1st4sport Level 2 Certificate in Coaching Parkour/Freerunning

Qualification Specification

About Us

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

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

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

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

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

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

Qualification Specification

Title:	1st4sport Level 2 Certificate in Coaching Parkour/Freerunning
Qualification Overview:	Gives learners the knowledge, skills and confidence to develop and coach participants in Parkour/Freerunning.
Qualification Code:	23QPARKCERT2
Qualification Regulation Number:	610/3408/3
Guided Learning Hours (GLH):	122
Total Qualification Time (TQT):	140
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/03/2024
Qualification Review Date:	28/02/2026
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to become an independent Parkour/Freerunning coach.
Qualification Purpose:	Prepare for employment in a specific occupational area.

Who is this qualification for?

The qualification is designed for learners who aspire to be or wish to become involved in coaching Parkour/Freerunning, and to have responsibility for the planning, delivery and evaluation of linked and progressive coaching sessions.

Qualification Progression

Learners can progress onto the following qualifications to further develop their knowledge and skills within this area:

- 1st4sport Level 3 Certificate in Coaching.
- 1st4sport Level 3 Diploma in Delivering Physical Activity and Sport Within the School Environment.
- 1st4sport Level 2 Certificate in Multi-Skills Development in Sport.

This qualification may lead to paid or voluntary roles in coaching Parkour/Freerunning within a holiday play scheme or a sports club environment.

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:
- Oral Examination (in 10 of 10 mandatory units),
- Portfolio of Evidence (in 10 of 10 mandatory units),
- Practical Demonstration/Assignment (in 4 of 10 mandatory units)

Grading Methods

This qualification will be graded Pass / Fail.

Qualification Structure

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

Mandatory Units

Unit ID	Unit Title	GLH
A/650/8946	The roles of a Parkour coach	9
D/650/8947	Supporting inclusive coaching environments	9
F/650/8948	Working within a coaching team	9
H/650/8949	Developing safe coaching practices and environments	9
L/650/8950	Supporting and developing the individuals you coach	9
M/650/8951	Plan a series of Parkour coaching sessions	13
R/650/8952	Technical tools and techniques for Parkour coaches	7
T/650/8953	Deliver a series of Parkour coaching sessions	20
Y/650/8954	Technical and competency demonstrations for Parkour coaches	20
A/650/8955	Review a series of Parkour coaching sessions	17

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	The roles of a Parkour coach
Unit Aim	This unit develops a learners understanding of the roles, responsibilities, legislative guidance, and professional practices of a Parkour coach within their organisation and coaching environment.
Unique Unit Number	A/650/8946
Unit Assessment Method(s)	- Oral Examination - Portfolio of Evidence - Practical Demonstration/Assignment
Assessment Specification	

Learning Outcome: 1. Understand the roles of a coach

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 Summarise the roles of a coach	The roles of a fully independent Parkour coach such as, being a role model, mentor, codes of conduct, creating inclusive and safe coaching programmes and sessions, supporting participant development, etc.	
1.2 Explain the ethical roles of a coach	the ethical roles of a coach to include, duty of care, scope of practice, code of conduct, professional memberships, etc.	
1.3 Describe the coach's role in the duty of care to participants	The Coach's position of trust, power, and the duty of care towards their participants/athletes and their coaching team. additional responsibility as a coach and mentoring with regard to Duty of Care. Diversity, inclusion, mental health and well-being, physical well-being, safeguarding, safe to practice.	
1.4 Explain a coach's scope of practice	The scope of practice for an independent Parkour coach such as professional and own boundary, codes of conduct, etc and ways to demonstrate these. What constitutes acceptable relationships as a coach. Remit of role and when and where to refer participants whose needs are beyond the coach's scope of practice.	
1.5 Describe the wider influence coaching has	Ways coaching can influence their participants, communities, and society.	

Learning Outcome: 2. Know a coach's key responsibilities

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 Identify organisational policies and procedures which can influence the responsibilities of a coach	Organisational policies and procedures that can influence the responsibilities of a coach, such as safeguarding policy, health and safety policy and procedures.	
2.2 Discuss the key responsibilities of a coach during delivery	Responsibilities of a coach including, duty of care, adhering to organisational procedures, health and safety requirements, developing participant skills development and techniques as well as their own, responsibility of working professionally with others, self-development, professional conduct, duty of care, rules, and codes to follow during the session.	

Learning Outcome: 3. Know professional coaching practices

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 Define professional coaching practices	Professional coaching practices adherence to professional conduct, ethics, legislation, organisational procedures, etc.	
3.2 Discuss ways professional coaching practices can support their organisation	The skills, knowledge and their organisational requirements and standards of a coach. Ways professional coaching practices, i.e., professional demeanour, conduct and approachable manner align with and can support the goals of their organisation.	
3.3 Summarise the professional conduct of a coach	Behaving in a fair, consistent, and ethical manner, integrity, honest, trustworthy, motivated, support and empower participants, develop, and coach the whole person, etc.	

Learning Outcome: 4. Understand coaching legislation and sector guidance

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
4.1 Identify coaching legislation and sector guidance	Legislation and sector guidance applicable to a coach, such as the overarching legal and parkour-specific responsibilities, data protection, confidentiality, DBS, safety, safeguarding adults and children, equality, personal liability insurance, reporting of injuries, first aid regulations, conflict of interest, etc.	
4.2 Explain regulatory requirements for coaches	Regulation and Acts relating to Equality, Children, Care, Mental Health, Disability, General Data Protection Regulations (GDPR), Data Protection, Confidentiality, etc.	
4.3 Summarise key sector guidance	Key information and topics included within sector guidance, such as Parkour, Sport England, The Child Protection in Sport Unit (CPSU), Skills Active, Health and Safety Executive (HSE), Government led independent reviews such as duty of care, etc.	

Learning Outcome: 5. Understand own coaching philosophy

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
5.1 Describe own coaching philosophy	Their own coaching philosophy, their own reasons and motivations for coaching and their personal aims and objectives.	
5.2 Give ways to develop own coaching philosophy	A coaching buddy/mentor for feedback, self-reflection, available networks and resources, and personal development.	
5.3 Reflect upon own coaching philosophy	Continually reflecting upon their own coaching philosophy, including behaviour, actions, experiences, learning, alignment of own motivation with participant motivations and thinking about ways this could inform their future action, learning and practice to improve their development as a coach.	

Learning Outcome: 6. Know ways to develop their coaching practice

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
6.1 Describe factors that can influence own development and practice	The factors that can include but not limited to, socio-economic, financial, environmental, physical, and emotional, own commitment.	
6.2 Identify resources of support	the opportunities and resources of support to help develop their coaching practice, such as Continual Professional Development (CPD), i.e. Parkour guidance, training, workshops, shadowing, mentoring, volunteering, legislation updates, and how to access these.	
6.3 Maintain own coaching records	Maintaining their coaching records, such as keeping their Personal Development Plan up to date, reasons for having their achievement records available and up to date, such as Continual Professional Development (CPD), qualifications, CV, workshops attended and training days.	
6.4 Explain how self-reflection can support the evaluation of their coaching practice	How self-reflection and its' associated process can support and be used within their evaluation pf their coaching practice, to include, quality assurance of sessions and activities, development actions.	

Learning Outcome: 7. Know the components of a Personal Action Plan

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
7.1 Explain the key components of a Personal Action Plan	The reasons for producing a Personal Action Plan for yourself and others and the key components of a Personal Action Plan include, actions, goals, persons involved, resources, costs, potential barriers, etc.	
7.2 Give reasons for continually reviewing their Personal Action Plan	The reasons for continually updating and recording own personal action plan	

Learning Outcome: 8. Be able to produce a Personal Action Plan

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
8.1 Produce a Personal Action Plan to support own development	Developing own Personal Action Plan to include the timeframes, targets and areas of development as well as well alignment with organisational requirements, such as targets, objectives and aims.	

Unit Title	Review a series of Parkour coaching sessions
Unit Aim	This unit develops the learners understanding and ability to review participant performance and development, own Parkour coaching programme, sessions, activities and review and develop coaching practices for self and others.
Unique Unit Number	A/650/8955
Unit Assessment Method(s)	- Oral Examination - Portfolio of Evidence
Assessment Specification	

Learning Outcome: 01. Understand ways to review participant performance and experience

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
01.1 Describe ways to ensure review outcomes are shared with others	Ways the outcomes of their programme, session and activity reviews are communicated to others, including their participants and members of their coaching team.	
01.2 Explain ways to measure participant development	Ways to measure participant development and progression throughout their coaching programme.	
01.3 Describe ways to measure the quality of the coaching experience	Ways to measure the quality of the coaching experience throughout their coaching programme.	
01.4 Explain ways to present the outcomes of own coaching programme review	The ways to record and present the outcomes from their programme review and how their findings can be collated and presented within a report.	
01.5 Give reasons for involving others in the evaluation process	The reasons for and the importance of involving others, such as other coaches and participants within the evaluation process.	

Learning Outcome: 02. Know ways to review own coaching programme		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
02.1 Give reasons for reviewing own coaching programme	The reasons for continually monitoring and reviewing their coaching programme and the methods they have selected to use.	
02.2 Identify methods of collating and recording recommendations	Methods that can be used to collate and record recommendations for improvement.	
02.3 Explain ways data can influence evaluation results	The ways data outcomes from monitoring, feedback and evidence analysis of their coaching programme, session and activities can influence evaluation results.	

Learning Outcome: 03. Know key components to review own coaching sessions

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
03.1 Explain the purpose of conducting session reviews	The purpose, aims and importance of continually reviewing their coaching sessions.	
03.2 Give reasons for continually reviewing all components of own coaching sessions	The reasons for continually reviewing their all aspects of their coaching session, to include, the review of the planning process, their timings, selected activities, their coaching style and approach, review of their delivery, participant progress, development and experience, methods used to conduct the review and to obtain feedback.	
03.3 Give reasons for reviewing their individual coaching activities	The importance of and reasons for measuring and reviewing their individual activities and how effective each has been.	
03.4 Identify information types to support session reviews	The types of information that a coach needs to collect to carry out reviews on their coaching sessions.	
03.5 Explain ways to identify valid sources of feedback from others to aid their session review	Ways to identify valid sources of feedback from others to aid their review.	
03.6 State reasons for sharing outcomes of their session reviews with others	The reasons and the importance of involving others in the evaluation process and sharing and agreeing the outcome of sessions review with participants and members of the coaching team.	
03.7 Explain ways to use their review findings to improve own coaching sessions	The ways to use information and findings from their review to inform and improve current and future sessions.	

Learning Outcome: 04. Be able to carry out a review on own coaching programme

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
04.1 Carry out a review on own coaching programme	Reviewing their coaching programme using their selected methods, and why their review should be conducted continually throughout delivery and to include a final review to conclude.	
04.2 Engage with others during their review	Engaging with others, participants and coaching team to support the continual monitoring and review of their coaching programme.	
04.3 Record own coaching programme review	Recording coaching programme reviews, including the outcomes.	

Learning Outcome: 05. Be able to carry out a review on own coaching sessions

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
05.1 Agree their session review with others	Agreeing and reviewing sessions with participants and others within their coaching team.	
05.2 Record evidence to support the review on own coaching sessions	Collating and recording evidence to support the review of the sessions, to include self-reflection.	
05.3 Carry out their session reviews in a timely manner	Carrying out session reviews as scheduled and in a timely manner.	
05.4 Record the review of their coaching sessions	Recording the review of own coaching sessions.	
05.5 Make adaptions to sessions according to their review outcomes	Adapting future sessions to meet the outcomes of their review.	

Learning Outcome: 06. Be able to review own coaching activities

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
06.1 Identify developmental opportunities that meet agreed development needs	Identifying developmental opportunities that will meet agreed development needs.	
#Error	Evaluating with others, participants and members of the coaching team how well developmental activities have met organisational and individual development needs.	

Learning Outcome: 07. Be able to evaluate the outcomes of own reviews

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
07.1 Evaluate monitoring data	Evaluating monitoring data and evidence, such as participant development data.	
07.2 Evaluate the outcomes of their coaching reviews	Evaluating the outcomes of reviews to include own coaching programme, session and activities.	
07.3 Record recommendations for improvement	Collating and recording recommendations for improvement and report on these findings.	
07.4 Apply recommendations for improvement	Applying and implementing recommendations for improvement to current and future programmes.	
07.5 Present ways to improve sessions for participants and self	Presenting ways to improve the planning and delivery of current and future sessions for participants and self. Learner judgements should be informed by data from review and monitoring.	

Learning Outcome: 08. Be able to share their review outcomes with others

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
08.1 Discuss ways to manage contributions from others	How to manage contributions from others regarding the outcomes of the coaching programme, session, and activities.	
08.2 Share the outcomes of their review with others	Sharing the outcomes of coaching programme, session and activities including recommendations for improvement, of the outcomes of reviews with participants and others within their coaching team.	

Learning Outcome: 09. Be able to review own coaching practice

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
09.1 Summarise ways to review own coaching practice	The different methods of evaluation, timings, people, i.e. participant and peer feedback, resources required.	
09.2 Give reasons for including organisational targets within the evaluation of own performance	The reasons for and importance of taking account of their organisation's objectives and targets when evaluating own performance.	
09.3 Reflect on own performance	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.	
09.4 Evaluate their coaching performance	Evaluating own coaching performance, reflecting on what went well and areas for improvement, further development required.	
09.5 Review and revise their skills and knowledge as a coach	The skills, knowledge, and their organisation's requirements for a coach. To include any areas that require improving, to align with organisational requirements, participant motivations, and or industry standards.	

Learning Outcome: 10. Be able to review the performance of others		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
10.1 Evaluate own Personal Development Plan	Evaluating and continually reviewing own individual development plan.	
10.2 Record the evaluation outcomes of own Personal Development Plan	Reasons for recording the outcomes of their Personal Action Plan and record the outcomes.	
10.3 Produce a plan of future Professional Development goals	Producing a professional development plan to state future goals to support and develop their coaching practice beyond completion of the qualification.	
10.4 Identify resources to support on-going self-development	The resources available and types of development activities for coaches to support their ongoing self-development and how to access these.	

Learning Outcome: 11. Be able to review the performance of others		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
11.1 Give reasons for including organisational targets when evaluating the performance of others	The reasons for and importance of taking account of their organisation's objectives and targets when evaluating the performance of others.	
11.2 Evaluate the coaching performance of others	The performance of others, such as a member of their coaching team, i.e., their Coaching Assistant.	
11.3 Review the Personal Development Plan of a coaching team member	Reviewing the Personal Development Plan of another member of their coaching team, to look back over their plan, make and identify adjustments, changes or additions that would improve their development and achieve and progress in coaching.	
11.4 Suggest resources to support the development of a coaching team member	The available resources such as, training and volunteering opportunities, workshops, qualifications, mental health, and wellbeing helplines, to support the development and individual goals of their coaching team member.	

Unit Title	Supporting inclusive coaching environments
Unit Aim	This unit develops a learners understanding of ways to promote an inclusive coaching environment and ways their organisation can influence this and their coaching practice.
Unique Unit Number	D/650/8947
Unit Assessment Method(s)	- Oral Examination - Portfolio of Evidence
Assessment Specification	

Learning Outcome: 1. Know ways to promote an inclusive coaching environment

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 Describe key components of a coaching environment	the key components of a coaching environment including: • Inclusive • Safe • Enjoyable • Inclusive • Diverse • Equitable	
1.2 Give ways to promote an inclusive coaching environment	The ways to promote a safe, fun, enjoyable, diverse, equitable and inclusive coaching environment through their practice adhering to their organisational context and legislation.	
1.3 Suggest ways to improve social support within their coaching environment	The ways to improve social support within their coaching environment in terms of interpersonal relationships, constructive feedback, increasing social networks and sources of information and guidance of support.	

Learning Outcome: 2. Understand behaviour management strategies

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 Differentiate between types of conflict	the types of conflicts that can occur between participants and between participants and stakeholders, such as parents and the coach.	
2.2 Describe ways to manage conflicts	How to manage participant and stakeholder conflicts in a professional manner.	
2.3 Identify behaviour management strategies to support inclusive coaching environments	Behaviour management strategies to support ongoing participant engagement, improve their experience and participation while promoting an inclusive coaching environment.	
2.4 Give ways to manage participant behaviour	The ways, such as methods, to positively manage participant behaviour whilst promoting an inclusive learning and coaching environment.	

Learning Outcome: 3. Know ways communication methods can influence inclusive coaching environments

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 Explain ways communication methods can influence inclusive coaching environments	Communication methods and techniques can help to improve an inclusive coaching environment, i.e. language used, listening to all participants, promote inclusive language, consider body language (coach and participant), create a safe space for participants to express themselves, lead by example.	
3.2 Provide examples of when to adapt communication methods	When to adapt communication methods to meet participant needs and promote a more inclusive coaching environment. Learners consider factors such as demographic of participants, i.e. children and young people vs adults, cultural background, experience, etc.	
3.3 Identify communication methods for a coach to use during participant conflict	Appropriate communication methods for a coach to use when participant conflict arises, such as, remaining calm, keep body language open, keep language inclusive and respectful.	

Learning Outcome: 4. Understand the key components of their organisation

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
4.1 Explain key components of their organisation	The key components include the organisations' structure, lines of reporting, vision, mission, and goals.	
4.2 Discuss own organisation's products	Their organisation's products and offer, such as, memberships, classes, programmes, etc.	
4.3 Describe a typical participant journey	A typical participant journey applicable to their organisation or coaching environment.	
4.4 Outline the role of a coach within their organisation	The role of a coach within their organisation in terms of, being part of a wider coaching and organisational team, supporting the vision, mission and values of the organisation, meeting the aims and objectives of the organisation, e.g. normal operating plans (NOP), emergency action plans (EAP), risk assessments, supervision, customer charter, etc.	

Learning Outcome: 5. Know ways their organisation can influence their coaching practices and environment		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
5.1 Summarise the demographics of their organisation's participants	The local demographics of their organisation's participants.	
5.2 Give ways the demographics of their organisation's participants can influence their coaching practices and environment	How local demographics affect their coaching practices, coaching environment, and the coaching offer in terms of class times, activities offered within sessions, behaviour, etc.	
5.3 Explain their organisations core policies and procedures	Key organisational policies and procedures include Normal Operating Plans (NOP), Emergency Action Plans (EAP), Risk Assessment, Admissions Policy, Safeguarding Policy, Insurance requirements, Equality and Diversity. the parkour organisational procedures, responsibilities, and liabilities.	
5.4 Give ways key organisational policies and procedures can influence their coaching practices and environment	The information within their organisations policies and procedures should be embedded within their coaching practice, delivery of coaching sessions and programmes. the rules and regulations of Parkour to enable the delivery of sessions. Current sporting infrastructure of Parkour locally and globally.	
5.5 Describe ways performance measures can influence their coaching practices and environment	Internal performance measures, i.e., participant satisfaction and goals, achievements. External performance measures, i.e. Clubmark, organisational strategy, aims and objectives, and ways these can influence their coaching.	

Unit Title	Working within a coaching team
Unit Aim	This unit develops a learners understanding of ways to develop relationships and work with members of their coaching team to support their organisational goals and promote inclusive coaching environments and professional coaching practices.
Unique Unit Number	F/650/8948
Unit Assessment Method(s)	- Oral Examination - Portfolio of Evidence - Practical Demonstration/Assignment
Assessment Specification	

Learning Outcome: 1. Know the roles and responsibilities of their coaching team

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 Identify members of their coaching team	People who are a part of their coaching team, this includes internal and external to their organisation, i.e., coaching assistants, volunteers, young leaders, parents/carers, lead/head coach(es), mentors, safeguarding officer, etc.	
1.2 Compare the key roles, responsibilities, and skills of their coaching team	The key roles, responsibilities, and skills of members of their coaching team internal and external to their organisation including: mentors, volunteers, young leaders, parents/carers, lead/head coach, safeguarding officer, wellbeing officer, health and safety officer, fellow coaches and staff.	
1.3 Discuss the role of duty of care within the coaching team	The role of members of their coaching team in relation to duty of care.	

Learning Outcome: 2. Understand the roles of Coaching Assistants

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 Outline key criteria for recruiting Coaching Assistants	Key criteria to include legislation on a national level, i.e., DBS check, and organisational level, such as completing safeguarding training, undertaken their organisational induction, first aid training etc. The criteria applicable to recruiting a Coaching Assistant within their organisation.	
2.2 Summarise the roles and responsibilities of Coaching Assistants	The role of an assistant coach or equivalent within own coaching team, the responsibilities of an assistant coach and ways they can add value to the coaching environment.	
2.3 Explain the scope of practice of Coaching Assistants	The professional boundaries, remit and scope of practice of a coaching assistant or equivalent, such as a young leader or volunteer. Ways Coaching Assistant(s) can support their role as a coach, and the coaching environment, and appropriate use of Coaching Assistants.	
2.4 Suggest ways to develop a working relationship with Coaching Assistants	Ways to develop their relationship and build rapport with their Coaching Assistant to improve practices and add value to their coaching environment.	

Learning Outcome: 3. Know ways to work within a coaching team

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 Give reasons for sharing information with their coaching team	Reasons for sharing information, i.e. safety reasons, including agreeing☐ the roles and the responsibilities to their coaching team as well as participants, who are involved in the planning and delivery of their coaching programme.	
3.2 Give ways working within their coaching team can develop own coaching practices and environments	Ways their coaching team can support and add value to their coaching practices, i.e., learning from one another, develop a more conducive coaching environment, i.e., codes of conduct, ground rules, and develop their role as a coach, role model to coaching team and participants, etc.	
3.3 Identify stakeholders who may influence their coaching practice	Stakeholders that might require influencing within their coaching team, internal and external to their organisation to include but not limited to, - participants, legal guardians, other coaches. committee members, Governing Bodies, and way their positions can influence their coaching practice.	
3.4 Identify ways to influence key stakeholders	Ways to influence stakeholders and members of their coaching team to achieve their coaching and organisational aims and objectives.	

Learning Outcome: 4. Know ways to communicate within their coaching team

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
4.1 Differentiate between communication methods	Communication methods and techniques, such as, written, visual, oral, electronic, observational, non-verbal techniques, body language, open and closed questioning, active listening.	
4.2 Give reasons for adapting communication methods within their coaching team	Adapting communication methods and techniques, i.e. types of stakeholder such as participants vs parents, information being communicated i.e. verbal confirmation vs written information, etc.	
4.3 Provide examples of communication methods for different members of their coaching team	Methods of communication within their Coaching team to include participants as well as coaching staff such as coaching assistant, volunteers, Head Coach, etc.	

Learning Outcome: 5. Know ways to manage conflict within their coaching team

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
5.1 Distinguish between types of conflict that could arise within their coaching team	Types of conflict that could arise within their coaching team, giving examples.	
5.2 Describe ways to manage conflict within their coaching team	Ways to manage conflict within your coaching team.	

Learning Outcome: 6. Be able to support the development of their coaching team		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
6.1 Explain how to evaluate others	How to conduct an evaluation on the performance of others within their coaching team.	
6.2 Give reasons for keeping records of their coaching staff achievements	The importance of maintaining records of continuing professional development and achievements of their coaching staff, i.e. coaching assistant, volunteers, etc.	
6.3 Identify sources to support the development of their coaching team	Sources of support to develop their coaching team to include sources: Continuing Professional Development, Workshops, E-learning, NGB/Industry updates.	
6.4 Maintain organisational requirements applicable to their coaching team	Keeping up to date with the skills, knowledge, and their organisations and industry requirements applicable to members of their coaching team.	
6.5 Work with their coaching team to produce individual personal action plans	Producing a personal action plan to support the development of a member(s) of their coaching team.	

Unit Title	Developing safe coaching practices and environments
Unit Aim	This unit develops the learners understanding of ways to embed safety within their coaching practice to promote safe coaching environments and developing the learner's ability to use coaching equipment safely and work within their scope of practice.
Unique Unit Number	H/650/8949
Unit Assessment Method(s)	- Oral Examination - Portfolio of Evidence
Assessment Specification	

Learning Outcome: 1. Know safeguarding legislation and guidance

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 Identify organisations that provide safeguarding guidance and legislation	Local and national organisations, for example, National Society for the Prevention of Cruelty to Children (NSPCC), Child Protection on Sport Unit (CPSU), Health and Safety Executive (HSE), NGBs such as Parkour guidance, UK Government initiatives, police, social service, etc.	
1.2 Explain key safeguarding terminology	Key terminology and guidance including, but is not limited to, duty of care, information sharing, data protection, anti-doping, equality, inclusion, mental health and wellbeing, duty of care, whistleblowing, child and adult protection, confidentiality, referrals of participants.	
1.3 Summarise safeguarding legislation and guidance	Legislative guidance and Acts, to include, Confidentiality, Child protection, Care Acts, Vulnerable Adults, Anti-doping, Equality, Health and Safety, safeguarding vulnerable groups, data protection, information sharing, Mental Capacity Acts, duty of care, safeguarding vulnerable adults' sexual violence, and harassment.	
1.4 Explain their organisations' safeguarding policies and procedures	Organisational policies and procedures to include: Normal operating plans (NOP), Emergency action plans (EAP), Risk Assessment, Admissions Policy, Safeguarding policies, equality and diversity, insurance requirements.	

Learning Outcome: 2. Know ways to develop safe coaching environments

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 Identify ways to develop a safe coaching environment	Ways to include but not limited to following health and safety guidelines and procedures, conducting risk assessments, safety checks before, during and after delivering a session, following child protection legislation, following safeguarding legislation, consideration of individual participants needs and abilities, i.e., ramps or lifts, equipment used for activities, coaching team completing safeguarding training, etc.	
2.2 Give ways to deploy their coaching team safely within their coaching environment	Ways to ensure their coaching team meet organisational and industry expectations, i.e., DBS checks, inductions completed, authorised members of staff, specific CPD requirements, such as First Aid and Safeguarding workshops.	
2.3 Suggest ways to influence stakeholders to promote a safe coaching environment	Stakeholders who can support a safe coaching environment include coaching assistants, lead coach (es), young leaders, volunteers, employers, officials, community members such as parents/carers, friends of participants, local and national companies, such as NGBs, councils, local clubs and ways to influence these stakeholders to promote a safe coaching environment.	

Learning Outcome: 3. Know safe working practices of a coach

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 Give reasons for conducting risk assessments	The aims of and reasons for conducting risk assessments.	
3.2 Explain ways risk assessment can influence coaching practices	Ways risk assessment can influence their coaching programme, sessions and activities, and the purpose of having contingency plans and making adaptions to their coaching programme and sessions based on the outcome of their risk assessment.	
3.3 Give examples of hazards within their coaching environment	Hazards, to include environmental, such as weather conditions and physical hazards such as damaged protective equipment, cardiac arrest, fainting.	
3.4 Explain how to report a hazard within their coaching environment	how to report a hazard according to their organisational policies and procedures.	

Learning Outcome: 4. Understand how to use coaching equipment safely		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
4.1 Distinguish between Normal Operating Plans (NOPs) and Emergency Action Plans (EAPs)	What Normal Operating Plans (NOPs) and Emergency Action Plans (EAPs) are and can distinguish between each.	
4.2 Explain Normal Operating Procedures (NOPs) relating to the use of coaching equipment	Normal Operating Policies and Procedures: equipment policies, environmental policies, and maintenance inspection plans for specific equipment applicable to Parkour coaches.	
4.3 Differentiate between types of coaching equipment	The different types of coaching equipment including simple, complex, and powered. Differences between indoor and outdoor equipment.	
4.4 Describe how to use coaching equipment safely	The safe assembly, dismantling and storage of equipment, adhering to manufacturer and national governing body guidelines including appropriate manual handling techniques applicable to their coaching equipment.	
4.5 Give reasons for clearing away coaching equipment	the reasons for leaving the venue and equipment in a condition acceptable for future use.	

Learning Outcome: 5. Know ways to protect self

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
5.1 Identify personal protective equipment	Personal protective equipment for the Parkour coach, the participant, national and organisational guidance that informs them of this, i.e., National Sporting Organisations (NSOs) and National Governing Bodies (NGBs) guidance.	
5.2 Describe ways to manage health and safety risks during delivery	the requirements, professional practices and expectations of a coach to manage health and safety risks during delivery in accordance with their organisational policy and procedures.	
5.3 Review their role as a coach in developing safe coaching environments	Adhering to health and safety safeguarding, equality legislation, organisational policies and procedures, etc. The Coach's role and responsibilities in the duty of care for their participants and others within their coaching team.	
5.4 Explain their role within their organisation to support safe coaching environments and practices	Coaching practices and activities that align with their organisational aims and objectives in relation to supporting safe coaching environments such as normal operating procedures, emergency action plans, risk assessments, etc.	
5.5 Describe ways to ensure safety throughout their coaching programme	Ensuring health and safety guidelines are embedding within the planning, design, and delivery of their coaching programme to maintain safety of participants, and others such as their coaching team and legal guardians.	

Learning Outcome: 6. Understand when to make referrals

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
6.1 Give examples of when to refer participants to other professionals and organisations	When to refer participants to other professionals and/or agencies as their needs are outside the remit of a coach.	
6.2 Identify organisations and professionals where they can refer participants	Organisations and professionals of where to refer or signpost any participant whose needs and potential you cannot meet.	
6.3 Identify who to seek specialist advice from	Who to seek specialist advice from when dealing with safeguarding concerns a, for example, who and when to seek specialist guidance to support safeguarding and welfare of participants.	

Unit Title	Supporting and developing the individuals you coach
Unit Aim	This unit develops a Learners skills to assess the individual needs of their participants and develop their understanding of the ways to support the experience and engagement of their participants while developing and improving participant performance within their coaching practice.
Unique Unit Number	L/650/8950
Unit Assessment Method(s)	- Oral Examination - Portfolio of Evidence
Assessment Specification	

Learning Outcome: 1. Understand their participants

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 Outline the key information a coach should know about their participants	Key participant information such as their motivations, goals, expectations, age, previous experience, ability level, stage of development, participant demographic, i.e., personal background, health conditions, physical and mental disabilities, educational needs, etc.	
1.2 Describe ways to assess the individual needs of their participants	Ways to assess the individual needs relating to physical and mental, disabilities, developmental, intellectual learning, and behaviour and the importance of reviewing their analysis of the participants' level of development, motivation and actual and potential performance to inform goal setting.	
1.3 Give ways their participant profiles can affect their coaching offer	Ways their coaching offer is influenced by their participant profiles, i.e., ability of participant influences the activities the coach includes.	

Learning Outcome: 2. Be able to assess participants' individual needs		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 Assess participant data	Participant data to identify individual needs and types of participants.	

Learning Outcome: 3. Know ways to support participant goals		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 Summarise their participants goals	Participant expectations, aspirations, and goals within their coaching environment.	
3.2 Explain ways coaching models can help set participant goals	Different types of coaching models such as 'SMART', 'GROW' and 'OSCAR' and how these models can be used to support setting participant goals.	
3.3 Give reasons for agreeing goals with others	The reason for identifying and agreeing goals with their participants and others and explaining the implementation plan to participants to support the achievement of set goals, such as rationale, process, actions, implementation, and review stages.	
3.4 State reasons for reviewing participant progress with others	Continually monitoring, reviewing, and evaluating the progress of participants with them and others, such as their coaching team, at agreed points of their coaching programme.	

Learning Outcome: 4. Know ways to communicate with participants

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
4.1 Differentiate between communication methods	Communication methods such as, in person (face to face), social media, email, telephone, social applications, i.e., WhatsApp, letters, posters, flyers, non-verbal, etc.	
4.2 Give examples of when to use communication methods	Different methods of communication are more appropriate than others, i.e., discussing goals with participants favours face to face communication in most cases.	
4.3 Give reasons for continual communication with participants during delivery	communicating effectively with and providing information to participants and others during delivery, such as ensuring the participant understands what they are being told, sharing information with their coaching team, and ways this can support their performance and behaviour. Can help develop their coaching practices.	
4.4 State reasons for informing participants about the session structure	Session structure, such as the activities included, and ways giving information to participants throughout delivery can help achieve their goals and aspirations.	
4.5 Give reasons for presenting information to participants about future sessions	Presenting information to participants to ensure they have information about future sessions and why this is important.	

Learning Outcome: 5. Be able to apply theories of learning

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
5.1 Compare theories of learning to support personalised learning	Theories of learning and learning styles, such as, Behaviourism, Cognitivism and Constructivism and ways these can support personalised learning. Learners should select a minimum of two theories of learning and build upon these throughout the qualification.	
5.2 Apply theories of learning to participants	The application of theories of learning to their participants to support their development, progression, and learning.	

Learning Outcome: 6. Know ways to support participant development

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
6.1 Identify key stages of participant development	The key stages of participants development within Parkour.	
6.2 Give reasons for agreeing development plans with participants	Assessing, setting, and agreeing development plans with participants to meet their individual needs. and goals.	
6.3 Work with others to support participant development	The importance of utilising the expertise of others, such as members of their coaching team, to support participant development.	
6.4 Indicate when to refer participants to support their development	When to engage with others to obtain specialist advice and to refer participants who are outside of their coaching remit to support the development of their participants.	
6.5 State reasons for giving performance feedback to participants	Reasons for contributing to the feedback on the participant performance.	
6.6 Evaluate ways the stages of participant development can influence coaching practices	The benefits and challenges of the participant stages of development and ways this can impact upon coaching practices.	

Learning Outcome: 7. Understand methods and uses of feedback

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
7.1 Explain the key stages of a feedback cycle	the key stages of a feedback cycle, for example, Assess, Teach, Track, Feedback and Reflect, Adapt/Review.	
7.2 Differentiate between feedback methods	The methods used to obtain participant feedback and channels of recording and reporting in line with their organisational procedures.	
7.3 Describe ways to obtain participant feedback	Ways to obtain feedback, such as after the session and term, after a competition, and ways feedback can support participant retention, i.e., improve and develop their coaching practices.	
7.4 Give reasons for reviewing participant feedback	The importance of reviewing participant feedback.	

Learning Outcome: 8. Understand ways a coach can influence participant engagement and experience		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
8.1 Give reasons for reviewing participant feedback	The impact of the Coach's role on the participant experience and the Code of Practice for Sports Coaches to help support a positive coaching experience.	
8.2 Give reasons for being accessible and approachable to participants	The reasons for and importance of being accessible and approachable to participants helps to support participant engagement, their coaching experience and retention.	
8.3 Suggest ways to support participant retention	the importance of retaining participants and ways to support this, i.e. adapting own coaching and style of leadership to meet the needs of others and of participants, implementing feedback from others and participants to support retention.	
8.4 Give ways and methods to enhance rapport with participants	the reasons for and the importance of adapting own coaching and style of leadership to meet the needs of the participants and others during delivery, developing rapport and maximising the participant experience.	
8.5 Give reasons for adapting own coaching style	The reasons for and the importance of adapting own coaching and style of leadership to meet the needs of the participants and others during delivery, developing rapport and maximising the participant.	

Unit Title	Plan a series of Parkour coaching sessions
Unit Aim	This unit aims to equip learners with the knowledge and skills to design and plan a series of safe and inclusive Parkour coaching sessions following organisational and legislative guidance and meeting individual participant needs.
Unique Unit Number	M/650/8951
Unit Assessment Method(s)	- Oral Examination - Portfolio of Evidence
Assessment Specification	The planned series of safe and effective Parkour coaching sessions must be linked and progressive in nature developing participants' performance within Parkour.

Learning Outcome: 1. Know key coaching planning principles		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 Discuss ways to plan coaching programmes to align with training cycles	The ways to plan a coaching programme to meet recreation, competition, and training cycles.	
1.2 Explain the periodisation process	The key principles and processes involved in and purpose of periodisation to include the different periodisation cycles: macrocycle, mesocycle, microcycle.	
1.3 Summarise ways periodisation can influence planning	ways periodisation can influence the planning of a coaching programmes and sessions	
1.4 Give reasons for planning each stage of their coaching programme	The reasons for and the importance of planning the focus and priority of each stage of their coaching programme.	
1.5 Describe how to plan programme resources	How to plan the resources required for their coaching programme.	
1.6 State reasons for recording and sharing the programme content	The importance of and reasons for recording and sharing their coaching programme content in a format that will help them and others to implement it.	

Learning Outcome: 2. Know key information to support programme design

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 Outline information types to aid the design of their coaching programme	The types of information, such as, individual participant needs and demographics, Parkour guidelines, coaching and legislative standards, i.e., safeguarding, organisational facilities and information, i.e., opening hours, equipment available, information from more experienced coaches, etc.	
2.2 State where to source information to aid the design of their coaching programme	Sources of information, such as, primary sources, secondary sources, tertiary sources, and media sources, these can include the coaching venue, other coaches, parent and participants, Parkour guidelines, organisational policies, national legislation, social media, internet i.e., UK Government, etc.	
2.3 Identify materials to support the design of their coaching programme	Material required to deliver their coaching programme and ways these materials inform their coaching programme design.	
2.4 Explain ways data can influence programme design	Data, such as participant needs and demographics can influence their programme design, sessions, and activities.	

Learning Outcome: 3. Understand ways to design coaching programmes to support participant engagement

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 Give reasons for embedding inclusive coaching activities within their coaching programme	The importance of ensuring all participants can take part in the planned sessions and activities, having access to equipment and facilities supporting individual needs of participants within their coaching programme.	
3.2 Summarise ways programme design can support participant empowerment	Ways effective programme and session planning and delivery can help promote participant's rights and choices.	
3.3 Give ways programme design can support participant engagement	How the design of the coaching programme can help support, manage, and maintain participant engagement.	
3.4 Give reasons for engaging with others included within their coaching programme	Engaging in terms of supporting others throughout the design, planning, delivery and review of their coaching programme and the importance of feedback.	

Learning Outcome: 4. Know ways to design coaching programmes to support participant development		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
4.1 Explain the technical demands of performing Parkour	The technical demands of, and the techniques and resources required in delivering Parkour coaching sessions specific to their coaching environment and ways this shapes their programme design and support participant development.	
4.2 Explain ways to implement skills acquisition within their coaching programme	Ways to implement and manage skills acquisition within their coaching programme.	
4.3 Describe ways to implement physical conditioning within their coaching programme	Ways to manage and implement physical conditioning within their coaching programme.	
4.4 Summarise ways to implement mental skills within their coaching programme	Ways to manage and implement mental skills within their coaching programme.	
4.5 Explain why participant goals should be congruent throughout their coaching programme	Why goals should be consistent, progressive, and linked with the overall aims of their coaching programme and sessions.	

Learning Outcome: 5. Understand factors which may influence their coaching sessions

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
5.1 Identify organisational requirements that may influence their coaching sessions	Organisational requirements that may influence the design, planning and delivery of their coaching sessions, i.e., available resources, minimum of two members of staff required to deliver coaching sessions, etc.	
5.2 State types and sources of information to support the planning, design, and delivery of their coaching sessions	Types and sources of information such as, participant profiles, goals and motivations, organisational aims and objectives, health and safety considerations, Parkour guidelines and requirements, coaching models, and theories, etc.	
5.3 Give reasons for having series and sessional goals	The reasons for having overall series goals and individual sessional goals within their coaching programme and sessions.	
5.4 State reasons for planning the timings, sequences, intensity, and duration of activities within their coaching sessions	The reasons and the importance for planning realistic timings, sequences, intensity, and duration of the activities within their coaching sessions.	
5.5 Clarify the resources required for their coaching sessions	The types of resources, including equipment, required to deliver their coaching sessions, assessing if they meet with regulatory guidance and standards.	

Learning Outcome: 6. Know ways to plan coaching activities to support their participants

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
6.1 Explain the process of planning coaching activities	Considerations for and the process of planning coaching activities, such as offering a balance of activities within their coaching sessions, advising ways this can support participant and team goals and achievement.	
6.2 Describe ways to plan coaching activities to support their participants	How to plan and record coaching activities that will support their participants achieve their aims, goals and help motivation.	

Learning Outcome: 7. Be able to use data to inform own programme design		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
7.1 Use information to support programme design	Using information and materials gathered to inform the design of their coaching programme.	
7.2 Use participant data to inform programme design	Participant data, such as the different types of participants and their individual needs to shape and inform their coaching programme and session design.	

Learning Outcome: 8. Be able to produce a coaching programme		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
8.1 Produce a coaching programme	produce a coaching programme, ensuring the design includes: • records the information and materials needed • meets the demands of Parkour • aligns with organisational aims, objectives, policies, and procedures • adheres to sector and national guidance, legislation, regulation, and requirements • conngruent with recreation, competition and/or training cycles (if applicable) • periodisation principles and processes are embedded • states the required resources • identifies the focus and priority of each stage of the programme • supports participant goals and development • exemplifies goals are linked, progressive and consistent with the overall aim of the coaching programme and sessions • meets with individual participant needs • informed by data such as participant needs, demographics, preferences, goals and stage of development • aligns with organisational aims and objectives • activities are accessible and appropriate to participants	

Learning Outcome: 9. Be able to produce coaching session plans		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
9.1 Produce coaching session plans	producing coaching session plans ensuring that the: • types of resources and equipment required is indicated • information required is collected and recorded • sessions support individual participant needs • overall aims of the sessions are stated • design and selection of activities support participant goals and aims • session goals are linked, progressive and consistent with the overall aims • periodisation principles and processes are embedded • congruent with recreation, competition and/or training cycles • activities support participant motivation, engagement, and experience • planned timings, sequences, intensity and duration of the session given • resources for the sessions are organised, available and meet specific legislative rules and regulations • demands of Parkour are met • sessions and activities align with organisational requirements, policies and procedures • sessions and activities adhere to sector, legislative and regulatory guidance • activities are accessible and appropriate to participants	
#Error	Working with others, this includes participant and their coach (or equivalent), to agree the overall aims of the coaching programme and sessions.	

Learning Outcome: 10. Be able to prepare a schedule to review their coaching programme		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
10.1 Give ways to conduct a review of their coaching programme	The process and stages involved in planning a coaching evaluation schedule and conducting a review of their coaching programme, including who is involved and the aim of each stage.	
10.2 Identify methods to evaluate their performance	Identifying and developing methods that are valid, safe, and reliable. Methods can include but are not limited to coach observations, reflections, review and analysis.	
10.3 Give reasons for continually reviewing their coaching programme	The importance of continually monitoring and reviewing the programme and ways they could implement the review.	
10.4 Prepare a review schedule for their coaching programme	Preparing a review schedule which must be achievable in terms of time scales, suitable methods, allows feedback to be given at appropriate times, etc.	
10.5 Discuss their coaching programme review schedule with others	Sharing their programme evaluation with others, where possible this should be their Coach (or equivalent) and with participants and the importance of doing so.	

Unit Title	Technical tools and techniques for Parkour coaches
Unit Aim	This unit develops the learners understanding of the technical expertise, tools, and techniques a Parkour coach requires to inform session design and delivery and to supporting participant development, promoting safe and inclusive coaching practices and environments.
Unique Unit Number	R/650/8952
Unit Assessment Method(s)	- Oral Examination - Portfolio of Evidence
Assessment Specification	

Learning Outcome: 1. Know ways to prepare participants for their coaching sessions

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 Describe the process of starting a coaching session	Processes to align with Parkour guidelines, and to include health and safety checks, sharing the aims and activities of their session, etc.	
1.2 Explain ways to prepare participants for their coaching sessions	How to prepare participants for their coaching sessions.	
1.3 Summarise ways to assess a participant's readiness for a session	How to assess participants' readiness, mentally and physically to participate in their coaching sessions.	

Learning Outcome: 2. Understand the purpose of warm-up and cool-down activities

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 Give reasons for including warm-up activities within their coaching sessions	Reasons to include the purpose of warm-up activities, such as prevent participant injury, prepare participants for session activities, etc. State why warm-up activities should align with their session goals.	
2.2 State warm-up activities to include within their coaching sessions	Warm-up activities and exercises applicable to the Parkour discipline, such as, jumping jacks, and justify how these align with their session goals, support participant development and are inclusive.	
2.3 Explain the purpose of cool-down activities within their coaching sessions	The purpose of cool-down activities and reasons for including them within their coaching sessions. Explanation to include why cool-down activities should align with their session goals.	
2.4 Identify cool-down activities to include within their coaching sessions	Examples of cool-down activities that adhere to Parkour guidelines and coaching practices.	
2.5 Summarise how to deliver their planned activities	The delivery of their selected activities, such as their warm-up and cool-down exercises.	
2.6 State ways to conclude their coaching sessions	Ways to conclude sessions, considering health and safety requirements and communication techniques.	

Learning Outcome: 3. Understand technical components of Parkour coaching

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 Explain skill development and techniques in relation to the responsibilities of a coach	The responsibility of coaches relating to skill development and techniques during the delivery of their coaching sessions, to include health and safety considerations.	
3.2 Distinguish between the physical and skill-related fitness types	Skill-related fitness types such as, agility, balance, coordination, power, reaction time, speed and physical and cognitive skills and an explanation of the components of each.	
3.3 Select physical and skill-related fitness types to meet individual participant needs	The skill-related types that Parkour coaches should target to develop and improve performance and fitness levels of their participants, taking consideration of individual participant goals and needs.	
3.4 Compare Parkour technical content and activities	Specific parkour technical content and activities.	
3.5 Select Parkour technical content and activities	Specific Parkour technical content and activities to participants based on their individual needs, learning style, development aspirations and personal goals.	
3.6 Give ways to embed Parkour technical content and activities within their coaching	How to embed specific Parkour technical content and activities within their coaching practice, sessions and programmes, giving reasons for this, ensuring the Parkour technical content and activities support their individual participant needs and stages of development.	
3.7 State reasons for observing participant performance	Reasons for and the importance of observing the performance of their participants during the activity.	

Learning Outcome: 4. Know tools and techniques to support technical demonstrations and explanation

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
4.1 Suggest tools which can support technical demonstrations and explanations	Tools such as using images, videos, to support their technical demonstrations and explanations.	
4.2 Provide techniques to support technical explanations	Techniques such as projection of voice, tone used, pronunciation, simplification, or definition of coaching terms used.	
4.3 Explain techniques to support technical demonstrations	Techniques such as, interactive demonstrations, break-down the demonstration into stages, etc.	

Learning Outcome: 5. Know ways to implement adaptions to their coaching programme and sessions

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
5.1 Give reasons for adapting coaching programmes and sessions	Reasons for revising own coaching programme and sessions plans when required, i.e. to overcome any possible barriers to participant development and when to complete reasonable adaptations to current and future programme design, delivery methods including own coaching styles.	
5.2 Provide examples of when to adapt their coaching programme and sessions	When and how to adapt their coaching programme and session to include: meeting the outcomes of their programme and session review when participants are not on target to meet their development goals	

Unit Title	Deliver a series of Parkour coaching sessions
Unit Aim	This unit assesses a coach's ability to deliver linked, progressive, safe, and inclusive series of Parkour coaching sessions while meeting individual participant needs and developing participants' performance within Parkour.
Unique Unit Number	T/650/8953
Unit Assessment Method(s)	- Oral Examination - Portfolio of Evidence - Practical Demonstration/Assignment
Assessment Specification	Learners must deliver a minimum of 2 x 20-minute sessions using their coaching session plans developed as part of Unit 6 "Plan a Series of Parkour Coaching Sessions". The delivery of the two sessions will be observed.

Learning Outcome: 1. Be able to prepare participants for their sessions

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 Carry out participant inductions	Conducting participant inductions according to Parkour and organisational guidance.	
1.2 Present session information to participants	Providing participants with information about the session and how it supports their goals.	
1.3 Be responsive to participant enquiries	Responding and giving correct information to participant enquiries.	
1.4 Demonstrate professional coaching practice to prepare participants	Preparing participants for their coaching sessions using coaching practices in alignment with professional coaching standards in terms of communication techniques, positive approach, professional manner.	
1.5 Assess a participants' readiness	Assessing their participants physical and mental readiness to participate within their session.	

Learning Outcome: 2. Be able to deliver coaching sessions		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 Carry out session delivery	Delivering their coaching session as per their session plans, such as adhering to start and finish times of their activities as scheduled in their plans.	
2.2 Carry out warm-up activities	Delivering warm-up activities linked to the goals of the session and as per their session plans.	
2.3 Carry out cool-down activities	Delivering cool-down activities linked to the goals of the session and as per their session plans.	
2.4 Perform clearing up tasks to conclude their session	Clearing away their coaching equipment and tidy up the venue, so it is left in an acceptable condition for future use.	
2.5 Provide information about future sessions to participants	Providing participants to participants about future sessions, i.e., date and times, venue, planned activities, fees, etc.	

Learning Outcome: 3. Be able to demonstrate professional coaching practices during delivery		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 Apply professional coaching practices to develop their role as a coach	Using coaching practices in alignment with professional coaching standards the wearing the appropriate attire, being on time, being prepared for sessions, being approachable, exemplifying role model qualities, showing positive first impressions, communicating respectfully, willingness to learn and improve, commitment to role etc.	
3.2 Demonstrate professional coaching practices during delivery of their coaching sessions	Using coaching practices that align with professional coaching standards to include, using own initiative, professional judgement, problem-solving, working as a team, good customer service etiquette, overcoming challenges to ensure the smooth running of the session, giving good first impressions, embedding good coaching attributes within their delivery, i.e., being non-judgemental and professional, appropriate approach to coaching, duty of care, safeguarding, health and safety while respecting equality and diversity.	
3.3 Maintain information to contribute to the ongoing delivery of their coaching sessions	Using their professional judgement regarding the processing of and maintaining information and review the outcomes and ways these impact on their coaching sessions, ensuring their coaching sessions reflect the most current data.	
3.4 Share the roles and responsibilities of a coach with participants	Communicating to their participants their role and responsibilities of being a coach, including their scope of practice, duty of care, etc.	
3.5 Be responsive to instructions from others	Their ability to follow and carry out instructions given by other members of their coaching team, i.e., their Coach.	
3.6 Engage with others on participant referrals	Engaging with others within their coaching regarding the referral of participants when outside own professional boundary, whilst adhering to organisational, legislative guidance, such as data protection, confidentiality.	

Learning Outcome: 4. Be able to demonstrate safe coaching practices		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
4.1 Carry out risk assessments	An ability to conduct risk assessments and dynamic risk assessment and then act upon these judgements.	
4.2 Manage risks and hazards	An ability to identify and manage risks and hazards, in accordance with their organisational policies and procedures while using their professional judgement.	
4.3 Use coaching equipment safely	Using coaching equipment safely, including the assembly, storage, appropriate and safe use within technical demonstrations, etc.	
4.4 Protect others during delivery	The wellbeing and safety of their participants and members of their coaching team is a prime focus during their delivery of their coaching sessions and monitor this during delivery. Complying with the obligations and requirements included within the duty of care towards their participants during delivery including safeguarding of vulnerable adults, children, and young adults.	
4.5 Maintain a safe coaching environment	What conscientious and professional working practices are and maintain these throughout delivery, continually considering risks, health and safety, duty of care, safeguarding, etc.	
4.6 Comply with legislative and sector guidance during delivery	Complying with legislative and sector guidance during the delivery of their coaching sessions, to include, health and safety requirements, Parkour requirements and guidance, equality and diversity. legislation, duty of care, safeguarding and protecting children and vulnerable adults promote professional coaching practices and demeanour, safeguarding, duty of care, etc.	
4.7 Comply with organisational policies and procedures during delivery	Complying with organisational policies and procedures during session delivery, to include safeguarding.	

Learning Outcome: 5. Be able to promote inclusive coaching practices during delivery		
Assessment Criteria The learner can:	**Mandatory Delivery Content** The learner will develop an understanding of:	**Evidence Requirements** The learner is required to complete:
5.1 Enable participants to be involved in their session and activities	ensuring and enabling each participant is taking part and actively involved in their sessions and activities, ensuring activities are appropriate for their participants in terms of level, ability, content, types and use of equipment's etc.	
5.2 Be responsive to individual participant needs	Adapting their coaching style and approach to meet the individual needs of their participants.	
5.3 Manage resources	Managing resources, including, coaching equipment and facilities, ensuring they meet individual participant needs, organisational and Parkour requirements, while ensuring access to participants and their coaching team.	
5.4 Make changes to address barriers	Making changes to programme design, sessions and activities to address any barriers to participants' participation and development. To include methods of delivery and adopted coaching style.	

Learning Outcome: 6. Be able to encourage participant engagement during delivery

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
6.1 Use communication methods that meet participant needs	Using communication methods appropriate for their participants, meeting their individual needs and learning styles.	
6.2 Agree participants roles and responsibilities	Agreeing participant roles and responsibilities to support their engagement within their coaching sessions.	
6.3 Agree goals with participants	Agreeing the individual, programme and session goals with their participants and members of their coaching team.	
6.4 Interact with participants to encourage rapport	interacting as a coach and being approachable, friendly, welcoming, respectful of equality and diversity including safeguarding considerations, selecting and using their coaching styles and theories to support each individual participant in a safe and inclusive way, supporting participant engagement and rapport, etc.	
6.5 Show participant needs are being met	Meeting individual participant needs throughout the delivery of their coaching sessions.	
6.6 Apply theories of learning	Applying theories of learning to support personalised learning, participant engagement, to meet their individual needs.	
6.7 Demonstrate the implementation of behaviour management strategies	Implementing behaviour management strategies to support an inclusive and safe coaching environment and ongoing participant engagement and development, while maximising the participant's experience.	
6.8 Maintain a conducive coaching environment	Showing a conscious effort and commitment to promoting and maintaining a positive learning culture, safe and inclusive coaching environment while considering duty of care, safeguarding, health and safety requirements.	
6.9 Manage participant engagement	Managing participant engagement during delivery and throughout their coaching programme.	

Learning Outcome: 7. Be able to work with others

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
7.1 Use different communication methods	Using the most appropriate method depending on their audience, coaching team vs participants, to include, verbal, non-verbal and written communication, whilst undertaking duties and promoting a more inclusive coaching environment.	
7.2 Maintain communication with others during delivery	Maintaining communications at an optimum between themselves, their participants, and their coaching team during delivery.	
7.3 Agree the roles and responsibilities of others	Agreeing the roles and responsibilities of others within their coaching team, i.e. duty of care, safeguarding, health and safety, assigned tasks, etc.	
7.4 Agree goals with others	Explaining and agreeing the individual, programme and session goals with their participants and members of their coaching team.	
7.5 Work with others during session delivery	Using teamwork skills to work with members of their coaching team and participants to support a positive coaching environment.	
7.6 Interact with others to influence a conducive coaching environment	nteracting with others, internal such as their immediate coaching team and external, such as legal guardians, to influence a safe, inclusive and positive coaching environment.	
7.7 Give feedback to others	Giving feedback to others within their coaching team and participants to support development while promoting a safe, inclusive, and positive coaching environment.	

Learning Outcome: 8. Be able to manage Coaching Assistants during delivery

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
8.1 Manage the deployment of Coaching Assistants during delivery	Managing or contributing to the deployment of Coaching Assistants and others within their sessions. For example, ensuring their organisation has conducted the necessary pre-requisite checks before deployment, such as DBS Checks, completion of induction, safeguarding training, Parkour registration process, hold required qualifications, etc.	
8.2 Enable Coaching Assistants to contribute to their coaching sessions	Supporting Coaching Assistants to contribute to their coaching sessions, to promote and deliver safe and engaging sessions and coaching environment.	
8.3 Manage their Coaching Assistant during delivery	Managing and continually monitoring their Coaching Assistant (or equivalent), throughout the delivery of their coaching sessions.	
8.4 Demonstrate a duty of care to their Coaching Assistant	Demonstrating a duty of care to their coaching assistant or equivalent, such as a volunteer.	
8.5 Encourage the progress of their Coaching Assistant	Being supportive towards and share learning and development resources, training opportunities with their Coaching Assistants (or equivalent) to support their learning, development, and progression.	

Unit Title	Technical and competency demonstrations for Parkour coaches
Unit Aim	The aim of this unit is to equip learners with the knowledge and skills to perform Parkour coaching demonstrations and explanations in a safe and inclusive way while supporting participant development, skill acquisition and engagement.
Unique Unit Number	Y/650/8954
Unit Assessment Method(s)	- Oral Examination - Portfolio of Evidence - Practical Demonstration/Assignment
Assessment Specification	

Learning Outcome: 1. Be able to manage participant development and skill acquisition plans		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 Carry out the implementation of participant development and skill acquisition plan within their delivery	Implementing skill acquisition, physical conditioning, and mental skills, movement mechanics, physical literacy, biomechanics, athletic development, and psychology within their delivery.	
1.2 Support participant development and skill acquisition plans within their delivery	Supporting and managing skill acquisition, physical conditioning, and mental skills, movement mechanics, physical literacy, biomechanics, athletic development, and psychology within their delivery.	
1.3 Review and revise participant development and skill acquisition plans	reviewing and revising implementation strategies relating to skills acquisition, physical conditioning, and mental skills plans within their delivery and coaching programme to meet the needs of their participants.	

Learning Outcome: 2. Be able to perform Parkour coaching demonstrations and explanations

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 Use technical content meeting individual participant needs	Using specific technical content or activities based on participants' needs.	
2.2 Select technical activities meeting individual participant needs	Selecting technical activities meeting the individual needs of their participants.	
2.3 Perform technical Parkour coaching demonstrations	Performing technical Parkour coaching demonstrations and explanations ensuring they meet the individual needs of their participants.	
2.4 Provide technical explanations	Providing technical Parkour explanations using clear instructions, appropriate communication method, suitable use of language and techniques to meet individual participant needs.	

Learning Outcome: 3. Be able to evaluate participant performance

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 Agree development goals with participants	Agreeing personal development needs and goals with their participants.	
3.2 Observe participant performance	Observing participant performance during the delivery of their coaching sessions.	
3.3 Evaluate their participants performances	Evaluating the strengths and weaknesses of their participants performances, identifying areas for development.	
3.4 Share performance feedback with participants	Sharing feedback with participants regarding their performance, i.e. areas for improvements, alignment with their goals, their achievements, and agreed points within their coaching programme.	
3.5 Assess participant performance evaluations	Assessing performance evaluations in terms of their level of development, actual and potential performance to inform goal setting and revise where applicable before the next participant performance review.	

Learning Outcome: 4. Be able to implement adaptions

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
4.1 Give reasons for making adaptions	the reasons and importance of adapting their coaching programme, sessions and activities such as, to reflect the progress and needs and circumstances of their participants.	
4.2 Use participant data to inform adaptions	Using participant data, i.e. performance data, and makes amends their coaching programme and sessions as appropriate.	
4.3 Make adaptions to their coaching programme	adapting their coaching programme and sessions goals and activities to align with the progress and circumstances of their participants.	
4.4 Carry out programme modifications	modifying coaching programmes to maintain congruency with their session and participant goals and review outcomes.	
4.5 Agree programme and session adaptions and modifications with others	Agreeing with members of their coaching team, preferably their Coach before implementing adaptions and modifications to their coaching programme and sessions.	

Learning Outcome: 5. Be able to produce contingency plans

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
5.1 Give reasons for producing contingency plans	The reasons and the importance of contingency plans	
5.2 Produce contingency plans	Producing contingency plans based on a risk assessment and other factors, such as environmental, economic, physical, etc and amend the session accordingly, upon agreement with others.	

Qualification Conditions: Delivery and assessment requirements

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

Qualification Approval Conditions: Workforce requirements

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

Tutor(s):

The requirements outlined in the centre handbook apply. In addition, the minimum expectation for all tutors are:
·hold the 1st4sport Level 2 Certificate in Coaching Parkour/Freerunning qualification
·be working towards or hold a regulated and recognised teaching qualification
·to evidence current industry knowledge and experience through a commitment to ongoing CPD and development
The recognised centre is required to recruit and deploy approved tutors. The tutors are responsible for the delivery of the qualification.

Assessor(s):

The requirements outlined in the centre handbook apply. In addition, the minimum expectation for all assessors are:
· hold the 1st4sport Level 2 Certificate in Coaching Parkour/Freerunning qualification
· be working towards or hold a regulated and recognised teaching qualification
· to evidence current industry knowledge and experience through a commitment to ongoing CPD and development
The recognised centre is required to recruit and deploy approved tutors. The tutors are responsible for the delivery of the qualification.

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

The requirements outlined in the centre handbook apply. In addition, the minimum expectation for all IQAs are:
·hold the 1st4sport Level 2 Certificate in Coaching Parkour/Freerunning qualification
·be working towards or hold a regulated and recognised assessor qualification
·to evidence current industry knowledge and experience through a commitment to ongoing CPD and development The recognised centre is required to recruit and deploy approved Internal Quality Assurers. The IQA's are responsible for the quality assurance of the qualification.

Additional Qualification Requirements

The 1st4sport Level 2 Certificate in Coaching Parkour/Freerunning has been developed in partnership with the National Governing Body (NGB), Parkour UK.