

Qualification Specification

**NCFE Level 2 Certificate in the Principles and
Preparations for Coaching Sport**
QN: 501/1151/6

This qualification is now withdrawn

Qualification summary

| | | | |
|---|--|---------------------------------------|----------|
| Qualification title | NCFE Level 2 Certificate in the Principles and Preparations for Coaching Sport | | |
| Ofqual qualification number (QN) | 501/1151/6 | Aim reference | 50111516 |
| Guided learning hours (GLH) | 93 | Total qualification time (TQT) | 130 |
| Credit value | 13 | | |
| Minimum age | Pre-16 | | |
| Qualification purpose | This qualification is designed to give learners the skills, knowledge and understanding required to safely deliver sports coaching sessions. | | |
| Grading | Achieved/not yet achieved | | |
| Assessment method | Internally assessed and externally quality assured portfolio of evidence | | |
| Work/industry placement experience | This is a knowledge-only qualification. Work/industry placement experience is not required. | | |
| Regulation information | This is a regulated qualification. The regulated number for this qualification is 501/1151/6. | | |
| Funding | This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider. | | |

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Summary of changes

This section summarises the changes to this Qualification Specification since the last version

| Version | Publication date | Summary of amendments |
|---------|------------------|---|
| v2.1 | June 2022 | <p>Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access Support Handbooks.</p> |
| v2.2 | March 2024 | <p>Presentation of information in sections 1, 3, 4 and 5 has been reorganised and revised to reduce the overlap between the Qualification Specification and the Support Handbook.</p> <p>Information about National Occupational Standards (NOS) has been removed from the individual unit summaries and reference has been made to SkillsActive.</p> <p>Minor amendments have been made to terminology within delivery and assessment guidance for each unit.</p> |

Section 1: introduction

If you are using this Qualification Specification for planning purposes, please make sure that you are using the most recent version

Aims and objectives

This qualification has been developed with SkillsActive, the Sector Skills Council for Active Leisure, Learning and Wellbeing.

This qualification aims to:

- give learners the skills, knowledge and understanding required to safely deliver sports coaching sessions
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- provide an introduction to sports coaching and understand the fundamentals of coaching sport
- provide learners with the fundamental skills and principles required to safely deliver sports coaching sessions
- enable learners to understand how to develop and support participant(s) lifestyle through coaching sport
- enable learners to learn about the principles of safe and equitable coaching practice sport
- enable learners to assist in the delivery of a sports activity session

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

This qualification is designed for learners who want to go on to further learning at level 3 or into a relevant role in the sport and fitness industry.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 1 qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Progression

Learners who achieve this qualification could progress to the following:

- employment:
 - personal trainer
 - team coach
- further education:
 - level 3 qualifications in Coaching Sport
 - NCFE Level 3 Introductory Certificate in Sport and Physical Activity
 - NCFE Level 3 Certificate in Sport and Physical Activity
 - NCFE Level 3 Diploma in Sport and Physical Activity
 - NCFE Level 3 Diploma in Personal Training
 - NCFE Level 3 Diploma in Gym Instructing and Personal Training

Staffing requirements

There are no additional staffing requirements other than those provided in the Support Handbook.

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

NCFE assessment strategy

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The units and structure of this qualification are based on SkillsActive, the Sector Skills Council for Active Leisure, Learning and Wellbeing NOS for Coaching.

WITHDRAWN

Section 2 unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.

Unit 01 Understanding the fundamentals of coaching sport (J/601/2101)



| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit assesses the coach's understanding of their role in the planning, implementing, analysing and revising coaching sessions. They also will identify a range of methods of developing learning, performance and the effective management of participant behaviour. | | | | |
| Assessment | | | | |
| This unit is internally assessed and externally quality assured | | | | |
| Mandatory | Achieved/not yet achieved | Level 2 | 3 credits | 22 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand the role of a coach | 1.1 Describe how to ensure that the participant is at the centre of the coaching process |
| | 1.2 Explain how to empower participant(s)' choice, discovery of solutions and need to develop at their own pace |
| | 1.3 Describe how to develop and maintain positive relationships with and between participant(s) |
| | 1.4 Describe how to provide a coaching environment that motivates, recognises and values diversity, controls risk, encourages challenge, enjoyment and achievement |
| | 1.5 Identify methods to develop participant(s)' confidence and self esteem |
| | 1.6 Describe how to identify opportunities for the coach to reflect and develop their coaching practice |
| | 1.7 List the different support personnel that can contribute to coaching sessions |
| | 1.8 Describe how support personnel can be used to contribute to coaching sessions |
| | 1.9 Explain the importance of positively promoting the role of officials in competition |
| | 1.10 Define what is acceptable in terms of a coach–participant relationship |
| | 1.11 Explain the consequences of not adhering to the principles of what is acceptable in terms of a coach–participant relationship |
| | 1.12 Identify the components of a Code of Practice for coaching which allows high standards of personal conduct to be maintained and a positive image of the sport to be projected |
| | 1.13 Outline the types of information that the coach should provide to participant(s) after a coaching session |
| 2. Understand the coaching process | 2.1 Outline how to identify participant(s)' needs |
| | 2.2 List the sources of information that a coach can use when planning and preparing coaching sessions |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| | 2.3 Identify the types of information about participants which should be treated confidentially |
| | 2.4 Describe the stages and components of the coaching process |
| | 2.5 Describe how to plan coaching sessions that meet participant(s)' needs |
| | 2.6 Explain how individual coaching sessions support the aims of the wider coaching programme |
| | 2.7 Explain the process of setting SMART goals/objectives |
| | 2.8 Describe how to start and end a coaching session |
| | 2.9 Explain how the physical and psychological capabilities of participant(s) will influence the content and structure of the session |
| | 2.10 Describe different types of demonstrations that encourage learning |
| | 2.11 Explain how to balance instruction, facilitation, and demonstration within sessions |
| | 2.12 Describe how to use listening skills |
| | 2.13 Describe how to select language that is appropriate to participant(s) |
| | 2.14 List how the coach can establish the views of participant(s) about the coaching sessions |
| | 2.15 Identify situations when a coach may need to change or adapt a session |
| | 2.16 Describe how to give constructive feedback to participant(s) |
| | 2.17 Identify how to cater for an individual's needs within group coaching |
| | 2.18 Describe how to organise group coaching sessions |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 3. Understand participant(s)' learning styles | 3.1 Outline different learning styles and needs |
| | 3.2 Explain how to consider participant(s)' learning styles and needs when planning coaching sessions |
| | 3.3 Describe the difference between the ways that adults and children learn |
| | 3.4 Define the principles of monitoring and evaluating learning |
| | 3.5 Describe how the coach can support participant(s) in taking responsibility for their own learning |
| | 3.6 Describe how to manage different learning styles and learning needs, in group coaching |
| 4. Understand behaviour management | 4.1 Identify the principles of positive behaviour management |
| | 4.2 Describe how to develop a behaviour management strategy for coaching sessions |
| | 4.3 Outline ground rules for positive behaviour during coaching sessions |
| | 4.4 Outline the methods of communicating and implementing ground rules |
| | 4.5 Explain the importance of fair and consistent behaviour management |
| | 4.6 Explain how to encourage and reward positive behaviour |
| | 4.7 Identify the types of behaviour by participant(s) and others that may cause emotional distress |
| | 4.8 Explain how to respond as a coach to behaviour by participant(s) that may cause emotional distress |
| | 4.9 Describe how to respond to discriminatory behaviour |
| | 4.10 Describe the procedures to be followed if a participant wants to complain about discrimination |
| 5. Understand how to reflect on a coaching session | 5.1 Identify valid sources of feedback from participant(s) and support staff |
| | 5.2 Explain how to do each of the following as part of self-reflection: <ul style="list-style-type: none"> • make self-assessment of skill level • identify action to be taken • use different methods of self-reflection |
| | 5.3 Outline how to use evidence of own performance |
| | 5.4 List factors that impact on the ability to identify own development needs |
| | 5.5 Identify methods for personal action planning and the prioritisation of such planning |
| | 5.6 Describe how to measure each of the following: <ul style="list-style-type: none"> • the quality of the coaching experience • participant development • the quality assurance mechanisms used |
| | 5.7 Describe how to use information taken from evaluations to improve the programme/session |

Delivery and assessment guidance

Learner report – 1.1 to 1.6, 1.10, 1.12, 2.1 to 2.18, 3.4 and 5.1 to 5.7

Oral and written questions and assignment.

Learners need to show an understanding of the role(s) of a coach in a sporting environment. Within the assessment method selected by the tutor/assessor, the learner will need to cover the following areas: specific roles, relationship development (coach–participant and participant–participant) and development of suitable practices.

For 2.2 sources could include previous session plans, NGB journals, textbooks, YouTube videos (as long as they are current) and so on (minimum of two required).

For 2.3 Physical Activity Readiness Questionnaires (PAR-Qs) if used should be completed.

For 2.15 situations could include inclement weather, unknown participant numbers, lack of or unsuitable equipment, change of environment, unexpected skill level (minimum of two required).

1.12 could also be linked with evidence produced for unit 04.

Learner report – 1.7 to 1.9, 1.11 and 1.13

An assignment identifying the role of support personnel in coaching situations. Learners need to show an understanding of the role of those who could be involved in the coaching process apart from the coach.

For 1.7 these could include assistant coach, physiotherapist, trainer, officials, volunteers (minimum of three to be identified and roles explained).

For 1.13 it is types rather than content and these could include SMART (specific, measurable, attainable, relevant, timely) targets, evaluation of performance, dates and times of next session, personal action plans (a minimum of two types required).

Learner report – 3.1 to 3.6

An assignment on different learning styles. Learners need to show evidence of understanding that session plans may need to be adapted and to plan accordingly considering such things as age, learning styles and abilities.

Learner report – 4.1 to 4.10

An assignment on principles of behaviour management. This assignment should allow learners to provide evidence of their understanding of behaviour management to include the benefits of promoting/rewarding positive behaviour, avoidance of discriminatory behaviour, dealing with unacceptable behaviour of participants towards others and towards the coach and the need for setting and adhering to ground rules.

For 4.10, the complaints procedure should be explained in general terms and also in relation to the specific coaching environment being used.

Unit 02 Understanding how to develop participant(s) through coaching sport (Y/601/2104)



| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit assesses the coach's understanding of the principles of planning, delivering and evaluating coaching sessions which improve participant(s)' performance in sport. | | | | |
| Assessment | | | | |
| This unit is internally assessed and externally quality assured | | | | |
| Mandatory | Achieved/not yet achieved | Level 2 | 2 credits | 12 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand the principles of planning coaching sessions | 1.1 Identify the information required to plan coaching sessions |
| | 1.2 Identify health and safety requirements that may impact on coaching sessions |
| | 1.3 Describe how to establish goals for coaching sessions based on participant(s)' needs |
| | 1.4 Identify sport-specific technical content to be included in coaching session plans |
| | 1.5 List a range of coaching styles |
| | 1.6 Explain the use of different coaching styles |
| | 1.7 Describe how fun and enjoyment in coaching sessions can impact on learning |
| | 1.8 Describe the components of planning a progressive coaching session |
| | 1.9 Identify other appropriate people who can contribute to the delivery of coaching sessions and describe their potential contributions |
| | 1.10 Describe how coaching sessions might be adapted as a result of unforeseen changes to the coaching environment or participant(s)' needs |
| 2. Understand the principles of skill development through coaching sessions | 2.1 Define: <ul style="list-style-type: none"> • skill coordination • motor skill learning • skill acquisition • skill retention • skill transfer |
| | 2.2 Describe the basic methods of analysing participant(s)' performance |
| | 2.3 Identify factors that affect the development of participant(s)' skills in sport |
| | 2.4 Describe the organisational requirements for the delivery of coaching sessions |
| | 2.5 Describe the different techniques available for developing participant(s)' skill through coaching |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| | 2.6 Identify methods to support participant development |
| | 2.7 Identify sources of feedback which will support participant(s)' development |
| | 2.8 Explain the importance of gaining feedback from participant(s) |
| 3. Understand how the stages of participant(s)' development impact on their coaching | 3.1 Describe the progressive stages of development through maturity |
| | 3.2 Identify how the participant(s)' stage of development affects the content of coaching sessions |
| | 3.3 Identify how participant(s)' stage of development impacts on the coaching environment |
| | 3.4 Identify what influence training and competition have throughout the different stages of development |
| 4. Understand the principles of evaluation in coaching | 4.1 Explain the principles of evaluating coaching sessions |
| | 4.2 Identify a variety of evaluation methods that can be used to monitor participant(s)' development and learning |
| | 4.3 Identify types of information that can be gathered to monitor participant(s)' development and learning |
| | 4.4 Identify appropriate other people who can contribute to the evaluation of coaching sessions |
| | 4.5 Describe how and when to gather information on current coaching practice from participant(s) and others |
| | 4.6 Explain how the feedback from participant(s) and others should impact on future coaching practice |
| | 4.7 Describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuing professional development |

| Delivery and assessment guidance |
|---|
| <p>Learner report/independently-produced session plan – 1.1 to 1.10 and 2.1 to 2.8 An assignment on the principles of planning and developing coaching sessions to meet the needs of participants. This could be a series of assignments broken down to meet learning outcomes (LOs) and could be supported by an independently-produced session plan.</p> <p>The assignment should include information required to plan coaching sessions, a range of coaching styles appropriate to participants and also impacts on participants. Reference should also be made to other appropriate personnel (for example, assistant coaches, officials, volunteers) who may be involved. A session plan should also be produced which identifies sport-specific content and suggests adaptations to sessions as a result of unforeseen circumstances (for example, weather, size of group).</p> <p>Learner report – 3.1 to 3.4 An assignment on how stages of participant development impact on their coaching. The assignment should identify various stages in participant development and explain how they impact on coaching sessions and the coaching environment.</p> <p>Learner task/witness testimony – 4.1 to 4.7 Within the task the learner could include methods of evaluation, types of information, how and when to obtain it and also identify additional people who could contribute to the process. Session plans</p> |

Delivery and assessment guidance

produced earlier could be used to generate evidence. Practical application is not mandatory, but it would allow realistic evaluation to take place.

WITHDRAWN

Unit 03 Supporting participant(s)' lifestyle through coaching sport (H/601/2106)



| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| 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. | | | | |
| Assessment | | | | |
| This unit is internally assessed and externally quality assured | | | | |
| Mandatory | Achieved/not yet achieved | Level 2 | 2 credits | 16 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand basic nutrition and hydration principles for sports performance | 1.1 Identify the five different food/nutritional groups |
| | 1.2 Describe the principles of good nutrition as it relates to sports performance |
| | 1.3 Describe the principles of hydration |
| | 1.4 Identify the signs and symptoms of dehydration |
| | 1.5 Describe the principles of weight management as appropriate to specific sports |
| | 1.6 Explain how best to achieve optimum nutrition and hydration levels before, during and after training and competition |
| 2. Understand physical conditioning for sport | 2.1 Identify the components of physical and skill-related fitness |
| | 2.2 Describe the physical capabilities required for a sport |
| | 2.3 Describe the principles of injury prevention in training |
| | 2.4 Describe how to support participant(s) in the management of injury |
| | 2.5 Identify methods of training different physical components in participant(s) |
| | 2.6 Identify the basic anatomy and biomechanical demands of a sport related activity |
| | 2.7 Identify specific physical testing protocols for a sport related activity |
| | 2.8 Identify methods to enhance participant recovery time from session to session |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 3. Understand principles of mental preparation in sport | 3.1 Identify the mental capabilities required for a sport related activity |
| | 3.2 Identify key methods for improving participant(s): <ul style="list-style-type: none"> • confidence • concentration • motivation • emotional control • cohesion |
| | 3.3 Describe the principles of participant(s)' development at the different stages of cognitive, emotional and social development |
| | 3.4 Outline how a coach can profile participant(s)' mental skills |
| | 3.5 Describe the basic coach intervention techniques for developing mental skills for training and competition |
| 4. Understand how to support participant awareness of drugs in sport | 4.1 Outline the ethical issues surrounding drug taking in sport |
| | 4.2 Identify sources of information on drugs in sport |
| | 4.3 Outline the consequences for participant(s) in taking supplementation or prescription medicines |

| Delivery and assessment guidance |
|--|
| <p>Learner report/worksheet – 1.1 to 1.6</p> <p>The evidence should identify the five food/nutrition groups. Food groups, based on the Eatwell Guide, to be identified as:</p> <ul style="list-style-type: none"> • fruit and vegetables • potatoes, bread, rice, pasta and other starchy carbohydrates • dairy and alternatives • beans, pulses, fish, eggs, meat and other proteins • oils and spreads <p>Understanding also needs to be shown of reasons for and benefits of hydration and nutrition before, during and after training/competition. The learner should refer to the Eatwell Guide to support with the collection of information.</p> <p>Learner report/worksheet – 2.1 to 2.8.</p> <p>The worksheet should identify and explain the components of physical and skill-related fitness and how these relate to sport. Components of physical fitness are recognised as:</p> <ul style="list-style-type: none"> • cardiovascular endurance • flexibility • muscular endurance • strength • body composition <p>Components of skill-related fitness are recognised as:</p> <ul style="list-style-type: none"> • balance • coordination • agility • speed • power |

Delivery and assessment guidance

- reaction time

Also, an assignment should show an understanding of injury prevention, management of injury and enhancement of recovery time.

Learner report – 3.1 to 3.5

An assignment on mental preparation for sport. The assignment needs to cover key areas such as confidence, concentration, motivation, emotional control and cohesion showing an understanding of how these areas could be improved both in training and in competition.

Learner report/worksheet – 4.1 to 4.3

An independently-produced worksheet/report identifying issues concerning drugs and their use in sport.

The learners could undertake research into sources of information such as World Anti-Doping Agency, the British Olympic Association, National Governing Bodies of sport, and outline consequences of taking supplements or prescription medicines as well as performance-enhancing drugs.

Unit 04 Understanding the principles of safe and equitable coaching practice (M/601/2108)



| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit assesses the coach's understanding of how to ensure that their coaching is safe and equitable. | | | | |
| Assessment | | | | |
| This unit assesses the coach's understanding of how to ensure that their coaching is safe and equitable. | | | | |
| Mandatory | Achieved/not yet achieved | Level 2 | 2 credits | 13 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand how to ensure participant(s)' safety during sport-specific coaching sessions | 1.1 Describe the health and safety requirements that are relevant to planned sport-specific activities and competition |
| | 1.2 Describe how to structure coaching sessions to minimise the risk of injury to participant(s) |
| | 1.3 Explain how to plan for contingencies to coaching sessions as a result of external influences |
| | 1.4 Explain how to implement contingencies to coaching sessions as a result of external influences |
| | 1.5 Describe the principles for checking the safe functionality of equipment used during sport-specific activities and competition |
| | 1.6 Outline the main rules/regulations of the sport/activity appropriate to the level of the participant(s) |
| | 1.7 Explain how to interpret and communicate the rules/regulations of the sport/activity to participant(s) |
| | 1.8 Describe the coach's duty of care responsibilities for participant(s), including children |
| | 1.9 Outline the coach's responsibilities for ensuring that the coaching environment is maintained appropriately |
| | 1.10 Describe the following requirements for ensuring the protection of children from abuse: <ul style="list-style-type: none"> • legal requirements • sport-specific requirements |
| | 1.11 Describe the insurance requirements on a coach operating in a coaching environment |
| 2. Understand how to ensure equitable coaching of sport-specific activities | 2.1 Describe the following requirements impacting on equitable coaching: <ul style="list-style-type: none"> • legal requirements • sport-specific requirements |
| | 2.2 Explain the purpose of sport-specific codes of practice for coaching |
| | 2.3 Explain how sport-specific codes of practice for coaching impact on coaching behaviour |
| | 2.4 Describe methods to minimise barriers to participant development |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| | 2.5 Explain what information is required in order to provide appropriate and safe opportunities for disabled participant(s) and specific populations |
| | 2.6 Describe the nature of impairments and how their implications may affect aspects of the coaching process |
| | 2.7 Describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment |
| | 2.8 Describe how and when to involve support staff to ensure participant(s)' needs are provided for within the coaching activity |
| | 2.9 Describe how to adapt and progress activities and sessions |
| | 2.10 Describe how to prepare athletes for competition |
| | 2.11 Identify types of performance-enhancing drugs and illegal substances |
| | 2.12 Explain how a coach can discourage the use of performance-enhancing drugs and any illegal substances |

Delivery and assessment guidance

Learner report/session plan – 1.1 to 1.11

Learners could complete a session plan covering health and safety, child protection in relation to sport-specific activities and also an assignment showing an understanding of legal (insurance), ethical and moral issues in sport with particular reference to children.

Learners need to provide evidence of their understanding of safe practices to avoid injury and also adaptations to sessions as a result of external influences. This information could be conveyed in a detailed session plan or a series of session plans for particular activities involving a variety of ages and abilities. To support this, an assignment could be completed showing an understanding of insurance requirements and also the protection of children from various forms of abuse.

Learner report – 2.1 to 2.12

Assignment based on Activity Alliance principles or other up-to-date programmes and 'Sport For All' plus a group discussion referring to the role of support staff.

The assignment needs to make reference to codes of practice, disabilities (physical and mental), special population and religious considerations for participation and how sessions may need to be adapted as a result. The group discussion should be supported by a witness testimony showing individual understanding.

This can also be used for unit 01 1.12.

Unit 05 Assist in the delivery of a sports activity session (H/602/3087)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| Learners will gain experience of delivering sports activity sessions including the setting up, checking and taking down of facilities and equipment. While assisting in the delivery of coaching sessions, they will also gain experience of the coach's role and responsibilities. | | | | |
| Assessment | | | | |
| This unit is internally assessed and externally quality assured | | | | |
| Mandatory | Achieved/not yet achieved | Level 2 | 4 credits | 30 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 1. Prepare for the activity session | 1.1 Carry out a risk assessment for the safe delivery of an activity session to include: <ul style="list-style-type: none"> equipment and facilities to be used personal pre-exercise questionnaires (Physical Activity Readiness Questionnaire (PAR-Q)) potential hazards size and space |
| | 1.2 Assist in preparing the equipment and facilities for a planned activity session ensuring: <ul style="list-style-type: none"> availability and sufficiency of equipment to be used on the day contingency plans in place |
| | 1.3 Assist in preparing participants for the activity session considering the following: <ul style="list-style-type: none"> fully completed PAR-Qs correct clothing for the activity |
| 2. Demonstrate an ability to assist leading a safe and appropriate activity session | 2.1 Assist in leading a safe activity session considering the following: <ul style="list-style-type: none"> appropriate warm up appropriate main body of activity appropriate cool down |
| | 2.2 Utilise facilities and equipment in a safe and appropriate manner throughout the activity session |
| 3. Conclude the activity session appropriately | 3.1 Assist in the safe dismantling and storing of equipment used during the session |
| | 3.2 Check and leave facilities in a safe condition for future use |
| | 3.3 Report any defects or issues using correct procedures |
| 4. Evaluate the activity session | 4.1 Provide participants with feedback on performance |
| | 4.2 Accept feedback on performance from participants |
| | 4.3 Evaluate the session and plan for future delivery using SMART targets appropriately |

Delivery and assessment guidance

Observation record and completed risk assessment – 1.2 and 1.3

Observation record of practical application supported by written evidence of individual and appropriate risk assessment. Practical evidence for this section should build on theoretical understanding and knowledge acquired from previous units for example planning, health and safety and communication covered in units 01 and 02. The risk assessment should be undertaken for the facility to be used in delivery and should also consider the target group to be delivered to. PAR-Qs need to be completed rather than a blank sample to assist in planning an appropriate session.

Observation record – 2.1 and 2.2

Observation record of delivery of a safe and appropriate activity session. Practical evidence for this section should build on theoretical understanding and knowledge acquired from previous units for example planning, health and safety and communication covered in units 01 and 02. Learners should be observed assisting in the delivery of a safe and appropriate sport activity session which considers safe practices and all components of the session through warm up, main body and cool down.

Observation record – 3.1 and 3.2

Observation record verifying safe and appropriate conclusion of the sport activity session. Practical evidence for this section should build on theoretical understanding and knowledge acquired from previous units for example planning, health and safety and communication covered in unit 02. Learners should be observed following safe working practices when dismantling and storing equipment used in the session. Any defects should be reported as per facility guidelines.

Observation record – 4.1 to 4.3

Observation record verifying appropriate provision and receipt of constructive feedback. Written evaluation also needed based on this feedback. Practical evidence for this section should build on theoretical understanding and knowledge acquired from unit 05. Learners need to be observed providing feedback in an appropriate fashion with constructive comments based on audience participation during the sport activity session. The written evaluation should be based on feedback received as well as personal observations during the session and consider SMART targets appropriately.

Section 3: explanation of terms

Explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

| | |
|--|--|
| Apply | Link existing knowledge to new or different situations. |
| Assess | Consider information in order to make decisions. |
| Classify | Organise according to specific criteria. |
| Compare | Examine the subjects in detail looking at similarities and differences. |
| Define | State the meaning of a word or phrase. |
| Demonstrate | Show an understanding of the subject or how to apply skills in a practical situation. |
| Describe | Write about the subject giving detailed information. |
| Differentiate | Give the differences between two or more things. |
| Discuss | Write an account giving more than one view or opinion. |
| Distinguish | Show or recognise the difference between items/ideas/information. |
| Estimate | Give an approximate decision or opinion using previous knowledge. |
| Explain | Provide details about the subject with reasons showing how or why. Some responses could include examples. |
| Give (positive and negative points....) | Provide information showing the advantages and disadvantages of the subject. |
| Identify | List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking). |
| Illustrate | Give clear information using written examples, pictures or diagrams. |
| List | Make a list of key words, sentences or comments that focus on the subject. |

Explanation of terms continued

| | |
|----------------|---|
| Perform | Do something (take an action/follow an instruction) which the question or task asks or requires. |
| Plan | Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format. |
| Provide | Give relevant information about a subject. |
| Reflect | Learners should look back on their actions, experiences or learning and think about how this could inform their future practice. |
| Select | Choose for a specific purpose. |
| Show | Supply sufficient evidence to demonstrate knowledge and understanding. |
| State | Give the main points clearly in sentences. |
| Use | Take or apply an item, resource or piece of information as asked in the question or task. |

Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- Learner's Evidence Tracking Log (LETL)
- Support Handbook

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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