

# Qualification specification

**NCFE Level 1 Award in the Principles of  
Coaching Sport**  
**QN: 600/0460/5**

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## Summary of changes

This document summarises the changes to this qualification specification since the last version (Issue 3.1 January 2019). Please check the NCFE website for the most recent version.

Issue	Publication Date	Summary of amendments
3.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 12).
3.2	March 2021	NCFE contact information updated.  Progression routes updated (Page 10).  Performance descriptions amended in Section 3.
3.3	June 2022	Further information added to the <a href="#">achieving this qualification</a> 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.  Information added to the <a href="#">entry guidance section</a> to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

# Section 1

## Qualification overview

## **Qualification overview**

### **Introduction**

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 1 Award in the Principles of Coaching Sport.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 1 Award in the Principles of Coaching Sport.

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**Things you need to know**

Qualification number (QN)	<b>600/0460/5</b>
Aim reference	60004605
Total Qualification Time (TQT)	40
Guided Learning Hours (GLH)	33
Credit value	4
Level	1
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

**Total Qualification Time (TQT)**

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

**Credit**

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

**About this qualification**

This is a regulated qualification. The regulated number for this qualification is 600/0460/5.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a Study Programme.

### Qualification purpose

This qualification aims to provide an introduction to sports coaching and provide learners with the skills and principles to safely deliver sports coaching sessions.

This qualification will:

- focus on the study of the principles of coaching sport
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

### Qualification objectives

The objectives of this qualification are to:

- introduce learners to the principles of planning, delivering and reviewing sports coaching activities
- enable learners to plan, implement and analyse coaching sessions
- help engage learners
- provide progression for learners from Level 1 through to Level 3.

### Achieving this qualification

To be awarded the NCFE Level 1 Award in the Principles of Coaching Sport, learners are required to successfully complete 4 mandatory units.

### Mandatory units

Unit No	Unit title
Unit 01	Understanding the fundamentals of coaching sport
Unit 02	Understanding the principles of planning coaching activities in sport
Unit 03	Understanding the principles of conducting coaching activities in sport
Unit 04	Understanding the principles of evaluating coaching activities in sport

The learning outcomes for each unit are provided in Section 2 (page 13).

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the NCFE Level 1 Award in the Principles of Coaching Sport, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.



## Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation of appropriate behaviour and dress
  - appropriate interpersonal skills
  - communicating with professional colleagues/peers and/or hierarchical seniors
  - supporting other aspiring employees
  - personal manners and deportment
  - an understanding of work practices and how different roles and departments function within an organisation.
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## Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

## Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

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## Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

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## Entry guidance

There are no specific recommended prior learning requirements for this qualification. This qualification is suitable for learners aged pre-16 and above.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

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

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

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## Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 2 Certificate in the Principles and Preparations for Coaching Sport
  - NCFE Level 2 Award in Employment Awareness in Active Leisure and Learning
  - NCFE Level 2 Certificate in Fitness Instructing
  - NCFE Level 2 Award in Improving Personal Exercise, Health and Nutrition
  - NCFE Level 2 Certificate in Sport
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## Qualification dates

Regulated qualifications have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date.

If we extend the review date, approved centres will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept learner registrations.

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

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## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the expected number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

## **Assessors and Internal Quality Assurance**

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

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## **Support for learners**

### **Evidence Tracking Log (LETL)**

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

## **Support for centres**

There are a number of documents available on the NCFE website that centres might find useful.

## **Customer Support team**

Our award-winning Customer Support Team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support Assistant, call 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

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## **Reasonable Adjustments and Special Considerations Policy**

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

## **Subject maps**

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

## **Fees and Pricing**

The current fees and pricing guide is available on the NCFE website.

## **Training and support**

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

## Learning Resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

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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## Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Information and Communication Technology skills.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

## Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) 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 the NOS for Sport and Active Leisure.

Further information on the NOS used in this qualification can be found at [www.ukstandards.org.uk](http://www.ukstandards.org.uk)

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# Section 2

## Unit content and assessment guidance

## Unit content and assessment guidance

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

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment)
- NOS mapping.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes 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 the Quality Assurance team at NCFE.

For further information or guidance about this qualification please contact our Product Development team on 0191 239 8000.

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**Unit 01 Understanding the fundamentals of coaching sport (D/601/3531)**

<b>Unit summary</b>	This unit assesses the coach's understanding of their role and the fundamentals of coaching.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	1
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	<ul style="list-style-type: none"> <li>• D482 Plan sports coaching programmes</li> <li>• K1 The role of the coach</li> <li>• K2 The coaching process</li> </ul>

**Learning outcome 1**

The learner will:

- 1 Know how to establish and maintain an effective, fair and equitable coaching environment

The learner can:

- 1.1 Outline why it is important to communicate clearly with participant(s) and colleagues
- 1.2 Outline what might happen if communication is not clear
- 1.3 Outline why equality and diversity are important in working with participant(s) and colleagues
- 1.4 State how to treat people equally and respect their individuality
- 1.5 Identify how to dress and present self at work
- 1.6 Identify examples of positive behaviour when coaching participant(s)
- 1.7 Outline why dress, appearance and behaviour are important at work

**Learning outcome 2**

The learner will:

- 2 Understand the principles of coaching

The learner can:

- 2.1 Outline why teamwork is important in providing good levels of service
- 2.2 Outline why it is important to always try to improve own work
- 2.3 Outline why feedback from colleagues and participant(s) is important
- 2.4 Identify how to use feedback from colleagues and participant(s) to improve own work

**Unit 01 Understanding the fundamentals of coaching sport (D/601/3531) (cont'd)****Learning outcome 3**

The learner will:

- 3 Know how to establish and maintain a safe coaching environment

The learner can:

- 3.1 Outline why safeguarding children and vulnerable people is important  
 3.2 Identify the procedures to follow for safeguarding children and vulnerable people  
 3.3 Describe the values or codes of practice relevant to own work  
 3.4 Explain the importance of dealing with accidents and emergencies promptly, calmly and correctly  
 3.5 Identify the types of injuries and illnesses that may occur in own area of work

**Delivery and assessment**

1.1-1.7 Learners need to show knowledge of how to establish and maintain an effective, fair and equitable coaching environment.

A group session could instigate discussion and agreement on the following:

- the importance of clear communication with all parties
- consequences of poor communication
- the importance of equality and diversity
- appropriate dress and behaviour.

Assessors, however, need to ensure that individual contributions fully meet learning outcomes or are supported by either oral or written evidence where gaps are identified. Discussions or personalised witness statements may be recorded.

2.1-2.4 Learners need to show an understanding of the principles of coaching. Learners could successfully complete a written assignment which focuses on the importance of teamwork in providing a good level of service and improvements in own work. The assignment could also consider the importance of feedback from all parties and how this feedback may be used to improve the coaching process.

**Types of evidence**

Evidence could include:

- written assignment (1.1-1.7, 2.1-2.4)
- group discussion (1.1-1.7).



**Unit 02 Understanding the principles of planning coaching activities in sport (H/601/3532)**

<b>Unit summary</b>	This unit assesses the coach's understanding of how to plan and prepare activities within coaching sessions.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	1
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	<ul style="list-style-type: none"> <li>• D482 Plan sports coaching programmes</li> <li>• K1 The role of the coach</li> <li>• K2 The coaching process</li> <li>• K3 Evaluation, self-reflection and reflecting on feedback</li> <li>• K12 Health, safety and welfare</li> <li>• K13 Behaviour management</li> <li>• K14 Planning and periodisation</li> </ul>

**Learning outcome 1**

The learner will:

- 1 Understand how to plan coaching activities

The learner can:

- 1.1 Outline why it is important to plan and prepare for coaching sessions
- 1.2 Describe how to identify who has responsibility for different aspects of sessions
- 1.3 Outline why it is important to work closely with the person with overall responsibility for sessions
- 1.4 Identify the types of information needed to plan an activity within sessions
- 1.5 Outline the types of information that may be confidential
- 1.6 Outline how to deal with confidential information
- 1.7 Outline why it is important to use evaluations of other activities when planning new activities
- 1.8 Outline why it is important to make sure the planned activities meet the overall aims of the sessions

**Unit 02 Understanding the principles of planning coaching activities in sport (H/601/3532) (cont'd)****Learning outcome 2**

The learner will:

- 2 Understand how to plan for a safe coaching environment

The learner can:

- 2.1 State why health, safety, cleanliness and tidiness are important in a coaching facility
  - 2.2 Identify the procedures which must be followed for checking coaching facility areas and dealing with any problems found
  - 2.3 Outline the types of problems which may be found in a coaching facility area
  - 2.4 Outline the types of problems allowed to be dealt with by self
  - 2.5 Describe the types of problems which should not be dealt with by self
  - 2.6 Indicate who problems should be reported to
  - 2.7 Outline health and safety requirements that cover own area of responsibility
- 

**Learning outcome 3**

The learner will:

- 3 Understand how to prepare facilities and equipment for coaching activities

The learner can:

- 3.1 Identify the types of equipment which might be used in coaching sessions
  - 3.2 Outline the main health and safety requirements for different items of coaching equipment
  - 3.3 Outline safe manual lifting and handling procedures
  - 3.4 Describe why safe manual lifting and handling procedures are important
  - 3.5 Identify the types of faults and/or hazards which may occur with coaching equipment
  - 3.6 Outline how to identify and report problems with coaching equipment
  - 3.7 Identify correct ways of setting up a range of coaching equipment
  - 3.8 Outline why it is important to check with a more senior colleague that coaching equipment has been set up correctly
-

**Unit 02 Understanding the principles of planning coaching activities in sport (H/601/3532) (cont'd)****Learning outcome 4**

The learner will:

- 4 Understand how to prepare participants for coaching activities

The learner can:

- 4.1 State the procedures to follow when arranging coaching facilities and equipment and giving information to participants
  - 4.2 Identify the requirements for dress and equipment for the activities being coached
  - 4.3 Outline how to give clear and correct demonstrations and explanations of skills, techniques, rules, codes and health and safety requirements
  - 4.4 Outline why it is important to answer participant(s)' questions
  - 4.5 Outline why warm ups are important
  - 4.6 Outline the types of warm up that are appropriate to activities being coached
-

**Unit 02 Understanding the principles of planning coaching activities in sport (H/601/3532) (cont'd)****Delivery and assessment**

1.1-1.8 Learners need to show an understanding of how to plan coaching activities successfully to meet aims of the session. They could achieve this through writing a report considering the importance of planning, responsibilities, types of information (including confidential) required and evaluative methods. To add realism to the assessment, learners could prepare a plan for a chosen session and, as a group, discuss individual merits and improvements where applicable.

2.1-2.7 In this unit learners need to show an understanding of how to plan a safe coaching session, considering the preparation of facilities and equipment. This could be achieved from a group discussion, discussing health, safety, cleanliness and tidiness in general terms to meet 2.1-2.3, and following on with a more focused approach to learners' own environment and their roles and responsibilities to meet 2.4-2.7.

3.1-3.8 In this unit learners also need to show an understanding of how to plan a safe coaching session, considering the preparation of facilities and equipment. 3.1-3.7 could be achieved from a written assignment focusing on facility and equipment preparation. For 3.6 identification and reporting should be covered in general terms as well as actual reporting procedures for learners' own work place or simulated work environment. For 3.7, 'setting up equipment' should refer to manufacturers' guidelines and the 'range' should cover all types of equipment learners have access to.

4.1-4.6 Learners need to show an understanding of how to prepare participants for coaching sessions. Although not a specific requirement, practical application could be used. Individuals could be asked to deliver a short session which considers preparation, dress and equipment, demonstration and appropriate warm-up activities.

Each session could be delivered to others within the group and discussed in a positive manner following delivery. This 'client' feedback could also be used as supporting evidence for unit 01 (2.2-2.4). If practical application is not undertaken, an alternative assessment method could be observation and comment on several coaching sessions which have been recorded. There are several coaching DVDs available and national governing bodies (NGBs) are usually a good starting point.

**Types of evidence**

Evidence could include:

- written report (1.1-1.8)
- group discussion (1.1-1.8, 2.1-2.7, 3.1-3.8)
- written assignment (2.1-2.7, 3.1-3.8)
- peer assessment/DVD/practical application (4.1-4.6).

**Unit 03 Understanding the principles of conducting coaching activities in sport (K/601/3533)**

<b>Unit summary</b>	This unit assesses the coach's understanding of how to conduct activities, conclude activities and support participant behaviour and performance during a coaching session.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	1
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	<ul style="list-style-type: none"> <li>• D482 Plan sports coaching programmes</li> <li>• D483 Manage safe and effective sports coaching programmes</li> <li>• K10 Learning styles and theories</li> <li>• K12 Health, safety and welfare</li> <li>• K13 Behaviour management</li> <li>• K14 Planning and periodisation</li> <li>• K15 Performance evaluation in competition</li> </ul>

**Learning outcome 1**

The learner will:

- 1 Understand how to conduct planned coaching activities

The learner can:

- 1.1 Describe own responsibilities during sessions
- 1.2 State the health and safety requirements relevant to the activities being coached
- 1.3 Identify sport-specific techniques, skills, rules and codes of behaviour relevant to the activities being coached
- 1.4 Outline how to select appropriate equipment for different participants
- 1.5 Describe the procedures for reporting accidents, injuries and illnesses
- 1.6 Describe own responsibilities for reporting accidents, injuries and illnesses

**Learning outcome 2**

The learner will:

- 2 Understand how to support participant(s)' behaviour and performance

The learner can:

- 2.1 Outline the importance of good communication with participant(s) during sessions
- 2.2 Outline how to motivate and encourage participant(s) without putting them under stress
- 2.3 Describe ways in which participant(s)' behaviour can be managed during sessions
- 2.4 Outline the coaching process as it applies to the improvement of participant performance
- 2.5 Outline the importance of giving feedback to participant(s) on what they are doing
- 2.6 Outline how to give feedback in a way that will help participant(s) to improve their performance
- 2.7 Identify appropriate times during an activity to provide feedback

### Unit 03 Understanding the principles of conducting coaching activities in sport (K/601/3533) (cont'd)

#### Learning outcome 3

The learner will:

- 3 Understand how to conclude coaching activities

The learner can:

- 3.1 Outline why it is important to allow enough time to finish an activity as planned
- 3.2 Outline why it is important to cool down
- 3.3 Outline types of appropriate cool-down exercises for the activities being coached
- 3.4 Outline why it is important to get feedback from participant(s) at the end of sessions
- 3.5 Identify procedures for putting away equipment and tidying the coaching facility
- 3.6 Outline how to identify faulty equipment and what to do with it
- 3.7 Outline why it is important to store equipment in the right place
- 3.8 Outline why it is important that storage areas should be clean, tidy and secure

#### Delivery and assessment

1.1-1.6, 2.1-2.7 Learners need to show an understanding of how to conduct planned coaching activities whilst supporting participants' behaviour and improvement. One option could be a group discussion following the practical activity or the recorded evidence used for unit 02 (4.1-4.6). This discussion should also focus on health and safety as well as behaviour and support of participants, identifying examples of good practice where applicable.

3.1-3.8 Learners need to show an understanding of how to conclude coaching activities. As with unit 02 (4.1-4.6), this could be achieved through practical application, although it is stressed again that this is not a requirement. Individual learners could deliver the concluding section of a coaching session to their peers and, on completion, the group could discuss each session, identifying examples of good practice and suggesting improvements where applicable. The discussion should consider timings, appropriate activities and equipment suitability and storage.

#### Types of evidence

Evidence could include:

- group discussion (1.1-1.6, 2.1-2.7, 3.1-3.8)
- practical application/recorded evidence (3.1-3.8).

**Unit 04 Understanding the principles of evaluating coaching activities in sport (M/601/3534)**

<b>Unit summary</b>	This unit assesses the coach's understanding of how to evaluate activities within coaching sessions and how to use evaluations to improve their own coaching.
<b>Credit value</b>	1
<b>Guided learning hours</b>	7
<b>Level</b>	1
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	<ul style="list-style-type: none"> <li>• D486 Monitor and evaluate effective sports coaching programmes</li> <li>• K3 Evaluation, self-reflection and reflecting on feedback</li> <li>• K4 Skill development</li> <li>• K14 Planning and periodisation</li> <li>• K16 Managing the contribution of other staff</li> </ul>

**Learning outcome 1**

The learner will:

- 1 Understand how to evaluate coaching activities

The learner can:

- 1.1 Outline why evaluating activity sessions is important
- 1.2 Describe why it is important to compare what happened during a session with what was planned
- 1.3 Outline the importance of making positive use of the feedback from others, including participants and the person responsible for sessions
- 1.4 Outline why it is important to record the results of the evaluation
- 1.5 Outline how to complete evaluation forms
- 1.6 State how to make use of past evaluations when planning and conducting future activities

**Learning outcome 2**

The learner will:

- 2 Understand how to develop own coaching practice

The learner can:

- 2.1 Outline why it is important to always try to improve own coaching
- 2.2 Identify how to ask colleagues for feedback on own work
- 2.3 Outline why feedback from colleagues is important
- 2.4 Identify how to use feedback from colleagues to improve own coaching
- 2.5 Outline why it is important to take part in training and education
- 2.6 Outline the sources of training and education available to improve coaching practice

**Unit 04 Understanding the principles of evaluating coaching activities in sport (M/601/3534)  
(cont'd)****Delivery and assessment**

1.1-1.6, 2.1-2.4 In this unit learners need to show an understanding of evaluating coaching activities. Units 01, 02, and 03 have focused on the preparation, delivery and safe closure of activity sessions. The group discussion suggested here should focus on all 3 areas, identifying good practice and how to use these examples to improve and plan future sessions. As with other group discussions, personalised witness testimonies are required to verify individual achievement of learning outcomes.

2.5, 2.6 For these two learning outcomes, learners could research relevant sources of evidence available to develop and improve coaching practices. These resources could then be discussed and shared in a group discussion, highlighting useful examples.

**Types of evidence**

Evidence could include:

- group discussion (1.1-1.6, 2.1-2.4)
- research/report (2.5, 2.6).



# Section 3

## Assessment and quality assurance

## **Assessment and quality assurance**

### **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.

The NCFE Level 1 Award in the Principles of Coaching Sport is internally assessed and externally quality assured.

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

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### **Internal assessment**

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. 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 (page 13).

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the 'Internal Assessment Tasks: Guidance for Centres' on the NCFE website.

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### **Supervision of learners and your role as an Assessor**

Guidance on how to administer the internal assessment and the support you provide learners can be found on the NCFE website.

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## **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

## **Presenting evidence**

### **Written**

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

### **Recorded**

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

### **Test High School**

**Recorded evidence:** starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

**Venue:** School hall

**Audience:** Assessors, parents and friends

#### **Band 1:**

Lead singer – James Doyle (blonde hair, front of stage)

Drummer – Diana Nisbett

Guitar 1 – Deepak Lahiri (black hair, blue jumper)

Guitar 2 – Deb Antani (brown hair, left hand side)

#### **Performance of XXX:**

Lead male – Su Jin

Lead female – Maya Solomon

Choir:

Caterina Petracci (black hair, back row 3rd from left)

Leonard Kalymniou (brown hair, back row 5th from left)

Luke Falconer (blonde hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

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## **Quality Assurance**

### **Internal quality assurance**

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

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### **External quality assurance**

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE.

External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

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# Section 4

## Explanation of terms

## Explanation of terms

This table explains how the terms used at Level 1 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Define</b>	Give the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject.
<b>Describe</b>	Provide details about the subject or item.
<b>Explain</b>	Provide details about the subject with reasons showing how or why.
<b>Give (examples of...)</b>	Provide relevant examples to support the subject.
<b>Identify</b>	List or name the main points.
<b>Indicate</b>	Point out or show using words, illustrations or diagrams.
<b>List</b>	Make a list of words, sentences or comments.
<b>Locate</b>	Find or identify.
<b>Outline</b>	Identify or describe the main points.
<b>Plan</b>	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
<b>Show</b>	Give information that includes clear knowledge about the subject.
<b>State</b>	Give the main points in brief, clear sentences.
<b>Use</b>	Take an item, resource or piece of information and link to the question or task.

# Section 5

## General information

## **General information**

### **Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.



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