Developed in partnership with British Gymnastics

1st4sport Level 2 Certificate in Coaching Trampoline Gymnastics

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 Trampoline Gymnastics
Qualification Overview:	Ensures learners have the knowledge, skills, and confidence to plan, deliver and evaluate linked and progressive trampoline gymnastics-based sessions.
Qualification Code:	L2CCGYMTRAG
Qualification Regulation Number:	610/1759/0
Guided Learning Hours (GLH):	94
Total Qualification Time (TQT):	125
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/01/2023
Qualification Review Date:	31/03/2026
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to become a gymnastics coach in the discipline of trampoline.
Qualification Purpose:	Prepare for employment in a broad occupational area.

Who is this qualification for?

The qualification has been developed for learners who hold the 1st4sport Level 1 Award in Coaching Trampoline Gymnastics and are 17 years of age prior to accessing a programme of training. However, due to the level of responsibility associated with the role, learners will not be eligible for certification until they are 18 years of age.

Qualification Progression

With this qualification, learners could consider completing the:

- 1st4sport Level 2 Certificate in Activity Leadership
- 1st4sport Level 2 Certificate in Supporting Physical Activity and Sport Within the School Environment.

This qualification may lead to paid or voluntary roles in coaching tumbling.

They could also consider roles including activity leader, sports official, or sports volunteer.

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:
- E-Assessment (in 4 of 9 mandatory units),
- Portfolio of Evidence (in 9 of 9 mandatory units),
- Practical Demonstration/Assignment (in 8 of 9 mandatory units)

Grading Methods

This qualification will be graded Pass / Fail.

Qualification Structure

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

Mandatory Units

Unit ID	Unit Title	GLH
D/650/4751	Understanding the fundamentals of coaching gymnastics	10
F/650/4752	Understanding how to develop participant(s) through coaching sport	11
H/650/4753	Supporting participant(s)' lifestyle through coaching sport	11
J/650/4754	Understanding the principles of safe and equitable coaching practice	12
K/650/4755	Plan a programme of Gymnastics coaching sessions	6
L/650/4756	Prepare the Gymnastics coaching environment	6
M/650/4757	Deliver a series of Gymnastics coaching sessions	8
R/650/4758	Monitor and evaluate Gymnastics coaching sessions	6
Y/650/4830	Technical coaching requirements for Trampoline Gymnastics	24

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Understanding the fundamentals of coaching gymnastics
Unit Aim	This unit assesses the coach's understanding of their role in the planning, implementing, analysing and revising coaching sessions. They will also identify a range of methods of developing learning, performance and the effective management of participant behaviour.
Unique Unit Number	D/650/4751
Unit Assessment Method(s)	- E-Assessment - Portfolio of Evidence - Practical Demonstration/Assignment
Assessment Specification	Learners are required to complete a series of E-Assessment tasks, tasks within their coaching logbook, a professional discussion and practical demonstration which are assessed by their Tutor/Assessor.

Learning Outcome: 1. Understand the role 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 Describe how to ensure that the participant is at the centre of the coaching process	• How coaching impacts on participants. • Identify coach-centred and participant –centred coaching styles and when to implement them. • Develop their own coaching philosophy.	Task 1
1.2 Explain how to empower participant(s)' choice, discovery of solutions and need to develop at their own pace	• How to motivate participants struggling with skills. • How to reinforce different learning styles. • How to provide physical and emotional support to the participant.	Task 2
1.3 Describe how to develop and maintain positive relationships with and between participant(s)	• How to build positive and cohesive relationships between groups/teams.	Task 4
1.4 Describe how to provide a coaching environment that motivates, recognises and values diversity, controls risk, encourages challenge, enjoyment and achievement	• How to develop participants concentration and motivation to promote a positive coaching environment. • Understand the requirements for formal safety checks of facilities, equipment and people.	Task 3 Task 4

1.5 Identify methods to develop participant(s)' confidence and self esteem	• How to develop participants confidence through realistic and achievable goals, positive reassurance and constructive feedback.	Task 4
1.6 Describe how to identify opportunities for the coach to reflect and develop their coaching practice	• Self-reflect against How 2 Coach skills/Quality indicators following session delivery. • Utilise mentor/ assessor feedback to develop action plans to further develop coaching practice.	Task 3 Task 6 Task 7
1.7 State the different support personnel that can contribute to coaching sessions	• The roles and responsibilities they have towards individuals involved in a session including: participants, parents, carers, other coaches, welfare officers and officials.	Task 1
1.8 Describe how support personnel can be used to contribute to coaching sessions	• Roles other coaches/ officials may have within the session including Health and Safety and assisting in session delivery.	Task 2 Task 3
1.9 Explain the importance of positively promoting the role of officials in competition	• Encourage good practice and respect for all officials at competitions from all club representatives.	Task 2
1.10 Summarise the boundaries of a coach:participant relationship	• The code of conduct as set out by British Gymnastics with regards to coach:participant relationships. • What is acceptable, in terms of boundaries included in a coach:participant relationship	Task 1
1.11 Give reasons for adhering to the coach:participant relationship boundaries	• Understand the British Gymnastics code of conduct and standards of conduct, including consequences for not adhering to them.	Task 1
1.12 Compare the key components of legislative, regulatory and coaching codes of practice	• Understand the safeguarding, legislation, insurance requirements and codes of conduct relating to various audiences to maintain high standards of personal conduct and a positive image of the sport to be projected	Task 1
1.13 Outline types of information the coach should provide to participant(s) after a coaching session	• Understand the content of a session conclusion including feedback, reflection opportunities and goal setting.	Task 6 Task 7

Learning Outcome: 2. Understand the coaching process		
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 how to identify participant(s)' needs	• Understand development of participant profiling for session development.	Task 3
2.2 State the sources of information that a coach can use when planning and preparing coaching sessions	• Understand what information may be included in a participant profile. For example: age, gender, goals, individual learning needs, medical conditions, external factors, previous sporting experience.	Task 3
2.3 Give examples of participant information that should be treated confidentially	• Understand that participant profile sheets, contain personal information, are confidential and should be stored in line with GDPR.	Task 3
2.4 Describe the stages and components of the coaching process	• Understand the process of developing linked progressive sessions. • Follow the plan > deliver > review process.	Task 3
2.5 Describe how to plan coaching sessions that meet participant(s)' needs	• Interpret a group profile to develop sessions that suit the needs of the participants.	Task 3
2.6 Explain how individual coaching sessions support the aims of the wider coaching programme	• Create an overview for a series of linked sessions showing long-term progression of a group of participants.	Task 3
2.7 Explain the process of setting SMART goals/objectives	• Developing participant-centred SMART goals. • Set an achievable long-term goal and corresponding individual session goals.	Task 3
2.8 Describe how to start and end a coaching session	• What a session introduction is comprised of, including: welcome, setting the scene/goals, checking participant welfare and safety checks regarding attire. • What a session conclusion is comprised of, including feedback, self-reflection, future goal setting and safe dispersal of participants.	Task 3
2.9 Explain how the physical and psychological capabilities of participant(s) can influence the session content and structure	• Understand the positive and negative factors relating to physical and psychological capabilities and how to adjust planning and delivery to suit individual needs.	Task 4

2.10 Describe types of demonstrations to encourage learning	• Understand the different ways to engage visual learners through live demonstrations, videos, diagrams, models or images.	Task 4
2.11 Explain how to balance instruction, facilitation, and demonstration within sessions	• Understand when and how to utilise the following coaching styles: show & tell; question & involve; set up & stand back.	Task 4
2.12 Describe how to use listening skills	• Understand the importance of active listening to identify key information within a conversation.	Task 2
2.13 Describe how to select language that is appropriate to participant(s)	• Understand how to cater for auditory learners. • How to vary your language dependent on the age group you are working with.	Task 4
2.14 Summarise how the coach can establish the views of participant(s) about the coaching sessions	• Understand how to involve the participant, through questioning, in initial goal setting, session introductions and session reflections.	Task 4
2.15 Identify situations when a coach may need to change or adapt a session	• Understand how to adapt a session due to several factors e.g. age group, facility temperature, lack of equipment, physical/ phycological/ technical or injury issues with the participants.	Task 4
2.16 Describe how to give constructive feedback to participant(s)	• Understand the benefits of constructive feedback on participants as opposed to critical feedback.	Task 2
2.17 Identify how to cater for an individual's needs within group coaching	• Adapting sessions to ensure they remain inclusive, safe and appropriate for the whole group.	Task 2 Task 3
2.18 Describe how to organise group coaching sessions	• Understand how to plan for a group of participants utilising information gathered during the group profiling, providing a range of activities that cater for all levels.	Task 3

Learning Outcome: 3. Understand participant(s)' learning styles		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 Outline different learning styles and needs	• Understand visual, auditory, kinaesthetic, global and sequential learning styles	Task 4
3.2 Explain how to consider participant(s)' learning styles and needs when planning coaching sessions	• How to adapt coaching to cater for individual learning styles.	Task 4
3.3 Define the purpose of monitoring and evaluating learning	• Understand the requirement to feedback and evaluate each session using own reflections and others. • Understand the requirement to review session goals and review long-term goals as progressions are made.	Task 3
3.4 Describe ways the coach can support participant(s) in taking responsibility for their own learning	• How to create a participant-centred environment and include participants in goal setting.	Task 3
3.5 Describe how to manage different learning styles and learning needs, in group coaching	• Understand the various coaching styles and types of learners when coaching a group.	Task 5

Learning Outcome: 4. Understand behaviour management		
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 the principles of positive behaviour management	• Understand the requirement for behaviour management for health and safety reasons, competition etiquette, confrontation and bullying.	Task 2
4.2 Describe how to develop a behaviour management strategy for coaching sessions	There is no Mandatory Delivery Content for this Assessment Criteria	Forms part of the positive coaching module – must be completed to practice at Level 2
4.3 Outline ground rules for positive behaviour during coaching sessions	• Understand how to set out expectations around behaviour at the start of a session and throughout.	Task 3 Task 7
4.4 Outline methods of communicating and implementing ground rules	There is no Mandatory Delivery Content for this Assessment Criteria	Forms part of the positive coaching module – must be completed to practice at Level 2
4.5 Explain the importance of fair and consistent behaviour management	There is no Mandatory Delivery Content for this Assessment Criteria	Forms part of the positive coaching module – must be completed to practice at Level 2
4.6 Explain how to encourage and reward positive behaviour	There is no Mandatory Delivery Content for this Assessment Criteria	Forms part of the positive coaching module – must be completed to practice at Level 2
4.7 Identify the types of behaviour by participant(s) and others that may cause emotional distress	• Understand a range of behaviours including unsporting behaviour, frustrated parents/carers and peer-to-peer bullying.	Task 2
4.8 Explain how to respond as a coach to behaviour by participant(s) that may cause emotional distress	• Understand strategies to deal with unsporting behaviour, frustrated parents/carers and peer-to-peer bullying.	Task 2

Learning Outcome: 5. Understand how to reflect on a coaching session		
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 valid sources of feedback from participant(s) and support staff	• Understand the types of feedback you may receive from participants, mentors and other coaches.	Task 3
5.2 Explain the components of self-reflection	• Use the "strengths and areas for improvement" approach to self-reflection. • Rate confidence against the How to Coach skills. • How to set SMART targets for future sessions. • make self-assessment of skill level identify action to be taken • use different methods of self-reflection	Task 3
5.3 Outline how to use evidence of own performance	• Use the self-reflection, How to Coach skills and participant verbal feedback to inform future session plans. • Continue to do what is working well or change future sessions to work on areas that are not working so well.	Task 3
5.4 Identify methods for personal action planning and the prioritisation of such planning	• Understand how to use self-reflection and other sources of feedback to develop SMART action plans for personal development.	Task 3
5.5 Describe ways to quality assure their coaching	• Using technical models of performance to analyse participants development/performance. • Understanding how to adapt coaching styles and activities to individual needs as required. • the quality of the coaching experience • participant development • the quality assurance mechanisms used	Task 3 Task 7
5.6 Describe how to use information taken from evaluations to improve the programme/session	• Ways to record information shared by others to promote self-reflection and evaluate session effectiveness.	Task 3

Unit Title	Understanding how to develop participant(s) through coaching sport
Unit Aim	This unit assesses the coach's understanding of the principles of planning, delivering and evaluating coaching sessions which improve participant(s)' performance in sport.
Unique Unit Number	F/650/4752
Unit Assessment Method(s)	- Portfolio of Evidence - Practical Demonstration/Assignment
Assessment Specification	Learners are required to complete a series of tasks within their coaching logbook, a professional discussion and practical demonstration which are assessed by their Tutor/Assessor.

Learning Outcome: 1. Understand the principles of planning 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 Identify the information required to plan coaching sessions	• Key information to develop successful session plans through participant profiling, session goals, available equipment and support staff.	Task 3
1.2 Identify health and safety requirements that may impact on coaching sessions	• What role they play in formal risk assessments of the facility, equipment activities, people. • The impact of specific policies relating to health and safety, safeguarding and welfare and safe coaching practices.	Task 3
1.3 Describe how to establish goals for coaching sessions based on participant(s)' needs	• How to interpret participant profiles to develop SMART goals specific to the needs of the participants.	Task 3
1.4 Identify sport-specific technical content to be included in coaching session plans	• How to interpret participant profiles to determine relevant activities based on the participants previous experience, skill level and goals.	Task 3
1.5 Summarise a range of coaching styles	The 3 main coaching styles: • Show and tell • Question and involve • Set up and stand back	Task 4
1.6 Explain the use of different coaching styles	• When is best to use the 3 main coaching styles to benefit your sessions or activities.	Task 4
1.7 Describe the components of planning a progressive coaching session	• What key information needs to be factored into planning a progressive coaching session.	Task 3
1.8 Identify other appropriate people who can contribute to the delivery of coaching sessions	• How to utilise support staff in a variety of coaching situations including health and safety scenarios • describe the potential contributions of others	Task 1
1.9 Describe how coaching sessions might be adapted as a result of unforeseen changes to the coaching environment or participant (s)' needs	• How to adapt sessions to suit individuals with a Disability or Impairment.	Task 2

Learning Outcome: 2. Understand the principles of skill development through 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 Distinguish between skill development types	• The principles of skill development when coaching. • definitions of the following skill development types: *skill coordination *motor skill learning *skill acquisition *skill retention *skill transfer	Task 4
2.2 Describe methods of analysing participant(s)' performance	• How to observe and analyse against technical models to provide guidance for development in performance.	Task 3 Task 6 Task 7
2.3 Identify factors that can affect the development of participant(s)' skills in sport	• Understand how physical, psychological and technical factors can affect a participants skill development.	Task 4
2.4 Describe the organisational requirements for the delivery of coaching sessions	• Understand the requirements for additional support staff when delivering sessions. • Understand the policies and procedures that must be adhered to when delivering sessions.	Task 3 Task 6 Task 7
2.5 Describe techniques for developing participant(s)' skill through coaching	• Understand coaching strategies and the range of progressive activities to develop skills.	Task 6 Task 7
2.6 Identify methods to support participant development	• Supporting participant development from both physical and psychological perspectives.	Task 4

Learning Outcome: 3. Understand how the stages of participant(s)' development can impact on their 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 Describe the progressive stages of development through maturity	• How age and stage of maturation can vary between individuals.	Task 3
3.2 Identify how the participant(s)' stage of development affects the content of coaching sessions	• Understand how sessions can be adapted for various age groups.	Task 4
3.3 Identify how participant (s)' stage of development can impact on the coaching environment	• Understand how sessions can be adapted for various age groups through choice of equipment.	Task 4

Learning Outcome: 4. Understand the principles of evaluation in coaching		
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 principles of evaluating coaching sessions	• Why sessions must be evaluated as part of maintaining good standards of coaching practice.	Task 3 Task 6 Task 7
4.2 Identify evaluation methods that can be used to monitor participant(s)' development and learning	• How to evaluate coaching sessions using participant feedback and analysis of performance.	Task 3
4.3 Identify types of information that can be gathered to monitor participant(s)' development and learning	• What information is relevant to determine if a participant's performance is improving and learning is taking place.	Task 3
4.4 Identify appropriate other people who can contribute to the evaluation of coaching sessions	• Who can mentor and support when evaluating a coaching session.	Task 3 Task 6 Task 7
4.5 Describe how and when to gather information on current coaching practice from participant(s) and others	• Opportunities to reflect and use feedback form others to develop coaching practice.	Task 3

Unit Title	Supporting participant(s)' lifestyle through coaching sport
Unit Aim	This unit assesses the coach's understanding of the lifestyle factors of nutrition, physical conditioning, mental preparation and awareness of drugs, which underpin performance in sport.
Unique Unit Number	H/650/4753
Unit Assessment Method(s)	- E-Assessment - Portfolio of Evidence
Assessment Specification	Learners are required to complete a series of E-Assessments and tasks within their coaching logbook which are assessed by their Tutor/Assessor.

Learning Outcome: 1. Understand basic nutrition and hydration principles for sports performance		
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 the food groups	• The 5 basic food groups of Carbohydrates, Protein, Fats, Fruit and Vegetables and Dairy.	Task 5
1.2 Describe the principles of good nutrition as it relates to sports performance	• Understand general advice to provide to participants regarding nutrition.	Task 5
1.3 Describe the principles of hydration	• Importance of hydration and how to ensure participant remain hydrated.	Task 5
1.4 Confirm the signs and symptoms of dehydration	• Understand the potential signs and symptoms in participants suffering from dehydration and over-hydration.	Task 5
1.5 Explain how best to achieve optimum nutrition and hydration levels before, during and after training and competition	• Understand how training and competition can affect hydration and nutrition.	Knowledge test (eLearning)

Learning Outcome: 2. Understand physical conditioning for sport		
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 the components of physical and skill-related fitness	• Understand the components of fitness.	Knowledge test (eLearning)
2.2 Describe the physical capabilities required for a sport	• Understand the physical requirement of the specific gymnastic discipline.	Knowledge test (eLearning)
2.3 Describe the principles of injury prevention in training	• How to protect participants from exacerbating injuries and prevent further injury.	Task 2
2.4 Describe how to support participant(s) in the management of injury	• Understand injury management including adapting sessions and activities.	Task 2
2.5 Identify methods of training different physical components in participant(s)	• Identify the components of fitness and how to develop them within a gymnastics context to suit the needs of the participants.	Knowledge test (eLearning)
2.6 Identify the basic anatomy and biomechanical demands of a sport related activity	• Understand the types of joints in the human skeleton. • Understand how different muscles work to produce movement at a joint during gymnastics activity.	Task 5

Learning Outcome: 3. Understand principles of mental preparation in sport		
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 Identify the mental capabilities required for a sport related activity	• Understand how confidence, concentrations, motivation, emotional control and group cohesion form participants mental capabilities.	Task 4
3.2 Give ways to support their participants mental capabilities.	• How you can support participants to improve their mental capabilities. • Improve participants confidence, concentration, motivation, emotional control and cohesion.	Task 4
3.3 Describe the principles of participant(s)' development at the different stages of cognitive, emotional and social development	• How age and stage of maturation affects participants learning and development	Knowledge test (eLearning)
3.4 Describe coach intervention techniques for developing mental skills for training and competition	• Understand how feedback, reassurance, focussed-activities, training diaries, positive self-talk, involving participants in decision making can help to develop the mental skills required in gymnastics.	Task 4

Learning Outcome: 4. Understand how to support participant awareness of drugs in sport		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
4.1 Outline the ethical issues surrounding drug taking in sport	• Understand the ethical issues around using banned substances to enhance performance.	Task 5
4.2 Identify sources of information on drugs in sport	• The main organisations responsible for anti-doping within the UK and Internationally.	Task 5
4.3 Outline the consequences for participant (s) in taking supplementation or prescription medicines	• Dangerous side effects of taking banned substances.	Task 5

Unit Title	Understanding the principles of safe and equitable coaching practice
Unit Aim	This unit assesses the coach's understanding of how to ensure that their coaching is safe and equitable.
Unique Unit Number	J/650/4754
Unit Assessment Method(s)	- E-Assessment - Portfolio of Evidence - Practical Demonstration/Assignment
Assessment Specification	Learners are required to complete a series of E-Assessment tasks, tasks within their coaching logbook, a professional discussion and a practical demonstration which are assessed by their Tutor/Assessor.

Learning Outcome: 1. Understand the principles of safe and equitable 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:
1.1 Describe the health and safety requirements that are relevant to planned sport-specific activities and competition	• Health and safety in a gymnastics environment.	Task 3
1.2 Describe how to structure coaching sessions to minimise the risk of injury to participant(s)	• Health and safety in a gymnastics environment. • How to identify suitable activities dependent on age/stage of development to reduce risk of injury.	Task 3
1.3 Explain how to plan for contingencies to coaching sessions as a result of external influences	• How to factor in the effects of external influences on a participant's ability to perform and allowing for adaptations or alternatives within the session planning.	Task 3
1.4 Explain how to implement contingencies to coaching sessions as a result of external influences	• How to deal with emergency situations such as injuries. • How to deal with frustrated parents during a session.	Task 2

1.5 Give reasons for checking the safe functionality of equipment used during sport-specific activities and competition	• The health and safety and legal implications of checking equipment prior to use.	Task 3 Task 6 Task 7
1.6 Outline the main rules and regulations of the sport/activity appropriate to the level of the participant(s)	• How to determine relevant rules to put in place for each session dependent on activities and level of participant.	Task 3 Task 6 Task 7
1.7 Explain how to communicate the rules and regulations of the sport/activity to participant (s)	• How and when to communicate key safety information relating to the planned activities.	Task 3 Task 6 Task 7
1.8 Describe the coach's duty of care responsibilities for participant(s), including children	• Their roles and responsibilities relating to safeguarding and welfare, legislation, codes of conduct and insurance requirements.	Task 1
1.9 Outline the coach's responsibilities for ensuring that the coaching environment is maintained appropriately	• Understand the legal responsibilities with regards to maintaining the coaching environment including formal risk assessments and maintenance of equipment.	Task 1
1.10 Describe the insurance requirements on a coach operating in a coaching environment	• The level of insurance cover dependent on the level of coach.	Task 1

Learning Outcome: 2. Understand how to ensure equitable coaching of sport-specific 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 Explain the purpose of sport-specific Codes of Practice for coaching	The requirement for a code of conduct when coaching in a British Gymnastics recognised facility.	Knowledge test (eLearning)
2.2 Explain how sport-specific Codes of Practice for coaching impact on coaching behaviour	• What constitutes the British Gymnastics Standards of Conduct and how it positively impacts coaching behaviour.	Knowledge test (eLearning)
2.3 Describe methods to minimise barriers to participant development	• How to identify barriers individuals may have and work to minimise them.	Task 3 Task 6 Task 7
2.4 Describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment	• The impact of coach-centred and participant-centred coaching • Varying coaching styles to suit individual learning styles.	Task 1 Task 4
2.5 Describe how and when to involve support staff to ensure participant(s)' needs are provided for within the coaching activity	• How to utilise assistant coaches during session delivery to ensure necessary support is available to individuals.	Task 6 Task 7
2.6 Describe how to adapt and progress activities and sessions	• How and when to adapt and progress activities to suit the needs of the individuals within the session.	Task 3 Task 6 Task 7
2.7 Describe how to prepare athletes for competition	• Understand the physical preparation and activities required to develop technically correct skills for competition.	Knowledge test (eLearning)
2.8 Identify types of performance enhancing drugs and illegal substances	• The types of banned substances including steroids, beta blockers, androgenic agents, narcotics, stimulants and diuretics.	Task 5
2.9 Explain how a coach can discourage the use of performance enhancing drugs and any illegal substances	• Types of information you may share to educate your participants and discourage them from using banned substances.	Task 5

Unit Title	Plan a programme of Gymnastics coaching sessions
Unit Aim	This unit covers the planning of a short series of linked Gymnastics coaching sessions within a Gymnastics coaching programme, which includes reviewing participant(s)' needs and establishing goals for Gymnastics coaching sessions, producing plans for individual Gymnastics coaching sessions within the series that support participant(s)' needs and identified goals, and planning for the evaluation of the series of Gymnastics coaching sessions.
Unique Unit Number	K/650/4755
Unit Assessment Method(s)	- E-Assessment - Portfolio of Evidence - Practical Demonstration/Assignment
Assessment Specification	To complete this unit learners are required to evidence the production of a minimum of six coaching session plans for Gymnastics, four of which must be linked and progressive. The planned sessions must be of a minimum of 60 minutes in duration. Within this unit the following breadth of knowledge is expected to be assessed: •information – expected participant (s), participant(s)' stage of development, medical conditions, aims of the series of coaching sessions, appropriate learning styles, evaluations and action plans of other relevant sessions, planned environments for the sessions •participant(s) – individuals, groups, people with particular needs •goals – improve physical ability, improve mental ability, improve skills and techniques, improve tactical ability, provide fun and enjoyment •resources – environment for the sessions, equipment for the sessions, personal clothing and equipment, support from other staff

Learning Outcome: 1. Be able to review participant(s)' needs for a series of Gymnastics 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 Locate accurate and up-to-date information relevant to the participant(s) and the series of Gymnastics sessions	• Understand the data required relevant to the participant, discipline and overall goal of the sessions.	Task 3
1.2 Use the collected information to identify participant(s)' needs	• Extracting key information from collected information to identify individual participant needs.	Task 3
1.3 Identify how participant (s)' needs may impact on the Gymnastics sessions	• Understand the impact of internal and external factors on a gymnast's ability to participate fully in sessions.	Task 3
1.4 Identify the overall aims for the series of Gymnastics coaching sessions	• Develop progressive goals that reach the overall aim for a series of sessions.	Task 3
1.5 Respond to participant(s) whose needs cannot be met to a competent person or agency	• What to do if a participants skill level is beyond your qualification. • What to do if you cannot accommodate an individual due to their disability and you are unable to effectively cater for their needs.	Knowledge test (eLearning)

Learning Outcome: 2. Be able to produce a series of Gymnastics 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:
2.1 Identify the goals for each Gymnastics session in the series, that meet the needs of the participant(s) and the group	• How to set individual goals for participants within a group.	Task 3
2.2 Develop Gymnastics coaching session plans which are consistent with own level of technical knowledge and competence	• Design progressive session plans incorporating a selection of skills from the skills syllabus.	Task 3
2.3 Identify Gymnastics coaching activities and styles that will motivate the participant (s) and achieve planned goals, for each session in the series Use Gymnastics coaching activities and styles to suit participant needs and goals	• Use coaching styles to suit individuals and motivate participants and achieve planned goals, for each session in the series	Task 4
2.4 Produce plans to include realistic timings, sequences, intensity and duration of Gymnastics activities	• Set suitable activity levels for the age and stage of development of the participants. • Understand when to adapt due to external factors that affect performance.	Task 3
2.5 Make plans allowing for a balance of instruction, activity and discussion	• How and when to include opportunity to discuss session plans and gather feedback from participants.	Task 3
2.6 Identify resources required for each Gymnastics session	• Create equipment lists for sessions to allow for easy set up.	Task 3
2.7 Produce plans consistent with accepted good practice for Gymnastics	• Identify the key information within plans that are required to ensure safe practice.	Task 3

Learning Outcome: 3. Be able to plan the evaluation of a series of Gymnastics 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:
3.1 Identify the information required to evaluate the series of Gymnastics coaching sessions	• Understand the information to gather post-session and post-series of sessions to allow for evaluation.	Task 3
3.2 Identify how and when the information will be collected	• How to self-reflect, gain feedback and create a continually developing action plan.	Task 3
3.3 Identify others who may be able to contribute to the evaluation	• How to work with mentors, other coaches and participants to support evaluations.	Task 3

Unit Title	Prepare the Gymnastics coaching environment
Unit Aim	This unit covers the provision of resources for a Gymnastics coaching session, assessing and minimising risk, establishing and maintaining working relationships with participant(s) and other people and the safeguarding and protecting of children and vulnerable adults during a Gymnastics coaching session.
Unique Unit Number	L/650/4756
Unit Assessment Method(s)	- Portfolio of Evidence - Practical Demonstration/Assignment
Assessment Specification	To complete this unit learners are required to evidence the preparation for all coaching environments used to deliver each of the six coaching sessions for Gymnastics. Within this unit the following breadth of knowledge is expected to be assessed: •resources – physical environment for the sessions, equipment for the sessions, personal clothing and equipment, support from other staff •participants(s) – individuals, groups, people with particular needs •hazards relating to – activities in the sessions, other activities occurring at the same time, equipment, the physical environment in which the session will take place, competence of staff involved, participant behaviour, participant special needs and medical conditions •other people – coaching staff, support staff, facility staff, parents/carers, representatives of other organisations •abuse – physical, emotional, neglect, sexual, bullying.

Learning Outcome: 1. Be able to prepare resources for Gymnastics 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 Select resources that meet with the requirements of Gymnastics coaching	• How to complete a formal risk assessment for all equipment being utilised in a session.	Task 3
1.2 Show they can handle equipment safely	• Manual handling techniques and the requirement for additional people for specific equipment.	Task 3
1.3 Demonstrate they can set up equipment according to the session plan	• The benefits of equipment layout diagrams to aid setting up of equipment.	Task 3
1.4 Provide a Gymnastics coaching environment that is safe, appropriate and conducive to learning for all participant(s)	• The need to check all equipment is set up safely prior to use. • Understand how different age and level of ability can affect the types of equipment used.	Task 3
1.5 Provide everyone involved in the session with the information they need to participate	• How to communicate key safety information prior to and during the session.	Task 3

Learning Outcome: 2. Be able to assess and minimise risks before the Gymnastics session		
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 risk assessments	• Risk assessments on: the activities, resources and the participants • How to identify specific issues with your own facility related to the activities, resources and participants.	Task 3
2.2 Identify possible hazards	• Identify hazards for activities, equipment and participants for you facility.	Task 3
2.3 Assess the risk that identified hazards present, including likelihood of occurrence and severity	• How to identify the worst-case outcome, likelihood and risk rating for each identified hazard.	Task 3
2.4 Assess how to minimise the identified risks	• Based on the risk rating decide if further action is required and how to implement it.	Task 3
2.5 Comply with information in the normal operating procedures for the environment where the session will take place	• Understand the normal and emergency operating procedures for your facility.	Task 3

Learning Outcome: 3. Be able to establish and maintain working relationships		
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 Establish effective rapport with participant(s) and other people involved in the session	• How to build a positive working relationship with your participants and peers.	Task 3 Task 6 Task 7
3.2 Engage effectively with participant(s) and other people	• How to use a variety of communication strategies for different audiences.	Task 3 Task 6 Task 7
3.3 Give participant(s) and other people time, attention and support relevant to their needs	• How to split your time to ensure everyone has equal attention and progress is made.	Task 3 Task 6 Task 7
3.4 Manage participant behaviour and any conflict	• How to communicate behaviour expectations. • How to manage difficult situations including cyber-bullying.	Task 2
3.5 Maintain working relationships in accordance with relevant codes of practice	• How to maintain an inclusive environment in line with BG standards of conduct. • Equality and diversity	Task 3 Task 6 Task 7

Learning Outcome: 4. Be able to establish and maintain working relationships		
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 Comply with relevant procedures for safeguarding children and vulnerable adults	• How to ensure safeguarding policies are always adhered to.	Task 1
4.2 Comply with relevant British Gymnastics procedures for protecting self from accusations	• How to safeguard yourself against accusations by ensuring you follow the standards of conduct.	Task 1

Unit Title	Deliver a series of Gymnastics coaching sessions
Unit Aim	This unit covers the delivery of Gymnastics coaching sessions, including preparing the participant(s) to take part, delivering the session, developing participant performance and concluding the session.
Unique Unit Number	M/650/4757
Unit Assessment Method(s)	- Portfolio of Evidence - Practical Demonstration/Assignment
Assessment Specification	To complete this unit learners are required to evidence the delivery of six coaching session plans for Gymnastics, four of which must be linked and progressive. The planned sessions must be of a minimum of 60 minutes in duration and the delivery of a minimum of two Gymnastics coaching sessions, which must be observed by an appropriately qualified assessor. Within this unit the following breadth of knowledge is expected to be assessed: •participant(s) – individuals, groups, people with particular needs •coaching methods – demonstration, explanation, questioning, peer tutoring, feedback and refinement, setting appropriate activities, command and response

Learning Outcome: 1. Be able to prepare participant(s) for Gymnastics 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 Demonstrate they can meet the participant(s) punctually	• The importance of punctuality.	Task 6 Task 7
1.2 Interact with participants	• How to build a rapport with the participants. • Participant(s) are made to feel welcome and at ease	Task 6 Task 7
1.3 Record attendance in line with relevant procedures	• How to record attendance in a GDPR compliant manner.	Task 6 Task 7
1.4 Assess the readiness of participants to participate	• How to check participant welfare during the session introduction. • Participants are at a level of experience, ability and physical readiness to participate safely	Task 6 Task 7
1.5 Assess participant(s) have the correct clothing and equipment	• How to check attire is compliant with current guidelines for gymnastics activity.	Task 6 Task 7
1.6 Establish behaviour rules for the session	• How to share key rules regarding safety and behaviour during the session introduction.	Task 6 Task 7
1.7 Demonstrate the delivery of warm up activities appropriate to the participant(s) and session	• How to identify a suitable warm-up activity for the session.	Task 6 Task 7
1.8 Share the goals of the session with participants	• How to effectively share the session goals during the session or activity introduction.	Task 6 Task 7

Learning Outcome: 2. Be able to deliver Gymnastics 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 Provide clear information to participant(s) about the planned Gymnastics activities	• How to effectively share the instructions for all planned activities.	Task 6 Task 7
2.2 Select activities to maximise participant(s)' learning in line with the participant(s)' goals	• How to tailor activities to suit the needs of the individual to allow them to reach their goals.	Task 6 Task 7
2.3 Provide technically correct explanations and demonstrations appropriate to participant(s)' needs and level of experience	• Use the show and tell coaching style.	Task 6 Task 7
2.4 Use methods for motivating participant(s) appropriate to their needs and in line with accepted good practice	• Use of constructive feedback and praise to motivate participants.	Task 6 Task 7
2.5 Provide activities ensuring all participant(s) have the opportunity to take part in	• Cater for all learning preferences and adapt activities to suit ability.	Task 6 Task 7
2.6 Demonstrate the delivery of sessions at a pace appropriate to the participant(s)' needs	• How to adapt session delivery to suit individual participants pace of learning.	Task 6 Task 7
2.7 Carry out emergency procedures when appropriate	• How to deal with emergency situations and when/how to utilise other individuals, such as Level 1 coaches.	Task 2

Learning Outcome: 3. Be able to develop participant(s)' 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 Review participant(s)' performance	• Evaluate performance to provide constructive feedback, whilst praising for effort as well as performance • Review includes participant strengths, weaknesses, areas for improvement.	Task 6 Task 7
3.2 Use appropriate coaching methods and practices	• Using a variety of coaching styles and activities to cater for all individuals within a group.	Task 6 Task 7
3.3 Provide feedback to participant(s) during the session to help participant(s) achieve their goals	• Continually observe and provide constructive feedback to help participants develop.	Task 6 Task 7
3.4 Make session adaptions to respond to the participant (s)' changing needs	• Factors that may require a session to be adapted and how best to manage those changes. An example being fatigue.	Task 6 Task 7
3.5 Provide opportunities for participant(s) to reflect on their learning and apply their reflections to their performance	• How and when to question participants to promote reflection and further development of their performance. • How to use other training tools to allow for reflection on performance.	Task 6 Task 7
3.6 Encourage participant(s) to take responsibility for their own learning	• How to engage participants, and get their buy-in, to take ownership of their own development.	Task 6 Task 7

Learning Outcome: 4. Be able to conclude Gymnastics 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:
4.1 Plan to ensure there is sufficient time to conclude the session	• How to manage time to ensure the conclusion has sufficient allocated time.	Task 6 Task 7
4.2 Encourage participant(s) to give feedback	• The importance of gaining feedback from participants and how to facilitate this.	Task 6 Task 7
4.3 Provide feedback to participant(s) on their performance relating to their goals	• The importance of providing individual feedback to allow participants to reflect on their own development.	Task 6 Task 7
4.4 Demonstrate the delivery of cool down activities appropriate to the participant(s) and session	• The requirements of a cool down and choosing suitable activities dependent on participants ability	Task 6 Task 7
4.5 Provide information to participant(s) about future Gymnastics sessions	• The importance of setting future session goals and when to share them effectively.	Task 6 Task 7
4.6 Protect participants when departing from the session	• How to ensure there is a safe dispersal procedure in place and the roles any support staff take in this. • Ensure participants depart from the session safely	Task 6 Task 7
4.7 Comply with procedures for checking and dealing with equipment used	• How to do a check of equipment once it has been used.	Task 6 Task 7
4.8 Perform clean-up activities	• Safe moving and storage of equipment in line with facility requirements. • Ensure the Gymnastics coaching environment is left in a condition fit for future use	Task 6 Task 7

Unit Title	Monitor and evaluate Gymnastics coaching sessions
Unit Aim	This unit covers the monitoring and evaluation of Gymnastics coaching sessions, including evaluating participant performance, coaching sessions and own coaching practice.
Unique Unit Number	R/650/4758
Unit Assessment Method(s)	- Portfolio of Evidence - Practical Demonstration/Assignment
Assessment Specification	To complete this unit learners are required to evidence the evaluation of six coaching session plans for Gymnastics, including the effectiveness of the linked and progressive sessions. Within this unit the following breadth of knowledge is expected to be assessed: •Participant(s) – individuals, groups, people with particular needs •Goals – improve physical ability, improve mental ability, improve skills and techniques, improve tactical ability, provide fun and enjoyment

Learning Outcome: 1. 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:
1.1 Carry out participant evaluations according to the session evaluation plan	• How to complete evaluations for participants following the session evaluation plans	Task 3
1.2 Work with all participant (s) in evaluating their performance	• How to involve participants in reflection and evaluation activities.	Task 6 Task 7
1.3 Review participant(s)' performance	• How to review participant performance and compare against technical models.	Task 6 Task 7
1.4 Review participant(s)' progress against planned goals	• How to evaluate if goals are still achievable through progress tracking.	Task 3
1.5 Provide feedback to participant(s)	• How to provide positive and constructive individual feedback to participants.	Task 6 Task 7
1.6 Produce an action plan to progress or adapt participant(s)' goals	• How to identify a suitable action plan based on evaluation and participants own reflections to adapt goals where/when required.	Task 3
1.7 Record evaluations for future reference	• How to record evaluations to allow for further reflection	Task 3

Learning Outcome: 2. Be able to evaluate Gymnastics 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 evaluations according to the Gymnastics session evaluation plan	• How to use the 'strengths' and 'areas for improvement' model to evaluate session plans	Task 3
2.2 Use feedback from participant(s) and other people involved in the session to evaluate the session	• How to reflect on the feedback received to develop future session plans.	Task 3 Task 6 Task 7
2.3 Compare outcomes and feedback to the session goals	• Methods to compare session outcome and participant feedback against session goals to determine strengths and areas for improvement.	Task 3 Task 6 Task 7
2.4 Identify the effectiveness of the activities, and session overall	• How to identify if activities suited the session goal or could be adapted for greater development.	Task 3 Task 6 Task 7
2.5 Identify the effectiveness of own management of the session, including Health and Safety and welfare issues	• How to reflect on session management and implement any changes for future sessions.	Task 3 Task 6 Task 7
2.6 Present evaluations to an appropriate colleague for additional feedback	• How to have professional discussions with colleagues and mentors to further support own development.	Task 3 Task 6 Task 7
2.7 Record evaluations for future reference	• How to record other people's feedback and evaluations to refer back to and determine if improvements have been made	Task 3 Task 6 Task 7

Learning Outcome: 3. Be able to evaluate and develop own Gymnastics 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:
3.1 Review evaluations of previous Gymnastics sessions and feedback from relevant colleagues	• How to prioritise feedback and evaluations from others to determine the importance of changes in practice by developing an action plan.	Task 3 Task 6 Task 7
3.2 Contribute to development activities identified in personal action plan	• How to develop an action plan of ongoing learning with the support of your mentor and assessor.	Task 7
3.3 Review progress against personal action plan regularly and update accordingly	• How and when to review your progress against an action plan.	Task 7

Unit Title	Technical coaching requirements for Trampoline Gymnastics
Unit Aim	This unit includes all level 2 discipline specific skills. The coach will understand the prerequisites, physical preparation, progressions, methodicals, key coaching points and safe manual support required to develop these skills safely and effectively. Coaches will also develop an understanding of observing and analysing against a technical model of each skill.
Unique Unit Number	Y/650/4830
Unit Assessment Method(s)	- Portfolio of Evidence - Practical Demonstration/Assignment
Assessment Specification	Learners are required to complete a series of tasks within their coaching logbook, a professional discussion and practical demonstration which are assessed by their Tutor/Assessor.

Learning Outcome: 1. Be able to effectively and safely teach Trampoline Gymnastics specific skills		
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 Develop Trampoline Gymnastics specific skills safely	• Forward and backward rolls • Rotation from seat, front and back landings • Shaping of all skills – tucked, piked and straight • Combinations of the above skills • Competence in using the overhead rig • Progressions leading to forward somersaults, tucked and piked • Progressions leading to backward somersaults, tucked, piked and straight • Backward somersault to seat landing • ¾ front somersault straight • ¾ back somersault • Barani (tucked and piked) • Teach a pupil to assist the supporting of somersaults • Competition procedure, including constructing and coaching routines and drills.	Task 3 Task 6 Task 7

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):

- hold a Level 3 Certificate in Coaching Gymnastics (in the discipline in which the qualification will be achieved), or a British Gymnastics-recognised equivalent qualification
- have completed British Gymnastics-specific tutor training.

Assessor(s):

- hold a Level 3 Certificate in Coaching Gymnastics (in the discipline in which the qualification will be achieved), or a British Gymnastics-recognised equivalent qualification
- hold, or be working towards an appropriate assessor qualification which might include either a Level 3 Award in Assessing Vocationally Related Achievement or its predecessor the 1st4sport Level 3 Introduction to Assessment Practice in Sport.

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

- hold a Level 3 Certificate in Coaching Gymnastics, or a British Gymnastics-recognised equivalent qualification
- have completed British Gymnastics-specific internal quality assurer (verifier) training.

Additional Qualification Requirements

The Level 2 Certificate in Coaching Trampoline Gymnastics is regulated by Ofqual, England and is a designated qualification with Qualifications in Wales.

UK Coaching
2 City Walk
Leeds
LS11 9AR

T: 0113 274 4802
E: centreservices@1st4sportqualifications.com

www.1st4sport.com