

# 1st4sport Level 2 Certificate in Coaching Multi-Skills Development in Sport

Qualification Specification



## About Us

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

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

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

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

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

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

## Qualification Specification

|                                  |  |
|----------------------------------|--|
| Title:                           | 1st4sport Level 2 Certificate in Coaching Multi-Skills Development in Sport  |
| Qualification Overview:          | Provides the knowledge and skills to coach multi-skills and how to enhance sessions with the principles of fundamental movement skills and fundamental sports skills. This is not a sport-specific coaching qualification. This product is mapped against the Coach (Occupation) Professional Standards as a CIMSPA Professional Standards Endorsed Qualification. |
| Qualification Code:              | L2CCMSR  |
| Qualification Regulation Number: | 603/1873/9   |
| Guided Learning Hours (GLH):     | 34   |
| Total Qualification Time (TQT):  | 169  |
| Credit Value (if applicable):    | Not applicable   |
| Operational Start Date:          | 01/09/2017   |
| Qualification Review Date:       | 31/08/2026   |
| Learner Registration Period:     | 2 years  |
| Qualification Objective:         | This qualification qualifies learners to become an independent coach of multi-skills development in sport and physical activity.   |
| Qualification Purpose:           | Prepare for employment in a specific occupational area.  |

### Who is this qualification for?

The qualification is designed for those who wish to become involved in delivering multi-skills as an independent coach, and wish to take responsibility for the ongoing development of participants at a variety of ages in this area. Individuals operating within Physical Education and School Sport across the curriculum may wish to undertake this qualification.

## Qualification Progression

Holders of this qualification are able to progress onto a wide range of Level 2 sports-specific qualifications. The skills and knowledge developed may be used to enable learners to progress to other industry-relevant qualifications such as activity leadership, supporting PE in school sport and sports development.

This qualification may lead to paid employment or unpaid voluntary roles in coaching multi-skills, either working independently or as part of a coaching team. The learner should not be deployed independently in this role until the age of 18. Other roles the learner may consider exploring include Activity Leader, Official and Sports Volunteer.

## Entry Requirements

Learners must be a minimum of 16 years old at registration and 17 years old at certification.

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

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

Prior to registration learners are required to:

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

## Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 5 of 5 mandatory units)

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

## Grading Methods

This qualification will be graded Pass / Fail.

## Qualification Structure

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

### Mandatory Units

| Unit ID    | Unit Title   | GLH |
|------------|--|-----|
| T/615/7702 | Review a series of multi-skills coaching sessions  | 4   |
| M/615/7701 | Technical coaching requirements for multi-skills   | 3   |
| K/615/7700 | Deliver a series of multi-skills coaching sessions | 10  |
| F/615/7699 | Plan a series of multi-skills coaching sessions    | 4   |
| A/615/7698 | The role of the multi-skills coach                 | 13  |

### Optional Units

There are no optional units in this qualification

### Pathway Units (where applicable)

There are no pathway units in this qualification

|                           |  |
|---------------------------|--|
| Unit Title                | Review a series of multi-skills coaching sessions  |
| Unit Aim                  | This unit assesses a coach's ability to review a series of sports or physical activity coaching sessions that meet the needs of participants. The series of sports or physical activity coaching sessions reviewed will be linked and progressive in nature in order to develop participants' performance within a sport or physical activity. |
| Unique Unit Number        | T/615/7702   |
| Unit Assessment Method(s) | Coursework   |
| Assessment Specification  | The learner is required to successfully complete all tasks within the learner portfolio designed by 1st4sport Qualifications. These include written tasks and practical demonstrations under the supervision of the assessor.  |

**Learning Outcome: 1. be able to review a series of sessions designed to develop fundamental movement skills and fundamental sports skills**

| <b>Assessment Criteria</b><br>The learner can:   | <b>Indicative Delivery Content</b>   |
|--|--|
| 1.1 review participants' performance   | <ul style="list-style-type: none"> <li>• Understand the purpose of an evaluation</li> <li>• understand typical unit of an evaluation</li> <li>• understand how an evaluation can be used at a later date</li> <li>• understand how to measure participant development</li> <li>• use a variety of evaluation methods that can be used to monitor participant(s) development and learning</li> </ul>  |
| 1.2 analyse own coaching practice  | <ul style="list-style-type: none"> <li>• Understand the principles of self-reflection</li> <li>• utilise feedback from others</li> <li>• identify personal development needs</li> <li>• gain valid feedback on own performance from participants and others</li> <li>• take responsibility for own development</li> <li>• access continuing personal development (CPD) and develop a personal action plan and mentoring opportunities</li> <li>• participate in continual review</li> <li>• identify career progressions in the sport and the role of others</li> </ul>  |
| 1.3 apply the review of sessions to future planning  | <ul style="list-style-type: none"> <li>• Review and evaluate the session, using the views of participants and others, and using it to impact on future sessions</li> <li>• agree the outcomes of the review with participants and others, advise them on their development needs and adapt future sessions to reflect needs</li> </ul>   |
| 1.4 review the effectiveness of the series of sessions designed to develop fundamental movement skills and fundamental sports skills | <ul style="list-style-type: none"> <li>• Review the outcomes of the session, feedback from participants and others involved in the session</li> <li>• identify:                             <ul style="list-style-type: none"> <li>whether outcomes for the session were met</li> <li>how did it meet individual needs (e.g. motivation for attending, personal goals,</li> <li>how did it meet the principles of FMS/FSS</li> <li>how effective the delivered activities were</li> <li>your management of the session, including health, safety and welfare issues</li> <li>ways to improve future sessions</li> <li>how to discuss your evaluation and feedback with colleagues                                     <ul style="list-style-type: none"> <li>• record your evaluation for future reference</li> <li>• seek out specific participant feedback and include this in your evaluation</li> <li>• make adaptations to suit different ages, including children, youth, adults and mature adults</li> <li>• make adaptations to support different, contrasting or complimentary FMS and FSS</li> </ul> </li> </ul> </li> </ul> |

|                           |  |
|---------------------------|--|
| Unit Title                | Technical coaching requirements for multi-skills   |
| Unit Aim                  | This unit will provide the learner with the knowledge and understanding to be able to introduce, develop and enhance fundamental movement skills and sport-specific skills to different populations through the coaching of multi-skills activities. This will include an understanding of how to support physical and skill development through via the practical coaching of linked and progressive multi-skills sessions. |
| Unique Unit Number        | M/615/7701   |
| Unit Assessment Method(s) | Coursework   |
| Assessment Specification  | The learner is required to successfully complete all tasks within the learner portfolio designed by 1st4sport Qualifications. These include written tasks and practical demonstrations under the supervision of the assessor.  |

**Learning Outcome: 1. know how to support fundamental movement skills and fundamental sports skills**

| <b>Assessment Criteria</b><br>The learner can:                              | <b>Indicative Delivery Content</b>  |
|---|---|
| 1.1 describe the principles that apply to fundamental movement skills (FMS) | <ul style="list-style-type: none"> <li>• The principles and terminology used in fundamental movement skills, such as:                             <ul style="list-style-type: none"> <li>- ABCs of fundamentals of movement:                                     <ul style="list-style-type: none"> <li>? agility</li> <li>? balance</li> <li>? coordination</li> </ul> </li> <li>- the principles of SOL:                                     <ul style="list-style-type: none"> <li>? stability</li> <li>? object control</li> <li>? locomotion</li> </ul> </li> <li>- Male and Female Youth Physical Development Model, including:                                     <ul style="list-style-type: none"> <li>? locomotion</li> <li>? manipulation</li> <li>? stabilisation</li> </ul> </li> </ul> </li> </ul> |
| 1.2 describe the principles that apply to fundamental sports skills (FSS)   | <ul style="list-style-type: none"> <li>• The games categories that are included in sport-specific skills, including                             <ul style="list-style-type: none"> <li>- net/wall games</li> <li>- invasion games</li> <li>- target games</li> <li>- striking and fielding games</li> <li>- athletics</li> <li>- creative movement                                     <ul style="list-style-type: none"> <li>• the key principles of each game category</li> </ul> </li> <li>- tactical play</li> <li>- knowledge of the appropriate fundamental sport skills to be used in each game category</li> <li>- correct decision-making when using appropriate fundamental sport skills</li> <li>- knowledge of basic rules required to participate in each game category#</li> </ul> </li> </ul>      |

**Learning Outcome: 2. apply understanding of Multi-Skills development in sport to the planning, delivery and review of a series of sessions**

| <b>Assessment Criteria</b><br>The learner can:   | <b>Indicative Delivery Content</b>   |
|--|--|
| 2.1 embed understanding of Multi-Skills development in sport to the planning, delivery and review of a series of sessions. | <ul style="list-style-type: none"> <li>• All areas relevant to the planning, delivery and review of Multi-Skill activity sessions (See units 2, 3 and 4 for further information) utilising the development areas identified in Assessment Criteria 1.1 and 1.2 of this unit</li> </ul> |



|                                  |  |
|----------------------------------|--|
| <b>Unit Title</b>                | Deliver a series of multi-skills coaching sessions   |
| <b>Unit Aim</b>                  | This unit assesses a coach's ability to deliver a series of multi-skills coaching sessions to meet the needs of participants. The series of multi-skills coaching sessions delivered will be linked and progressive in nature in order to develop participants' performance within multi-skills. |
| <b>Unique Unit Number</b>        | K/615/7700   |
| <b>Unit Assessment Method(s)</b> | Coursework   |
| <b>Assessment Specification</b>  | The learner is required to successfully complete all tasks within the learner portfolio designed by 1st4sport Qualifications. These include written tasks and practical demonstrations under the supervision of the assessor.  |

**Learning Outcome: 1. be able to deliver a series of sessions designed to develop fundamental movement skills and fundamental sports skills**

| <b>Assessment Criteria</b><br>The learner can:     | <b>Indicative Delivery Content</b>  |
|--|---|
| 1.1 establish a safe coaching environment          | <ul style="list-style-type: none"> <li>• Conduct a risk assessment, minimising any identified risks</li> <li>• organise the setting up of equipment required for the session</li> </ul>   |
| 1.2 prepare the participants for coaching sessions | <ul style="list-style-type: none"> <li>• Apply the principles of good practice for starting coaching sessions</li> <li>• provide information to participants on the aims and objectives of sessions, agreeing these with participants</li> <li>• understand physical preparation and how to deliver warm-ups</li> </ul> |

|  |  |
|--|--|
| <p>1.3 deliver coaching sessions in line with guidelines</p>   | <ul style="list-style-type: none"> <li>• Apply C System of Coaching throughout the session</li> <li>• use the STEP Model to make appropriate adjustments to ensure each participant has a meaningful experience</li> <li>• demonstrate effective application of the inclusion spectrum to provide inclusive session</li> <li>• make sure the participants are physically prepared for the activities through appropriate warm up activities</li> <li>• effectively observe, analyse, provide feedback and make necessary interventions that enhance the performance of individual participants through applying the coaching process to a) whole group b) small group and/or c) individual when required</li> <li>• effectively make adaptations to an activity in one or more of the following: different ages, including children, youth, adults and mature adults; differing participant abilities (including disabilities)</li> <li>• use communication methods appropriate to situations and participants</li> <li>• consistently demonstrate positive coaching behaviours such as positive body language and a friendly and approachable demeanour</li> <li>• support procedures to ensure the participants' behaviour maintains an appropriate learning environment</li> <li>• follow planned procedures for health, safety and respect for the environment</li> <li>• develop the activities at a pace suited to the participants whilst meeting its outcomes and objectives</li> <li>• assess participants progress and give timely and appropriate feedback</li> <li>• give the participants further explanations and demonstrations when necessary</li> </ul> |
| <p>1.4 develop participants through the provision of explanations and demonstrations of activities</p> | <ul style="list-style-type: none"> <li>• Know how and when to apply appropriate communication methods in the provision of technical guidance</li> <li>• use the principles of skill development in their coaching, selecting correct techniques to developing participants' skills</li> <li>• understand different types of demonstration</li> <li>• provide technical and tactical demonstrations and explanations that are correct</li> <li>• identify and utilise sport or physical activity specific rules and codes</li> </ul>  |
| <p>1.5 analyse and provide feedback on participants' performance</p>                                   | <ul style="list-style-type: none"> <li>• Understand the principles of analysing participants' performance</li> <li>• observe participants, analyse performance and provide constructive feedback</li> <li>• communicate effectively with participants and show listening skills</li> <li>• support participant(s) in taking responsibility for their own learning</li> </ul>   |
| <p>1.6 ensure participants' safety is maintained</p>   | <ul style="list-style-type: none"> <li>• Manage coaching activities and adapt to maintain safety as required</li> <li>• manage safe use of equipment during the session</li> <li>• manage behaviours by being:             <ul style="list-style-type: none"> <li>- positive and challenging</li> <li>- encouraging and motivating</li> </ul> </li> </ul>  |

1.7 conclude the session

- Apply the principles of good practice for concluding coaching sessions
- deliver cool-downs
- summarise session outcomes, providing feedback to participants
- organise the taking down and storage of equipment used during the session
- offer information to participants after coaching sessions

|                                  |   |
|----------------------------------|---|
| <b>Unit Title</b>                | Plan a series of multi-skills coaching sessions   |
| <b>Unit Aim</b>                  | This unit assesses a coach's ability to plan a series of multi-skills coaching sessions to meet the needs of participants in three separate areas: fundamentals of movement, fundamental movement skills and fundamental sports skills. The learner will be taught how to develop a series of linked and progressive sessions in each key area. Each will be linked and progressive in order to develop participants' performance relevant to their age and stage of development. |
| <b>Unique Unit Number</b>        | F/615/7699  |
| <b>Unit Assessment Method(s)</b> | Coursework  |
| <b>Assessment Specification</b>  | The learner is required to successfully complete all tasks within the learner portfolio designed by 1st4sport Qualifications. These include written tasks and practical demonstrations under the supervision of the assessor.   |

**Learning Outcome: 1. be able to plan a series of sessions designed to develop fundamental movement skills and fundamental sports skills**

| Assessment Criteria<br>The learner can:   | Indicative Delivery Content  |
|---|--|
| 1.1 describe activities which develop fundamental movement skills and fundamental sports skills | <ul style="list-style-type: none"> <li>• Plan activities that develop fundamental movement skills, for example:               <ul style="list-style-type: none"> <li>- balance</li> <li>- coordination</li> <li>- agility</li> <li>- locomotion</li> <li>- manipulation</li> <li>- stabilisation</li> </ul> </li> <li>• plan activities that develop fundamental sports skills, for example:               <ul style="list-style-type: none"> <li>- net/wall games</li> <li>- invasion games</li> <li>- target games</li> <li>- striking and fielding games</li> <li>- athletics</li> <li>- creative movement</li> </ul> </li> </ul> |

|  |  |
|--|--|
| <p>1.2 plan a series of linked and progressive sessions to develop fundamental movement skills and fundamental sports skills</p> | <ul style="list-style-type: none"> <li>• Identify aims and objectives of the coaching programme, setting SMART/ tangible goals that have been agreed with participants</li> <li>• how to produce a multi-skills session plan that includes:             <ul style="list-style-type: none"> <li>- numbers attending</li> <li>- venue and facilities</li> <li>- equipment layout/floor plan</li> <li>- a rationale for selection of activities for selected participant group</li> <li>- an account of risk assessment outcomes for multi-skill activities</li> <li>- contingencies</li> <li>- an understanding of the needs of individual participants (motivation to participate, state of physical readiness, age and physical development stage)</li> </ul> </li> <li>• plan a session that uses multi-skill activities appropriate to the outcomes of the session and meets the needs of each participant.</li> <li>• demonstrate knowledge of progressing from one activity to another that achieves the session outcomes and meets the needs of the participants</li> </ul> |
| <p>1.3 plan activities to meet the aims of the sessions</p>  | <ul style="list-style-type: none"> <li>• Understand how individual sessions support the aims of the coaching programme</li> <li>• identify aims and objectives of sessions, setting SMART/ tangible goals that have been agreed with participants</li> <li>• plan and prepare sessions that meet the needs of participants from different backgrounds and at different stages of development to include:             <ul style="list-style-type: none"> <li>- realistic timings</li> <li>- sequences of activities</li> <li>- intensity of activities</li> <li>- duration of activities</li> <li>- specific technical content within activities</li> <li>- specific tactical content within activities</li> <li>- contingencies</li> </ul> </li> <li>• plan activities to support Fundamental Movement Skills (identified in AC 1.1)</li> <li>• plan activities to support Fundamental Sports Skills (identified in AC 1.1)</li> </ul>   |

|                                  |  |
|----------------------------------|--|
| <b>Unit Title</b>                | The role of the multi-skills coach   |
| <b>Unit Aim</b>                  | This unit assesses a coach's understanding of their role and responsibilities and the roles of others, as well as various communication methods and development models designed to support the advancement of various populations, including children. |
| <b>Unique Unit Number</b>        | A/615/7698   |
| <b>Unit Assessment Method(s)</b> | Coursework   |
| <b>Assessment Specification</b>  | The learner is required to successfully complete all tasks within the learner portfolio designed by 1st4sport Qualifications. These include written tasks and practical demonstrations under the supervision of the assessor.                          |

### Learning Outcome: 1. understand the role of the coach

| Assessment Criteria<br>The learner can: | Indicative Delivery Content   |
|---|---|
| 1.1 describe the role                   | <ul style="list-style-type: none"> <li>• The role of the fully independent multi-skills coach, its boundaries and adherence to codes of conduct</li> <li>• how to coach when working with others such as leaders, coaching assistants</li> <li>• the importance of being a role model</li> <li>• the key principles of development, including the C System for Coaching and the expected development at various ages and stages</li> <li>• the key development models, including the Male Youth Physical Development Model and the Female Youth Physical Development Model</li> <li>• the communication process for a variety of populations (children, youth, adults, mature adults)</li> <li>• key listening and delivery skills</li> </ul> |

## Learning Outcome: 2. understand the responsibilities of the coach

| Assessment Criteria<br>The learner can:                              | Indicative Delivery Content   |
|--|---|
| 2.1 describe responsibilities related to duty of care                | <ul style="list-style-type: none"> <li>• What constitutes acceptable relationships as a coach</li> <li>• the guidelines for safeguarding and protecting the following participant groups, adherence to these and maintaining confidentiality:               <ul style="list-style-type: none"> <li>- young people and children, including signs and symptoms of abuse</li> <li>- adults at risk</li> <li>- participants who share protected characteristics</li> </ul> </li> <li>• how to encourage and reward positive behaviour and to respond to discriminatory behaviour, behaving in a fair, consistent and ethical manner</li> <li>• the requirements of the participant group; managing information for and about all types of participants</li> </ul>   |
| 2.2 describe responsibilities related to safe coaching practice      | <ul style="list-style-type: none"> <li>• How to set and agree ground rules</li> <li>• health and safety management, understanding how to:               <ul style="list-style-type: none"> <li>- prepare the environment</li> <li>- conduct a risk assessment</li> <li>- minimise risk</li> <li>- put contingency plans in place</li> </ul> </li> <li>• emergency procedures, knowing how to follow:               <ul style="list-style-type: none"> <li>- correct procedures for dealing with accidents, emergencies and incidents</li> <li>- correct procedures for reporting issues</li> </ul> </li> </ul>  |
| 2.3 describe responsibilities related to inclusive coaching practice | <ul style="list-style-type: none"> <li>• inclusive delivery of coaching sessions and activities and where to gain information on this</li> <li>• how to communicate, deal with and meet the needs of a variety of participant types:               <ul style="list-style-type: none"> <li>- disabled and non-disabled people</li> <li>- children/youth/adults</li> <li>- those who share protected characteristics</li> </ul> </li> <li>• how to assist with meeting the needs of participants who share protected characteristics</li> <li>• recognising that different participants learn in different ways</li> <li>• how different backgrounds and stages of participant development can impact on:               <ul style="list-style-type: none"> <li>- age</li> <li>- skill development</li> <li>- emotional development</li> </ul> </li> </ul> |

## Learning Outcome: 3. Understand participants and their development needs

| <b>Assessment Criteria</b><br>The learner can:                      | <b>Indicative Delivery Content</b>  |
|---|---|
| 3.1 describe how to engage with and develop a range of participants | <ul style="list-style-type: none"> <li>• How to gather information about lifestyle, previous experience, and the needs of different participant groups</li> <li>• participants' motivations for taking part</li> <li>• the impact of the participants' background, stage of development and needs on:                             <ul style="list-style-type: none"> <li>- session management</li> <li>- the different ways adults and children learn</li> <li>- learning and the coaching environment (beginner vs experienced)</li> </ul> </li> <li>• how to cater for individual needs within group coaching</li> </ul>  |
| 3.2 describe the physical influences on participation               | <ul style="list-style-type: none"> <li>• The physical capabilities required for, and the basic anatomical and biomechanical demands of typical Multi-Skill development sessions</li> <li>• the units of physical fitness and how they link directly to Multi-Skills</li> <li>• how to minimise the risk of injury and assist a participant returning from injury</li> <li>• the role of the coach in encouraging the pursuit of a healthy lifestyle, including an awareness of:                             <ul style="list-style-type: none"> <li>- nutrition</li> <li>- hydration</li> <li>- social and performance-enhancing drugs</li> </ul> </li> <li>• how the physical capabilities of participants will influence the content and structure of the session</li> </ul> |



3.3 describe the mental and social influences on participation

- How the mental capabilities of participant(s) will influence the content and structure of the session
- the key methods for improving participant:
  - connection
  - confidence
  - concentration
  - motivation
  - emotional control
  - cohesion
    - the concepts of:
  - skill coordination
  - motor skill learning
  - skill acquisition
  - skill retention
  - skill transfer
    - the different stages of cognitive, emotional and social development
    - how to develop participants' mental skills in sport or physical activity
    - how to develop participants socially;
  - building relationships and rapport with and between participants
  - develop confidence
  - self-esteem

## Qualification Conditions: Delivery and assessment requirements

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

## Qualification Approval Conditions: Workforce requirements

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

### Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

The recognised centre is required to recruit and deploy approved tutors. The tutors are responsible for the delivery of the qualification. Tutors are required to:

have experience in coaching multi-skills to support development

hold or be working towards a suitable teaching qualification

If an individual does not meet both tutor and assessor requirements they must not assume both positions.

### Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

The recognised centre is required to recruit and deploy approved assessors. The assessors are responsible for the assessment of the qualification. Assessors are required to:

- hold or be working towards a suitable assessor qualification
- have experience in coaching multi-skills to support development

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

For this qualification, the minimum requirements stated in the centre handbook apply

## Additional Qualification Requirements

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

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

- A theory space which includes a classroom containing an adequate number of seats and tables (not benches) for the cohort

- A playing area/practical space wherein multi-skills sessions may take place in safety and comfort

The recognised centre is required to have equipment in place to facilitate the full programme of learning and assessment which must comply with accepted health and safety practice for multi-skills development in sport/coaching and teaching more generally, and include as a minimum:

- Flip chart and a selection of coloured pens

- A selection of: bean bags, small and large sized balls, rackets and bats, cones, hops/hurdles, floor markers, bibs.

This qualification is regulated by Ofqual (603/1873/9) and QiW (C00/1304/3 - Regulated). This product is mapped against the Coach (Occupation) Professional Standards as a CIMSPA Professional Standards Endorsed Qualification

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