such as being anxious, uncharacteristically aggressive, lacking or preventing themselves from social interactions, having few friends, consistently wearing clothes which cover their whole body, becoming withdrawn, etc.
03.3 Summarise the factors that can cause abuse, harm and neglect in adults and adults at risk	The factors that can cause abuse, harm and neglect in adults and adults at risk such as lack of mental capacity, increasing age, being physically dependent on others, social isolation, previous history of abuse, lack of access to health and social services, etc

Learning Outcome: 04. Be able to record and report safeguarding concerns and disclosures when working with adults and adults at risk

Assessment Criteria The learner can:	Indicative Delivery Content
04.1 Explain organisational procedures for recording safeguarding concerns and disclosures	The key stages of how to record safeguarding concerns and disclosures when working with adults and adults at risk in accordance with their own 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
04.2 Explain how to produce safeguarding reports	When producing a safeguarding report is necessary, the key information that a safeguarding report should include, the reasons for information to be clear, concise and accurate, and the format of the report in accordance with organisational policies and procedures.
04.3 Describe organisational procedures for reporting safeguarding concerns and disclosures	The key stages of how to report safeguarding concerns and disclosures when working with children and young people in accordance with their own organisational policies and procedures. Key information should include but is not limited to: • When to report the concern or disclosure • What information is legally acceptable to share • Who to report the concern or disclosure too, i.e. Safeguarding or Welfare Officer

Learning Outcome: 05. Understand how to respond to safeguarding concerns and disclosures when working with adults and adults at risk

Assessment Criteria The learner can:	Indicative Delivery Content
05.1 Describe how to respond to safeguarding concerns and disclosures when working with adults and adults at risk	How to respond to safeguarding concerns and disclosures when working with adults and adults at risk in accordance with organisational procedures and legislative guidance.
05.2 Clarify where to seek advice and support on safeguarding and protecting adults and adults at risk	The different industry and sector organisations and professional bodies that offer guidance and support on safeguarding adults and adults at risk e.g. CPSU, NSPCC, local authority, police, social services and comparing the information offered in the guidance.
05.3 Clarify ways to seek guidance on safeguarding concerns and disclosures	The different industry and sector organisations, professional bodies and/or their organisational Safeguarding or Welfare Officer to seek guidance on safeguarding concerns and disclosures in accordance with organisational procedures and legislative guidance.

Learning Outcome: 06. Be able to comply with legislation and organisational policies and procedures when working with adults and adults at risk	
Assessment Criteria The learner can:	Indicative Delivery Content
06.1 Comply with safeguarding adults and adults at risk legislation	Complying with safeguarding adults and adults at risk legislation and guidance
06.2 Comply with the key principles for safeguarding adults and adults at risk	Complying with the six key principles for safeguarding adults and adults at risk, empowerment, prevention, proportionality, protection partnership, and accountability when working with adults and adults at risk.
06.3 Comply with organisational procedures when working with children and young people	Comply with organisational procedures when working with adults and adults at risk

Qualification Conditions: Delivery and assessment requirements

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

Qualification Approval Conditions: Workforce requirements

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

Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below.

- hold or be working towards a regulated Level 3 or above coaching qualification and have experience of coaching in communities.

Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below.

- hold or be working towards a regulated Level 3 or above coaching qualification and have experience of coaching in communities

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

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below.

- hold or be working towards a regulated Level 3 or above coaching qualification and have experience of coaching in communities.

Additional Qualification Requirements

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

The recognised centre is required to have one or more delivery sites with facilities to support the programme of training and assessment. All delivery sites must include the following:

- a practical space for coaching activities to be delivered. Assessments must be completed in work environments and not via simulation therefore learners must have access to at least one coaching community and the opportunities that support this.

    This qualification is regulated by Ofqual