



Non-Exam Assessment

NCFE Level 1/2 Technical Award in Sports Studies (603/7010/5)

Centre version

September 2023 release

V1.0

Contents

Introduction.....	3
Information for learners.....	4
Marking guidance.....	5
Declaration for Authenticity.....	7
GDPR Consent.....	8
NEA Front cover.....	9
Preparation and research task.....	10
Project Brief.....	11
Task 1.....	12
Task 2 (a).....	17
Task 2 (b).....	21
Task 3 (a).....	27
Task 3 (b).....	30
Task 4.....	33
Task 5.....	39

Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that requires the learner to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable them to demonstrate an integrated connection and coherence between the different elements of the qualification.

The NEA will contribute **60%** towards the overall qualification grade and therefore it is important that the learner produces work to the highest standard that they can. The learner must not start the NEA until they have been taught the full course of study, to ensure that they are in the best position to complete the NEA successfully.

What is synoptic assessment?

Synoptic assessment is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives in an integrated way. The Department for Education (DfE) has consulted with Awarding Organisations and agreed the following definition for synoptic assessment:

“A form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.”

Synoptic assessment enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills.

As learners progress through the course, they will use and build upon knowledge and skills learnt across units. The NEA will test the learners' ability to respond to a real-world situation.

Information for learners

Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that will contribute **60%** towards your overall qualification grade and therefore it is important that you produce work to the highest standard that you can.

You will be assessed on your ability to independently select, apply and bring together the appropriate knowledge, understanding, skills and techniques you have learnt throughout your course of study, in response to a brief, set in a real-world-situation.

The NEA will be assessed holistically, using the levels of response mark grid and against five integrated assessment objectives. These assessment objectives and their weightings are shown below.

Assessment objective (AO)
AO1 – Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding. 12 marks (14%)
AO2 – Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations. 16 marks (19%)
AO3 – Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions. 12 marks (14%)
AO4 – Demonstrate and apply relevant technical skills, techniques and processes The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate processes, and techniques. 20 marks (24%)
AO5 – Analyse and evaluate the demonstration of relevant technical skills, techniques and processes. The emphasis here is for learners to analyse and evaluate the essential technical skills, processes, and techniques relevant to the vocational sector. 24 marks (29%)

Mark scheme information

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total marks for each question.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently, do not change your approach to marking once you have been standardised.
- Reward learners positively, giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- If you are in any doubt about the application of the mark scheme, you must consult with your centre's internal quality assurer.

Guidelines for using extended response marking grids

Extended response mark grids have been designed to assess learners' work holistically. They consist of levels-based descriptors and indicative content.

Levels-based descriptors.

Each level is made up of several descriptors for across the AO range – AO1 to AO5, which when combined provide the quality of response that a student needs to demonstrate. Each levels-based descriptor is worth varying marks.

The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

Indicative content reflects content-related points that a student may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content, as its purpose is as a guide for the relevance and expectation of the responses. Learners must be credited for any other appropriate response.

Application of extended response marking grids

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors.

Past paper

Documentation

Declaration of Authenticity

The learner and assessor must complete the form at the end of the assessment and before any marking takes place. The assessor must check the number of tasks submitted by the learner is accurate.

The completed form must be retained within the centre and is not to be sent to the moderator or NCFE unless specifically requested.

Learner name:	
Task(s) submitted:	
Learner declaration:	
I certify that the work submitted for this NEA is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature:	
Date:	

Assessor name:	
Assessor declaration:	
I certify that the work submitted is the learner's own. The learner has clearly referenced any sources used in the work. I confirm that all work was conducted under conditions designed to assure the authenticity of the learner's work.	
Assessor signature:	
Date:	

NB: Once completed, the declaration of authenticity must be stored securely within the centre, in line with the following NCFE Regulations of Conduct for NEA. A copy of this declaration form must be made available to NCFE upon request.

GDPR Consent

Section A: This section must be completed by the learner

- NCFE may select your work for use at teacher training or standardisation events. Your work will be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required
- NCFE may select your work at some point in the future for use in teaching and learning resources published on QualHub.co.uk. Your work would be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required
- you understand that this agreement may be terminated at any time through written request
- for further details about how we process your data please read more www.ncfe.org.uk/legal-information.

Please tick the option that applies, sign and date in the box below:

		Tick one only
I consent to my work being used in the manner detailed in Section A		
I do not consent to my work being used in the manner detailed in Section A		
Learner Signature:		
Date:		

Section B: This section must be completed by any participants who feature in the work

Over 13

- I am over 13 and I give my permission for my video and/or photographic image to be used as detailed in Section A (above).

Under 13

- I give my permission for my child's video and / or photographic image to be used as detailed in Section A (above).

Name of participant (Printed)	Participant/Parent signature	Date

If any of the participants have declined permission, please tick here:

☐

NCFE Level 1/2 Technical Award in Sports Studies (603/7010/5)

Non-Exam Assessment

September 2023 release

Learner instructions

- Read the project brief carefully before you start the work.
- You **must** clearly identify all of the work you produce during the supervised time.
- You **must** hand in all of your work to the supervisor at the end of each session.

Learner information

- This non-exam assessment will assess your knowledge and understanding from across the qualification.
- Total maximum mark for this assessment is **84**.
- The maximum completion time for this non-exam assessment is **20 hours** (plus **2 hours** preparation and research task).
- All of the work you submit **must** be your own.

Resources

- You have been provided with the following documents to use during the assessment:
 - Learner Log
 - Record of Learner Observation (assessor) for Task 3 (a)

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name _____

Centre name _____

Learner number Centre number

Learner signature _____

Preparation and research task

Maximum time: 2 hours

In addition to the allocated assessment time for this non-exam assessment (NEA), you are permitted to spend a maximum of **2 hours** to undertake research and develop a pack of resources that you can refer to during the formal NEA assessment time. During this 2-hour period, you may access all learning materials, the internet and other published materials.

You should use this time to create your own resource pack and it is this pack alone that you may use during the allocated time given to the NEA. This is the only support material that is permitted during the completion of NEA tasks (unless otherwise stated within each task instructions)

All research or data used in your final NEA **must** be referenced appropriately. As a minimum this should include the following:

- the use of quotation marks to clearly identify any passages not of your own words
- date accessed
- name of source / author.

Evidence requirements: research pack of no more than four sides of A4, font size 12 (if word processed) to be returned to your assessor at the end of each task / session and submitted with the completed NEA.

Formal NEA

Maximum completion time:

You have been provided with a total of **20 hours** to complete this non-exam assessment (plus **2 hours** for preparation and research).

You may use some or all of the time provided for each task.

You are allowed to use any remaining time allocated to one task to rework previous tasks up to the maximum time allowed.

You are not allowed to exceed the total number of hours.

You should not start your NEA until you have been taught the full course of study. This will ensure that you are in the best position to complete the NEA successfully.

Do not turn over until the assessor tells you to do so.

Project Brief

You are volunteering with your local authority, assisting a Community Activator Coach.

The PE lead at a local primary school has asked the local authority to plan a series of sports coaching sessions, to cover a six-week period. The local primary school have asked for the final week to consist of a competition in a ladder format.

You should plan **five** sports coaching sessions for a sport of your choice. Your chosen sport should have a National Governing Body (NGB) and be suitable for a group of at least eight, 7 – 11-year-olds.

When planning the sports coaching sessions, you will need to consider a wide range of elements. These may include information about:

- factors affecting participation in sport
- sports injuries to make sure activities are safe
- a coach's leadership styles, roles and responsibilities and motivation techniques
- skills and techniques to be developed for chosen sport
- skill classification and physical factors that can affect performance.

You will be expected to lead on delivering **one** of your planned sports coaching sessions.

In this session, you should demonstrate the relevant coaching techniques. Following this session, you should then complete a self-assessment to review your effectiveness as a coach.

After this you should revisit your remaining four sports coaching session plans and make changes to these. Changes should be based on feedback received from your assessor, as well as your self-assessment.

Finally, you will be required to evaluate and produce an action plan to demonstrate the effectiveness of your coaching skills and your ability to plan and deliver coaching sessions.

Assessment tasks and mark scheme

Task 1

Research and development	
Maximum time	4 hours
Content areas assessed	1. Participation in sport 6. Sports injuries 8. Sports leadership and sports coaching 9. Skills classification and performance analysis 10. Development and delivery of a sports coaching session
Assessment objectives	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
You are required to: Using the internet for support, undertake research to create a document focused on working with children aged 7 – 11-years-old based in a primary school setting. The document should: • explain the different leadership styles coaches could use • explain the roles and responsibilities of a coach and give supporting examples • provide an overview of skills classification • outline the key components of planning / delivering / reviewing a sports coaching session • provide an overview of the common causes of sport injuries and preventions methods • give examples of different solutions to barriers that may affect participation in sport. [12 marks]	
Evidence	• A document containing all task requirements: ◦ digitally processed or ◦ handwritten. • Internet browsing history. • Learner Log

Task 1 – Research and development		
Band	Marks	Descriptors
4	10–12	AO3 - Makes excellent judgements about the most important skills and qualities of an effective leader and coach and solutions to barriers of sports participation, supported by comprehensive and highly detailed examples which are highly relevant to the brief. AO2 - Excellent application of knowledge and understanding of sports leadership and coaching, skills classification, development of a sports coaching session and solutions to barriers of sports participation that is comprehensive, highly detailed and highly relevant to the requirements of the brief. AO1 - Excellent recall of knowledge and understanding of sports leadership and coaching, skills classification, development of a sports coaching session, sports injuries and prevention methods and solutions to barriers of sports participation that is comprehensive, highly detailed and highly relevant to the brief.
3	7–9	AO3 - Makes good judgements about the most important skills and qualities of an effective leader and coach and solutions to barriers of sports participation, supported by mostly detailed examples which are mostly relevant to the brief. AO2 - Good application of knowledge and understanding of sports leadership and coaching, skills classification, development of a sports coaching session and solutions to barriers of sports participation that is mostly detailed and mostly relevant to the requirements of the brief. AO1 – Good recall of knowledge and understanding of sports leadership and coaching, skills classification, development of a sports coaching session, sports injuries and prevention methods and solutions to barriers of sports participation that is mostly detailed and mostly relevant to the brief.
2	4–6	AO3 – Makes reasonable judgements about the most important skills and qualities of an effective leader and coach and solutions to barriers of sports participation, supported by examples that have some detail and some relevance to the brief, though may be underdeveloped. AO2 – Reasonable application of knowledge and understanding of sports leadership and coaching, skills classification, development of a sports coaching session and solutions to barriers of sports participation that have some detail and some relevance to the requirements of the brief, though may be underdeveloped. AO1 - Reasonable recall of knowledge and understanding of sports leadership and coaching, skills classification, development of a sports coaching session, sports injuries and prevention methods and solutions to barriers of sports participation that have some detail and some relevance to the brief, though may be underdeveloped.

1	1–3	AO3 - Makes limited judgements about the most important skills and qualities of an effective leader and coach and solutions to barriers of sports participation, supported by examples that have minimal detail and minimal relevance to the brief and are mostly superficial. AO2 - Limited application of knowledge and understanding of sports leadership and coaching, skills classification, development of a sports coaching session and solutions to barriers of sports participation that is minimal in detail, has minimal relevance to the brief and is mostly superficial. AO1 – Limited recall of knowledge and understanding of sports leadership and coaching, skills classification, development of a sports coaching session, sports injuries and prevention methods and solutions to barriers of sports participation that is minimal in detail, has minimal relevance to the brief and is mostly superficial.
	0	No rewardable material

Indicative content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response and in the case of this task will be embedded into the document produced.

A learner's demonstration of recall of knowledge and understanding (AO1), their application of knowledge and understanding (AO2) and their analysis and evaluation (AO3) can be implied through the learner's ability to create the document.

AO1 - The learner may recall a range of knowledge and understanding. When deciding placement within the bands, consideration should be given to the range and relevance to the brief. Typical responses may make reference to:

- sports leadership and coaching:
 - types and styles of leaders
 - skills and qualities of a leader and coach
 - responsibilities of a leader
 - roles and responsibilities of a coach
 - coaching techniques to develop sports skills performance.
- skills classification:
 - environmental stimuli
 - types of skill classification
 - types of practice.
- delivering a sports coaching session:
 - risk assessment
 - motivation of participants
 - warm-up
 - skill introduction and assessment
 - skill development
 - differentiating activities and drills
 - cool-down.

- sports injuries:
 - sprains
 - tears / strains
 - lacerations
 - concussion.
- sports injury prevention methods:
 - stretching warm-up and cool-down
 - hydration
 - safe use of equipment.
- barriers to sports participation, as relevant to the brief – 7 – 11 years:
 - still in the development stages of motor skills
 - still developing general coordination.

AO2 - The learner will demonstrate application of knowledge and understanding through the responses given. They should be informed by the requirements of the brief (primary school children). The applied understanding will vary depending on the range of knowledge and understanding recalled. However, typical responses may include:

- (sports leadership and coaching):
 - appropriate styles for the 7 – 11 age group, that is relevant to the chosen sport and activity
 - responsibilities such as knowledge of the sport, creating a safe environment and planning innovative sports sessions may be linked to the school setting.
- (skills classification) environmental stimuli may be referred to in terms of the weather e.g. students within the school may be less motivated in poor conditions
- (development of a sports coaching session) school equipment checks should be carried out at regular times
- (barriers to sports participation, as relevant to the brief - children):
 - still in the development stages of motor skills
 - still developing general coordination.

AO3 - The learner will make judgements which will vary in nature, depending on the range of knowledge and understanding recalled and applied. When considering placement within the bands, consideration should be given to the strength of judgements and relevance to the brief. As per the setting stipulated in the brief, typical responses may include:

- (sports leadership and sports coaching):
 - (autocratic) the document may suggest that this style is more appropriate because of the school setting and expectations of the participants, compared to a laissez-faire style
 - the document may refer to a democratic style and link this with barriers to sport participation, for example involving less confident participants in the session skills
 - verbal communication – the document may provide advice on the following:
 - clear and concise speech – reference to what may be classed as clear and concise speech along with its importance when working with children. May accentuate the importance of being clear and concise when providing coaching points as part of the coaching session
 - active listening – when working with a group of children, it is essential to listen to feedback as well as observe non-verbal cues to check understanding and work effectively with individuals
 - reinforcement of points – regular reinforcement of coaching points / rules is important to make sure participants understand the task and adhere to health and safe guidelines.

- non-verbal communication – the document may provide advice on the following:
 - body language – important to have positive body language to motivate and inspire participants, in addition to articulating key coaching messages when working with a group of eight
 - facial expression – required to support verbal communication, but also to give non-verbal feedback (positive or negative) to participants
 - eye contact – important to build relationships, support in the provision of feedback and as a tool of managing individuals / groups of participants.
- (barriers to sports participation, as relevant to the brief - children):
 - the document may include advice on how to improve motor skills of children
 - the document may include advice on how to help develop general coordination of children through activities.

Past paper

Task 2 (a)

Development of five sports coaching plans	
Maximum time	3 hours
Content areas assessed	1. Participation in sport 4. The use of technology in sport 6. Sports injuries 9. Skills classification and performance analysis 10. Development and delivery of a sports coaching session
Assessment objectives	AO2 – 4 marks AO4 – 8 marks
You are required to: Choose one sport which has a National Governing Body (NGB) and is suitable for 7 – 11-year-olds in a primary school setting. Produce five sports coaching session plans for your chosen sport. Each of your sports coaching session plans must last a minimum of 60 minutes and should: • be for a minimum of eight participants • introduce and develop skills and techniques • include motivation techniques • include all components of a sports coaching session • consider the elements related to skills classification • include approaches used to minimise the risk of injury. In the final week, your participants will demonstrate these skills and techniques in a competition, in a ladder format. [12 marks]	
Evidence	• Five sports coaching session plans ○ word processed or ○ handwritten. • Learner Log.

Task 2 (a) – Development of five sports coaching plans		
Band	Marks	Descriptors
4	10–12	AO4 - Excellent demonstration of the components of a sports coaching session plan that is comprehensive and highly detailed, to create five sports coaching sessions. Supported by highly relevant examples of sports injury prevention methods and coaching techniques to develop and measure skills that is comprehensive and highly detailed. AO2 - Excellent application of knowledge and understanding of the components of a sports coaching session plan to develop five sports coaching sessions. References to skills classification are highly detailed and highly relevant to the requirements of the brief.
3	7–9	AO4 - Good demonstration of the components of a sports coaching session plan that is mostly detailed, to create five sports coaching sessions. Supported by mostly relevant examples of sports injury prevention methods and coaching techniques to develop and measure skills that is mostly detailed. AO2 - Good application of knowledge and understanding of the requirements of a sports coaching session plan to develop five sports coaching sessions. References to skills classification are mostly detailed and mostly relevant to the requirements of the brief.
2	4–6	AO4 - Reasonable demonstration of the components of a sports coaching session plan that has some detail, to create five sports coaching sessions. Supported by examples that have some detail of sports injury prevention methods and coaching techniques to develop and measure skills that has some detail and some relevance to the brief, though may be underdeveloped. AO2 – Reasonable application of knowledge and understanding of the components of a sports coaching session plan to develop five sports coaching sessions. References to skills classification have some detail and some relevance to the requirements of the brief, though may be underdeveloped.
1	1–3	AO4- Limited demonstration of the components of a sports coaching session plan that has minimal detail, to create five sports coaching sessions. Supported by examples that have minimal detail of sports injury prevention methods and coaching techniques to develop and measure skills that has minimal detail and minimal relevance to the brief, mostly superficial. AO2 – Limited application of knowledge and understanding of the components of a sports coaching session plan to develop five sports coaching sessions. References to skills classification have limited detail and limited relevance to the requirements of the brief and is mostly superficial.
	0	No rewardable material

Indicative content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response and in the case of this task will be embedded into the five sports coaching session plans.

A learner's demonstration of their application of knowledge and understanding (AO2) can be implied through the learner's ability to create five sports coaching session plans for (AO4).

AO4 - The learner will demonstrate and apply relevant technical skills, techniques, and processes to the components of a sports coaching session plan, including relevant examples of sports injury prevention methods and coaching techniques, to develop and measure skills by developing five sports coaching session plans that target specific links to the briefs and chosen sport. When considering placement within the bands, the level of detail and relevance of the components to the primary school setting, along with the relevance to children, should be considered:

- planning and development of a sports coaching session:
 - session aims (linked with the sport / factors) – clear outline of the purpose of the session which should evolve across the five session plans
 - session objectives (linked with the choice of sport and the competition planned, to develop skills and techniques required) – specific breakdown of the elements that participants will be developing throughout each of the sessions
 - record of required risk assessment checks (venue, equipment, environment, competitors)
 - sport coaching session (format, sequence, timings and contingencies) – relating to the brief and the five principles of risk assessment
 - participants – clarity as to the number of participants as well as any individual needs of participants and planned for a minimum of eight participants
 - equipment requirements – breakdown of the different pieces of equipment required for the session to be delivered.
- sports injuries (relevant to risks associated with the choice of sport and participant):
 - prevention methods – this will be incorporated into the structure of the session, in addition to the types of activities chosen. The learner may also identify health and safety controls where appropriate
 - sports health and safety risk assessment – appropriate completion of risk assessment document / template.
- skill classification – each of the following will be embedded within the coaching session plans, with appropriate application in the relevant coaching sessions:
 - environmental stimuli
 - types of skill classification
 - types of practice.

AO2 - The learner will apply knowledge and understanding of the requirements of a sports coaching session plan to develop five sports coaching session plans. When deciding on band placement, the level of progression of skills and techniques, relevance and appropriateness in relation to skills classification and awareness of injury prevention methods should be considered:

- planning and developing a sports coaching session (the sport selected by the learner will impact on the range of components listed). Learners should prepare five coaching session plans appropriately applying the following aspects from the specification:
 - session aims (linked with the sport / factors)

session objectives (linked with the choice of sport and the competition planned, to develop skills and techniques required)

- record of required risk assessment checks:
- venue:
 - space
 - hazards
 - access to refreshments
 - first aid equipment
 - emergency communication
 - suitable for activity
 - spectator safety
- equipment:
 - technology
 - correct footwear and clothing
 - equipment checks
 - safety clothing
- environment:
 - weather
 - temperature
- competitors:
 - number of competitors
 - pre-activity health checks
 - different levels of experience
- sport coaching session:
 - format
 - sequence
 - timings
 - contingencies
- participants:
 - age
 - gender
 - ability variation options
- equipment requirements:
 - amount
 - condition
 - arrangement.
- sports injuries (relevant to risks associated with the choice of sport and participant):
 - prevention methods - this will be incorporated into the structure of the session, in addition to the types of activities chosen. The learner may also identify health and safety controls where appropriate
 - sports health and safety risk assessment - appropriate completion of risk assessment document / template.
- skill classification – each of the following will be embedded within the coaching session plans, with appropriate application in the relevant coaching sessions:
 - environmental stimuli
 - types of skill classification
 - types of practice.

Task 2 (b)

Development of a sports competition plan	
Maximum time	2 hours
Content areas assessed	1. Participation in sport 4. The use of technology in sport 5. Planning, delivering and reviewing a sports competition 7. Psychology for sports performance
Assessment objectives	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
You are required to: Develop a plan for a sports competition to take place in the final week of the 6-week period. Your competition should focus on your participants being able to demonstrate the skills and techniques learnt in your previous five sports coaching session plans. Your planned competition should: • be in a ladder format • last for at least half a day • be suitable for a minimum of eight participants, aged 7 – 11-years-old • include the main aspects of a sports competition plan, as well as reasons for your choices. The competition could include more participants than were in the original group that you worked with. [12 marks]	
Evidence	• Completed plan: ○ word processed or ○ handwritten. • Learner Log.

Task 2 (b) – Development of a sports competition plan		
Band	Marks	Descriptors
4	10–12	AO3 - Makes excellent judgements on the main aspects of a sports competition plan, supported by comprehensive and highly detailed examples which are highly relevant to the requirements of the brief. AO2 - Excellent application of knowledge and understanding of the main aspects of a sports competition plan, that is highly detailed and highly relevant for the participants stated in the brief. The plan has an excellent structure, includes highly appropriate timings and is highly relevant to the coaching plans. AO1 - Excellent recall of knowledge and understanding of the main aspects of a sports competition plan, that is highly detailed and highly relevant to the brief.
3	7–9	AO3 - Makes mostly appropriate judgements on the main aspects of a sports competition plan, supported by mostly detailed examples which are which are mostly relevant to the requirements of the brief. AO2 - Good application of knowledge and understanding of the main aspects of a sports competition plan, that is mostly detailed and mostly relevant for the participants stated in the brief. The plan has a good structure, includes mostly appropriate timings and is mostly relevant to the coaching plans. AO1 - Good recall of knowledge and understanding of the main aspects of a sports competition plan, that is mostly detailed and mostly relevant to the brief.
2	4–6	AO3 - Makes reasonable judgements on the main aspects of a sports competition plan, supported by reasonably detailed examples which are reasonably relevant to the requirements of the brief. AO2 - Good application of knowledge and understanding of the main aspects of a sports competition plan, that is reasonably detailed and reasonably relevant for the participants stated in the brief. The plan has a reasonable structure with reasonably appropriate timings and linked with the coaching plans. AO1 - Good recall of knowledge and understanding of the main aspects of a sports competition plan, appropriate for the participants stated in the brief. Overview of the relevance of the plan is reasonably detailed and reasonably relevant, though may be underdeveloped.
	1–3	AO3 - Makes limited judgements about the main aspects of a sports competition plan, with clear and specific examples which have limited relevance to the requirements of the brief. AO2 - Limited application of knowledge and understanding of the main aspects of a sports competition plan, that has limited detailed and limited relevance for the participants stated in the brief. The plan has limited structure and is mostly underdeveloped. AO1 - Limited recall of knowledge understanding of the main aspects of a sports competition plan, that is minimal in detail, has limited relevance to the brief, and is mostly superficial.
	0	No rewardable material

Indicative content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response and in the case of this task will be embedded into the sports competition plan.

A learner's demonstration of recall of knowledge and understanding (AO1), their application of knowledge and understanding (AO2) and their analysis and evaluation (AO3) can be implied through the learner's ability to create the sports competition plan.

AO1 - The learner will recall knowledge and understanding of the main aspects of the sports competition plan including types of motivation. When considering placement within the bands, level of knowledge in relation to the information that is relevant to the participant group, from the list below, should be considered:

Main aspects of a sports competition plan:

- research:
 - competition participants
 - sponsorship and finance
 - venue (indoor / outdoor)
 - operations and resources
 - promotion options.
- aims and objectives
- risk control plan:
 - permits / insurances / licensing.
- safety equipment:
 - first aid kit
 - emergency contact phone
 - defibrillator.
- procedures and protocols
 - safety training / sport specific training
 - required risk assessment checks
 - appropriate supervision.
- sports competition timings
- competition format

- resources:
 - staff
 - equipment
 - technology.
- contingency plans.

Impact of motivation:

- types of motivation:
 - intrinsic motivation – motivated by internal mechanisms such as own achievement
 - extrinsic motivation – motivated by external stimuli such as tangible or intangible rewards.
- impact of motivation on sports performance
- positive effects:
 - enjoyment, which sustains willingness to continue
 - increased effort and improved performance
 - rewards for hard work
 - regular participation in sport
 - helps to overcome adversity.
- negative effects:
 - over-exertion.
- strategies that can be used to influence motivation:
 - using music – increases stimulation
 - imagery – imagining future success
 - relaxation – increases focus
 - mental rehearsal – builds self-confidence.

AO2 - When considering placement within the bands, the nature of how learners apply their knowledge and understanding of planning the sports competition will vary depending on the group size, age they are working with, the sport they choose and how they have applied the following elements which are relevant to the brief:

- research – competition should be appropriate based on a range of factors; type of sport participating in, availability of facility, number of participants such as:
 - competition participants
 - sponsorship and finance
 - venue (indoor / outdoor)
 - operations and resources
 - promotion options.
- aims and objectives – relevant for half day and minimum of eight participants
- risk control plan – relevant for a competition lasting for at least half a day and be appropriate for a minimum of eight participants such as:
 - permits / insurances / licensing
 - safety equipment:
 - first aid kit
 - emergency contact phone
 - defibrillator
 - procedures and protocols
 - safety training / sport specific training
 - required risk assessment checks
 - appropriate supervision.
- sports competition timings – lasting for at least half a day and be appropriate for a minimum of eight participants

- competition format – should be in a ladder format
- resources – suitable for sport chosen, minimum eight participants and half day ladder competition. Such as:
 - staff
 - equipment
 - technology.
- contingency plans – relating to the competition and realistic measures that could be put in place.

AO3 - The learner will make judgements which will vary in nature, depending on the range of knowledge and understanding recalled and applied. When considering placement within the bands, the accuracy and relevancy of judgements and examples should be considered in relation to the requirements of the brief. Supportive judgements will be made for the following sections:

- research – should be appropriate based on a range of factors; type of sport participating in, availability of facility, number of participants such as:
 - competition participants
 - sponsorship and finance
 - venue (indoor / outdoor)
 - operations and resources
 - promotion options.
- aims and objectives – relevant for half day and minimum of eight participants
- risk control plan – relevant for a competition lasting for at least half a day and be appropriate for a minimum of eight participants such as:
 - permits / insurances / licensing
 - safety equipment:
 - first aid kit
 - emergency contact phone
 - defibrillator
 - procedures and protocols
 - safety training / sport specific training
 - required risk assessment checks
 - appropriate supervision.
- sports competition – timings lasting for at least half a day and be appropriate for a minimum of eight participants
- competition format should be in a ladder format
- resources: suitable for sport chosen, minimum eight participants and half day ladder competition. Such as:
 - staff
 - equipment
 - technology.
- contingency plans.

Impact of motivation - should be justified with relevance to the competition and group detailed in the brief:

- types of motivation - should justify the relevant type of motivational techniques required relating to the type of sport, group size and competition format:
 - intrinsic motivation – motivated by internal mechanisms like own achievement
 - extrinsic motivation – motivated by external stimuli like tangible or intangible rewards.
- impact of motivation on sports performance, this should be justified relating to the competition chosen

- positive effects:
 - enjoyment, which sustains willingness to continue
 - increased effort and improved performance
 - rewards for hard work
 - regular participation in sport
 - helps to overcome adversity.
- negative effects:
 - over-exertion.
- strategies that can be used to influence motivation that will be used in the competition.

Past paper

Task 3 (a)

Delivery of a sports coaching session	
Maximum time	3 hours
Content areas assessed	6. Sports injuries 7. Psychology for sports performance 8. Sports leadership and sports coaching 9. Skills classification and performance analysis 10. Development and delivery of a sports coaching session
Assessment objectives	AO4 – 12 marks
You are required to: Deliver one of your five sports coaching sessions (15 minutes of this will be recorded by your assessor). Your sports coaching session should: • include a minimum of eight participants • be led by you for the full duration of the session • last for a minimum of 60 minutes • be observed by your assessor [12 marks]	
Evidence	• Video recording of 15 minutes of the delivery of one sports coaching session. • Completed supporting Record of Learner Observation report (to be completed and provided by assessor using the template provided). • Learner Log.

Task 3 (a) – Delivery of a sports coaching session		
Band	Marks	Descriptors
4	10–12	AO4 - Excellent demonstration and application of sports coaching knowledge and skills to lead a coaching session in a highly effective manner with highly relevant skills classification. The session led was safe and the quality of the activities planned and delivered would significantly contribute to the development of skills and techniques of participants. Leadership skills applied throughout the session in a highly effective manner.
3	7–9	AO4 - Good demonstration and application of sports coaching knowledge and skills to lead a coaching session in a mostly effective manner with mostly relevant skills classification. The session led was safe and the quality of the activities planned and delivered would mostly contribute to the development of skills and techniques of participants. Leadership skills are applied throughout the session in a mostly effective manner.
2	4–6	AO4 - Reasonable demonstration and application of sports coaching knowledge and skills to lead a coaching session with some effectiveness, though underdeveloped at times with some relevant skills classification. The session led was safe and the quality of the activities planned and delivered would partially contribute to the development of skills and techniques of participants. Leadership skills applied throughout the session show some effectiveness, though underdeveloped at times .
1	1–3	AO4 - Limited demonstration and application of sports coaching knowledge and skills to lead a coaching session with minimal effectiveness (and may have required teacher support) with minimal relevant skills classification. The session led was safe and the quality of the activities planned and delivered would provide minimal and superficial development of skills and techniques of participants. Leadership skills are applied throughout the session with minimal and superficial effectiveness .
	0	No rewardable material

Indicative Content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response and in the case of this task will be embedded into the delivery of the sports coaching session.

When applying marks, please note that all marks awarded are based on the skills and knowledge demonstrated by the learner (undertaking the role of the coach) and not the effectiveness or ability shown by the participants.

AO4 - The learner will demonstrate and apply relevant skills, techniques and processes relating to the following components of a sports skills session when delivering the coaching session. The skills demonstrated must be suitable for a half-day session lasting a minimum of 60 minutes and suitable for a minimum of eight children who are the participants. When considering placement within the bands, consideration should be applied to how the effective skills, techniques and processes were demonstrated, the safety of the session and how effective leadership skills were applied throughout the session from the following:

- delivering a sports skills session:
 - risk assessment:
 - ensuring correct health and safety procedures are adopted
 - motivation of participants:
 - adapting coaching style to participant's requirements
 - warm-up:
 - pulse raiser
 - warm muscles
 - increase heart rate
 - mobilisation:
 - reduce stiffness of joints to improve mobility
 - stretches:
 - static – hold stretch to elongate the muscles
 - dynamic – stretch through a range of motions
 - skill introduction and assessment:
 - demonstrate skill
 - outline assessment criteria
 - skill development:
 - progression – improving skill
 - regression – returning to a former or less developed state
 - skill practice activity
 - measuring skill development
 - differentiating activities and drills to enable participants to be challenged
 - cool down:
 - pulse lowering
 - reduce heart rate
 - deliver oxygen to the muscles
 - developmental stretching:
 - increase length or flexibility of muscles.
- skills classification:
 - environmental stimuli
 - types of skill classification
 - types of practice.
- sports injuries:
 - prevention methods
 - sports health and safety risk assessment (will be included within risk assessment).
- sports leadership and sports coaching:
 - types and styles of leaders
 - skills and qualities of a leader and coach
 - responsibilities of a leader
 - roles and responsibilities of a coach
 - skills assessment
 - coaching techniques to develop sports skills performance
 - methods of measuring skill development.

Task 3 (b)

Review of a sports coaching session	
Maximum time	3 hours
Content areas assessed	6. Sports injuries 7. Psychology for sports performance 8. Sports leadership and sports coaching 9. Skills classification and performance analysis 10. Development and delivery of a sports coaching session
Assessment objectives	AO5 – 12 marks
After delivering the session in Task 3 (a) you are required to: Complete a self-assessment activity to review your effectiveness as a coach. Your self-assessment must review: • your leadership style • motivation techniques • skills and qualities shown • your ability to take on the responsibilities of a coach. You may use the completed Record of Learner Observation report from Task 3 (a) to support with this task. [12 marks]	
Evidence	• Self-assessment of the coaching session and effectiveness as a coach: ○ word processed or ○ handwritten. • Learner Log.

Task 3 (b) – Review of a sports coaching session		
Band	Marks	Descriptors
4	10–12	AO5 - Excellent analysis and evaluation of own effectiveness as a coach which includes a review of the learner's own leadership style, skills, qualities responsibilities and motivation techniques demonstrated as a sports coach that is comprehensive, highly detailed and supported by highly relevant subject terminology.
3	7–9	AO5 - Good analysis and evaluation of own effectiveness as a coach which includes a review of the learner's own leadership style, skills, qualities, responsibilities and motivation techniques demonstrated as a sports coach that is mostly detailed and supported by mostly relevant subject terminology.
2	4–6	AO5 - Reasonable analysis and evaluation of own effectiveness as a coach which includes a review of leadership style, skills, qualities, responsibilities and motivation techniques demonstrated as a sports coach that has some detail and supported by subject terminology that has some relevance, though may be underdeveloped .
1	1–3	AO5 - Limited analysis and evaluation of own effectiveness as a coach which includes a review of leadership style, skills, qualities responsibilities and motivation techniques demonstrated as a sports coach that has minimal detail and supported by subject terminology that has minimal relevance and is mostly superficial .
	0	No rewardable material

Indicative Content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response and in the case of this task will be embedded into the self-assessment activity.

When applying marks, please note that all marks awarded are based on review of the skills and knowledge demonstrated by the learner (undertaking the role of the coach) and not the effectiveness or ability shown by the participants.

AO5 - The learner's review will be informed by the nature of their coaching session and as such will vary depending on their choice of session. Typical responses may include references to, and be supported by subject terminology, relevant to the brief:

- sports leadership and sports coaching:
 - types and styles of leaders
 - skills and qualities of a leader and coach
 - responsibilities of a leader
 - roles and responsibilities of a coach
 - skills assessment
 - coaching techniques to develop sports skills performance
 - methods of measuring skill development.
- skills classification:
 - environmental stimuli
 - types of skill classification
 - types of practice.

- sports injuries:
 - prevention methods
 - sports health and safety risk assessment.
- reviewing a sports coaching session
- review techniques:
 - gathering feedback from participants, other organisers and teachers
 - identifying what went well and what can be improved about the session in future
 - watching a video recording of the session.
- the effectiveness of the session plan
- whether the session's aims and objectives were met
- the use of resources (staff, equipment, technology)
- whether the adaptations to contingencies were successful
- the effectiveness of the leader and coach (control and timing, motivation of participants, management of health and safety procedures to prevent sports injury)
- the performance of the participants using technical and tactical analysis.

Task 4

Revisit sports coaching session plans	
Maximum time	3 hours
Content areas assessed	6. Sports injuries 7. Psychology for sports performance 9. Skills classification and performance analysis 10. Development and delivery of a sports coaching session
Assessment objectives	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
After the delivery of your session from Task 3 (a) you are required to: Revisit your four remaining sports coaching session plans and make changes to these. You should highlight any changes that you make and show any revisions. Changes should: • be based on the feedback received in the Record of Learner Observation report, from Task 3 (a) • be based on your own self-assessment from Task 3 (b). • relate to both the structure and content of your session • be justified, making clear links to the above feedback • outline how the changes that you have made will help to improve future sessions. [12 marks]	
Evidence	• Four updated session plans: ○ digitally processed or ○ handwritten. • Learner Log

Task 4 – Revisit sports coaching session plans		
Band	Marks	Descriptors
4	10–12	AO3 - Makes excellent judgements for the changes required to the sports coaching session plan (following the delivery and review of the session), supported by comprehensive and highly detailed examples which are highly relevant to the feedback obtained. AO2 - Excellent application of knowledge and understanding of reviewing a sports coaching session, to review originally planned sports coaching sessions and update the remaining 4 sessions. Rationale includes reasons for changes that are highly relevant, and the updated sessions are highly structured with highly appropriate timings including several activities to progressively develop skills. AO1 - Excellent recall of knowledge and understanding of the requirements of reviewing a sports coaching session to review originally planned sports coaching sessions and update the remaining 4 sessions. Supported by highly comprehensive and highly detailed examples which are highly relevant to the feedback obtained
3	7–9	AO3 - Makes good judgements for the changes required to the sports coaching session plan (following the delivery and review of the session), supported by mostly detailed examples which are mostly relevant to the feedback obtained. AO2 - Good application of knowledge and understanding of reviewing a sports coaching session, to review originally planned coaching sessions and update the remaining 4 sessions. Rationale includes reasons for changes that are mostly relevant, and the updated sessions are mostly structured with mostly appropriate timings including some activities to progressively develop skills. AO1 - Good recall of knowledge and understanding of the requirements of reviewing a sports coaching session to review originally planned sports coaching sessions and update the remaining 4 sessions, supported by mostly detailed examples which are mostly relevant to the feedback obtained
2	4–6	AO3 - Makes reasonable judgements for the changes required to the sports coaching session plan (following the delivery and review of the session), supported by examples that have some detail and some relevance, though may be underdeveloped. AO2 - Reasonable application of knowledge and understanding of reviewing a sports coaching session, to review originally planned sports coaching sessions and update the remaining 4 sessions. Rationale includes reasons for changes that have some relevance, and the updated sessions have some structure with reasonably appropriate timings including some activities to progressively develop skills. AO1 - Reasonable recall of knowledge and understanding of the requirements of reviewing a sports coaching session to review originally planned sports coaching sessions and update the remaining 4 sessions, supported by some detailed examples which have some relevance to the feedback obtained.

1	1–3	AO3 - Makes limited judgements for the changes required to the sports coaching session plan (following the delivery and review of the session), supported by examples that have minimal detail and minimal relevance and are mostly superficial. AO2 - Limited application of knowledge and understanding of reviewing a sports coaching session, to review originally planned coaching sessions and update the remaining 4 sessions. Rationale includes reasons for changes that have minimal relevance, and the updated sessions have minimal structure including limited activities to progressively develop skills. AO1 - Limited recall of knowledge and understanding of the requirements of reviewing a sports coaching session to review originally planned sports coaching sessions and update the remaining 4 sessions, examples of changes are minimal in detail and have minimal relevance to the feedback obtained.
	0	No rewardable material

Indicative Content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response and in the case of this task will be embedded into the updated sports coaching session plans and rationale for changes made.

A learner's demonstration of recall of knowledge and understanding (AO1), their application of knowledge and understanding (AO2) and their analysis and evaluation (AO3) can be implied through the learner's ability to update the remaining 4 sports coaching sessions and provide a rationale for changes made.

AO1 - The learner will recall knowledge and understanding of the following to review originally planned coaching sessions and update the 4 remaining sports coaching session plans. Knowledge of the requirements of reviewing a sports skills session are related to the feedback obtained and appropriate enhancements made. When considering placement within the bands, level of knowledge recalled and understood in relation to the contents of an effective sports coaching session should be considered:

- sports injuries:
 - prevention methods
 - sports health and safety risk assessment.
- skills classification:
 - environmental stimuli
 - types of skill classification
 - types of practice.
- reviewing a sports skills session:
 - review techniques
 - the effectiveness of the session plan
 - whether the sessions aims and objectives were met
 - use of resources

- whether the adaptations to contingencies were successful
- the effectiveness of the leader and coach
- the performance of the participants using technical and tactical analysis.

Planning of a sports skills session:

- research:
 - competition participants
 - sponsorship and finance
 - venue (indoor / outdoor)
 - operations and resources
 - promotion options.
- aims and objectives
- risk control plan:
 - permits / insurances / licensing
 - safety equipment:
 - first aid kit
 - emergency contact phone
 - defibrillator
 - procedures and protocols
 - safety training / sport specific training
 - required risk assessment checks
 - appropriate supervision.
- sports competition timings
- competition format
- resources:
 - staff
 - equipment
 - technology.
- contingency plans.

AO2 - The learner will apply knowledge and understanding of reviewing a sports coaching session to review originally planned coaching sessions and update the remaining 4 sports coaching session plans. Clear links to the self-assessment, assessor observation form should be evident. The nature of how learners apply their knowledge will vary depending on the sessions planned and feedback / self-evaluation following the session that they led. When considering placement within the bands, appropriateness of changes made to the sessions with activities to progressively develop skills, in addition to effective reasons for changes, should be considered:

- sports injuries:
 - prevention methods
 - sports health and safety risk assessment.
- skills classification:
 - environmental stimuli
 - types of skill classification
 - types of practice.
- reviewing a sports skills session:
 - review techniques
 - the effectiveness of the session plan
 - whether the sessions aims and objectives were met
 - use of resources

- whether the adaptations to contingencies were successful
- the effectiveness of the leader and coach
- the performance of the participants using technical and tactical analysis.

Planning of a sports skills session:

- research:
 - competition participants
 - sponsorship and finance
 - venue (indoor / outdoor)
 - operations and resources
 - promotion options.
- aims and objectives
- risk control plan:
 - permits / insurances / licensing
 - safety equipment:
 - first aid kit
 - emergency contact phone
 - defibrillator
 - procedures and protocols
 - safety training / sport specific training
 - required risk assessment checks
 - appropriate supervision.
- sports competition timings
- competition format
- resources:
 - staff
 - equipment
 - technology.
- contingency plans.

AO3 - The learner will make relevant justifications for changes required by the coaching session plans (following the delivery and review of the session), supported by examples that refer to the feedback obtained through the Record of Learner Observation (assessor) form and self-assessments. When considering placement within the bands, consideration should be given to the strength of judgements and relevance to the brief.

- sports injuries:
 - prevention methods
 - sports health and safety risk assessment
- skills classification:
 - environmental stimuli
 - types of skill classification
 - types of practice
- reviewing a sports skills session:
 - review techniques
 - the effectiveness of the session plan
 - whether the sessions aims and objectives were met
 - use of resources
 - whether the adaptations to contingencies were successful
 - the effectiveness of the leader and coach
 - the performance of the participants using technical and tactical analysis.

Planning of a sports skills session:

- research:
 - competition participants
 - sponsorship and finance
 - venue (indoor / outdoor)
 - operations and resources
 - promotion options
- aims and objectives
- risk control plan:
 - permits / insurances / licensing
 - safety equipment:
 - first aid kit
 - emergency contact phone
 - defibrillator
 - procedures and protocols
 - safety training / sport specific training
 - required risk assessment checks
 - appropriate supervision
- sports competition timings
- competition format
- resources:
 - staff
 - equipment
 - technology
- contingency plans.

Task 5

Evaluation	
Maximum time	2 hours
Content areas assessed	8. Sports leadership and coaching 9. Skills classification and performance analysis 10. Development and delivery of a sports coaching session
Assessment objectives	AO5 – 12 marks
You are required to: Evaluate the effectiveness of your coaching skills and your ability to plan and deliver coaching sessions. Your evaluation should: • show a range of strengths and areas for improvement • conclude by developing an action plan, outlining future development needs with specific SMART targets to help you improve the elements that you have identified. When completing your evaluation, you should review both your performance as a coach, as well as your ability to complete the tasks. [12 marks]	
Evidence	• Evaluation, to include an action plan: ○ word processed or ○ handwritten. • Completed learner log.

Task 5 – Evaluation		
Band	Marks	Descriptors
4	10–12	AO5 - Excellent analysis and evaluation of own effectiveness as a coach. There is a highly relevant and highly detailed review that includes specific strengths and areas for improvement. An excellent, highly relevant and highly detailed action plan is provided.
3	7–9	AO5 - Good analysis and evaluation of own effectiveness as a coach. There is a mostly relevant and mostly detailed review which includes specific strengths and areas for improvement. A good, mostly relevant and mostly detailed action plan is provided.
2	4–6	AO5 - Reasonable analysis with some evaluation of own effectiveness as a coach. The review has some detail and some relevance which includes specific strengths and areas for improvement, though may be underdeveloped . A reasonable action plan, with some detail and some relevance is provided.
1	1–3	AO5 - Limited analysis with minimal evaluation of own effectiveness as a coach. The review has minimal detail and minimal relevance which includes specific strengths and areas for improvement, though mostly superficial . A limited action plan, with minimal detail and minimal relevance is provided.
	0	No rewardable material

Indicative Content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response and in the case of this task will be embedded into the evaluation.

AO5 - The learner will analyse and evaluate own effectiveness as a coach. This should include specific strengths and areas for improvement. The inclusion of the SMART action plan will give indication for band placement:

- review techniques:
 - gathering feedback from participants (peers) and tutors (where applicable, but peer feedback is not a requirement)
 - identifying what went well and what can be improved about the session in future
 - watching a video recording of the session (where appropriate and if consent has been given in line with safeguarding for child participants)
- the effectiveness of the session plan
- whether the session's aims and objectives were met
 - the use of resources:
 - staff
 - equipment
 - technology (where appropriate for the planned session)
 - whether the adaptations to contingencies were successful
 - the effectiveness of the leader and coach:
 - control of the session timing (must last a minimum of 60 minutes)
 - ability to motivate participants (based on techniques adopted, not the response by the participants)
 - management of health and safety procedures
 -

- the performance of the participants using technical and tactical analysis (where applicable but not a requirement)
- SMART principles for setting goals – should be produced to provide focused goals for improvement for future sports coaching session plans that are:
 - specific
 - measurable
 - attainable
 - realistic.
 - time bound:
 - short-term goals – accomplishing a goal in a short amount of time (2 to 3 weeks)
 - medium-term goals – accomplishing a goal within 3 to 6 months
 - long-term goals – accomplishing a goal beyond 6 months.

Past paper