



Developed in Partnership with the Lawn Tennis Association (LTA),  
With the support of British Tennis

# 1st4sport Level 2 Certificate in Coaching Tennis (QCF)

## Learner Pack – Part Two Information about the Qualification

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*Developing and awarding qualifications for the active learning and leisure industry.*

1st4sport Qualifications  
Coachwise Ltd  
Chelsea Close  
Off Amberley Road  
Armley  
Leeds LS12 4HP

Tel: 0113-290 7610

Fax: 0113-231 9606

Email: [Tenniscoaching@1st4sportqualifications.com](mailto:Tenniscoaching@1st4sportqualifications.com)

Website: [www.1st4sportqualifications.com](http://www.1st4sportqualifications.com)

The Ofqual-recognised awarding body 1st4sport Qualifications is a brand of Coachwise Ltd, the trading arm of The National Coaching Foundation (known as sports coach UK), the UK-registered charity leading the development of coaches and the coaching system in the UK. Any proceeds go directly back to sports coach UK to help them develop and advance sport in the UK.

The technical content of this qualification has been developed in partnership with the LTA with the support of British Tennis.

The Lawn Tennis Association (LTA)  
The National Tennis Centre  
100 Priory Lane, Roehampton  
London SW15 5JQ  
Tel: 020-7381 7000  
Fax: 020-7381 5965  
Email: [enquiries@lta.org.uk](mailto:enquiries@lta.org.uk)  
Website: [www.lta.org.uk](http://www.lta.org.uk)

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## Introduction to 1st4sport Qualifications

1st4sport Qualifications is an awarding organisation recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual) in England, Wales and Northern Ireland and the Scottish Qualifications Authority (SQA) in Scotland, created with the aim of offering vocational qualifications in areas of sport, recreation and allied occupations.

We work in partnership with a variety of organisations, such as governing bodies of sport, to develop qualifications. Our catalogue of qualifications includes vocational and occupational qualifications in the following sectors and areas:

- coaching
- leadership
- spectator safety
- leisure operations and management
- education and training
- sports volunteering
- first aid and injury management
- the outdoors
- Physical Education and school sport
- using sport to tackle youth crime
- functional skills.

The Ofqual/SQA-recognised awarding organisation 1st4sport Qualifications is a brand of Coachwise Ltd, the trading arm of The National Coaching Foundation (known as sports coach UK), the UK-registered charity leading the national development of coaches and the coaching system. Any proceeds go directly back to sports coach UK to help them develop and advance sport nationwide.

### 1st4sport Qualifications Mission Statement

To provide the sport and recreation industry with a quality-assured and cost-effective qualification awarding service.

The full list of qualifications available from 1st4sport can be obtained by contacting [enquiries@1st4sportqualifications.com](mailto:enquiries@1st4sportqualifications.com) The Ofqual accreditation status of qualifications offered by 1st4sport may vary, all efforts will be made to communicate changes in the status of qualifications via the appropriate media.

In an effort to reduce the costs of 1st4sport we aim to utilise electronic means of communication wherever possible. 1st4sport's website ([www.1st4sportqualifications.com](http://www.1st4sportqualifications.com)) or email ([enquiries@1st4sportqualifications.com](mailto:enquiries@1st4sportqualifications.com)) should be the first port of call for organisations or individuals looking for information. For those without access to the Internet, other formats are available, please contact:

Post: 1st4sport Qualifications  
Coachwise Ltd  
Chelsea Close  
Off Amberley Road  
Armley  
Leeds LS12 4HP

Tel: 0113-290 7610  
Fax: 0113-231 9606

## Contacting the Lawn Tennis Association (LTA)

Post to: The Lawn Tennis Association (LTA)  
The National Tennis Centre  
100 Priory Lane, Roehampton  
London SW15 5JQ  
Tel: 020-7381 7000  
Fax: 020-7381 5965  
Email: [enquiries@lta.org.uk](mailto:enquiries@lta.org.uk)  
Website: [www.lta.org.uk](http://www.lta.org.uk)

## Information on the UK Coaching Certificate

Email: [coaching@sportscoachuk.org](mailto:coaching@sportscoachuk.org)  
Website: [www.sportscoachuk.org](http://www.sportscoachuk.org)

## Equal Opportunities, Complaints and Appeals Procedures

Your recognised centre (the organisation/college delivering your programme of training) will provide you with a variety of documents including their:

- equal opportunities policy
- appeals procedure
- complaints procedure.

You may also be provided with a Learning Agreement. These documents describe your rights to receive an appropriate learning programme and, if you feel you have justification to complain about the service received or feel you have been unfairly assessed, you are encouraged to follow the recognised centre's complaints or appeals procedure.

If, having followed the recognised centre's procedures fully, you still feel you have reason to complain or appeal against the way your concerns were handled, you may appeal to 1st4sport. Our appeals and/or complaints procedures are available on our website: [www.1st4sportqualifications.com](http://www.1st4sportqualifications.com).

## Introduction to the Qualification

The 1st4sport Level 2 Certificate in Coaching Tennis (QCF) (L2CCTENQ) is awarded by 1st4sport in England and Wales and the technical content has been developed in partnership with The UK Coaching Advisory Group for Tennis. The 1st4sport L2CCTENQ is one of a number of coaching qualifications awarded by 1st4sport and is solely administered and awarded by 1st4sport as the Ofqual-recognised awarding body. The qualification is a component of the sports' UKCC-endorsed coach education programme.

This qualification is accredited onto the Qualifications and Credit Framework (QCF) and as such, on completion, will give you credit which may be used towards other similar qualifications. When you have completed the qualification, or units of it, your QCF achievements will be uploaded by 1st4sport to the Personal Learner Record (PLR) service. The PLR is operated by the Skills Funding Agency for Learners engaged within the QCF. The Skills Funding Agency offers this PLR Service which stores information on the QCF units and qualifications you have completed. The PLR will be a lifelong record of your learning and qualifications, which will be accessible to you and the organisations to which you have granted permission to view.

The Lawn Tennis Association (LTA) is the governing body for tennis in Great Britain, as recognised by British Tennis and the Sports Councils. British Tennis is committed to working closely with Tennis Scotland, Tennis Wales and the British Tennis Coaches Association (BTCA) to ensure a UK-wide coach education programme is developed and implemented, which meets the needs of tennis coaches at all levels, across the home countries. The UK Coaching Advisory Group for Tennis is composed of the constituent governing bodies for tennis in the UK (British Tennis, The LTA, Tennis Scotland and Tennis Wales). The governing bodies are committed to providing services to tennis.

The knowledge gained from this Certificate will enable you to develop an understanding of safe, ethical and effective tennis coaching. The Certificate qualifies you to coach the skills and techniques of the sport of tennis, as identified in the Level 2 Tennis Technical Syllabus, to groups of adults and children. The qualification might be used to generate evidence for a Level 2 Diploma in Coaching Tennis and other tennis coaching qualifications.

The 1st4sport L2CCTENQ contributes to the provision of the underpinning knowledge and understanding of the Level 2 National Occupational Standards (NOS) for coaching. The NOS for coaching have been developed by people from the industry with a vast range of knowledge and experience. The standards provide a benchmark of good practice.

Coaching, whether in an employed or voluntary capacity, is a rewarding and responsible role. The sporting community has expectations of coaches' conduct and behaviour that must be understood and supported by everybody. Appropriate behaviour is determined by the *LTA Code of Ethics for Coaches*. You will be provided with a copy of the appropriate code for reference as you work toward achieving the qualification.

## Qualification Prerequisites

Prior to registration, learners are required to:

- be at least 16 years of age to attend the programme of training
- hold one of the following awards or equivalent:
  - 1st4sport Level 1 Award in Coaching Tennis (QCF)
  - The LTA Tennis Assistants Certificate of Attendance
  - The LTA ETTC, ECA or Part 1 Coaching Qualification
  - Certificate of Education in PE and attendance
  - A recognised level 2 coaching qualification in another sport
- be able to communicate effectively in English<sup>1</sup> (this includes listening, speaking, reading and writing).

Prior to certification, learners are required to:

- have confirmation of attendance at a current Appointed Persons First Aid Course
- have confirmation of receipt of a positive CRB check via the LTA mechanism

## Period of Registration

Your registration with this qualification is valid for a period of two years from the date of registration/beginning of the learning programme (whichever is the earlier). It is expected that you will complete all aspects of the assessment for the qualification, and an application for certification be made within the period of registration, by your recognised centre. If you are disadvantaged or were unable to attend your assessment due to emotional/physical difficulties or adverse circumstances, you may apply to extend your registration period via the 1st4sport special consideration process.

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<sup>1</sup> Learners must be able to understand the requirements of the qualification and the information within the qualification materials in English without assistance. Where there is demand, this qualification may also be available in Welsh or Irish.



## Qualification Aim and Learning Outcomes

### Aim

To provide learners who have an ongoing involvement in tennis with an introduction to the processes and principles of coaching tennis to adults and children. The Certificate offers an opportunity for potential tennis coaches to be supported in developing the knowledge of how to effectively plan, conduct and evaluate tennis coaching sessions.

### Learning Outcomes

On successful completion of the 1st4sport L2CCTENQ, you will be able to understand: the role of a coach

- the coaching process
- participants' learning styles
- behaviour management
- how to reflect on a coaching session
- the principles of planning coaching sessions
- the principles of skill development through coaching sessions
- how the stages of participants' development impact on their coaching
- the principles of evaluation in coaching
- basic nutrition and hydration principles for sports performance
- physical conditioning for sport
- principles of mental preparation in sport
- how to support participant awareness of drugs in sport
- how to ensure participants' safety during sport-specific coaching sessions
- how to ensure equitable coaching of sport-specific activities.

On successful completion of the 1st4sport L2CCTENQ, you will be able to:

- review the needs of participant(s) for a series of tennis coaching sessions
- produce a series of tennis coaching session plans
- plan the evaluation of a series of tennis coaching sessions
- prepare resources for a tennis coaching session
- assess and manage possible risks in the tennis coaching environment
- establish and maintain working relationships
- safeguard and protect children and vulnerable adults
- prepare participant(s) for tennis coaching sessions
- deliver tennis coaching sessions
- develop participant(s) performance during tennis coaching sessions
- evaluate participant(s) performance in tennis coaching sessions
- evaluate tennis coaching sessions
- evaluate and improve personal tennis coaching practice.

## Qualification Format

The 1st4sport L2CCTENQ comprises eight units of assessment (see Figure 1 below), of which four are generic knowledge-specific units (201–204) and four tennis coaching-specific units (205–208) during which you will be required to show that you can plan and deliver coaching sessions which meet the requirements of the Level 2 Tennis Technical Syllabus. If you already hold the four generic units, you may be able to apply for Recognition of Prior Learning (RPL), at the discretion of your recognised centre/assessor. To qualify for the 1st4sport L2CCTENQ, you must successfully complete/have credit for all eight units.



**Figure 1: Structure of the 1st4sport L2CCTENQ**

The qualification is designed to be delivered via a mixture of tutor-delivered theoretical and practical sessions and home study. The qualification places appropriate emphasis on the practical aspects of the role of the tennis coach.

Achievement of the qualification is normally gained via the combination of the following phases:

1. attendance at an induction event that will provide you with an introduction to the qualification and ongoing support throughout the programme of training and home study, to ensure you understand the requirements of the qualification. In addition, you will receive support and guidance on accessing learning resources that support the development of your knowledge
2. a programme of training, during which you will be provided with the predominantly practical and technical information required to enable you to fulfil the role. You will undertake a series of short assessments of coaching tennis
3. achievement of knowledge via a structured programme of learning and/or home study and/or distance learning modules
4. further development of your application of the role of a coach, via practical coaching practice over a period of time and the development of a coaching log
5. a final assessment of your practical coaching.

At the conclusion of the programme of training and assessment, you will be action-planned for your further development.

## Recognition of Prior Learning (RPL)

The units 201–204 are generic coaching knowledge units that you may have achieved through completion of other qualifications containing those units, such as the 1st4sport Level 2 Award in the Principles of Coaching Sport (QCF), Qualification Accreditation Number: 500/8486/0, or similar qualifications from other awarding bodies. Recognised centres have a responsibility to review your prior achievements and if the learning is considered to be current (have occurred within the last 12 months), and check you are able to apply the knowledge gained through achievement of the units in the context of coaching tennis.

## Progression

Holders of this Certificate are encouraged to support the development of tennis by contributing to administration, management and/or coaching in school - or community-based tennis clubs. There are a number of LTA/ British Tennis initiatives that can support that role. The LTA Coach Education Mini-tennis programme supports the creation of a network of school- and community-based tennis clubs that are trained, resourced and skilled to meet the challenges of integrating young people into a recognised club structure. Mini-tennis facilitates the delivery of school- and community-based tennis opportunities for young people and the development of local partnerships.

Mini-tennis includes a programme of fun coaching activities that are designed to introduce young people to a range of tennis activities, in a safe environment. This Certificate represents the minimum qualification required to deliver the coaching activities included in the Level 2 Coaching Handbook.

Holders of this Certificate may seek employment, paid or unpaid, as a tennis coach. You may also wish to gather further evidence to achieve a Level 2 N/SVQ in Coaching, Teaching and Instructing Tennis. Achievement of an N/SVQ or individual units of the national standards can only be achieved via an organisation/college recognised to offer the N/SVQ and/or appropriate units. Achievement will require you to demonstrate your competence in fulfilling all the performance criteria and range of the standards, in the workplace, over a period of time. If successful in demonstrating competence in all aspects, you will be encouraged to undertake further coaching qualifications.

## Further Learning Opportunities

You may wish to progress your coaching by completing a higher-level tennis coaching qualification, or undertake further training and/or learning opportunities to increase your knowledge of coaching methods and practices. The home nation governing bodies of sport offer continuous professional development (CPD) opportunities for qualified coaches through coaches associations and Coach Licensing, which also offer coaches support and information on a wide range of further learning opportunities and courses.

If you wish to progress your knowledge of coaching methods and practices in a specific area of interest, you might undertake workshops and/or alternative learning opportunities offered by other relevant organisations, such as sports coach UK.

## Summary Assessment Specification

The assessment methods for this qualification include knowledge tests, tasks relating to coaching tennis and observations of your practical coaching. Your coach educator will help you to understand how to complete your Learner Pack, the different sorts of evidence that are appropriate and acceptable, and what the programme of assessment will be. You will be thoroughly briefed on the assessment criteria and procedures for the qualification.

To achieve the qualification, you are required to have, in summary, assessed evidence of what is outlined in the table below.

Summary of Assessment	
<i>The learner must have evidence of:</i>	
1	<p>an appropriate understanding of the Level 2 knowledge units and the specific technical knowledge underpinning the coaching of tennis, which will be assessed via performance, simulation, tasks and assignments as specified by the Level 2 Technical Syllabus for Tennis.</p>
2	<p>the production of a minimum of 10 coaching session plans for tennis, 4 of which must be linked and progressive for mini-tennis and 4 of which must be linked and progressive for a group. The planned sessions must be of a minimum of 45 minutes in duration but applicable to the stage of development of the players. All sessions must be drawn from the Level 2 technical syllabus developed for tennis.</p> <p>The following breadth of knowledge is expected to be assessed:</p> <p>Information – expected participant(s), participant(s)' stage of development, impairment, medical conditions, aims of the series of coaching sessions, appropriate learning styles, evaluations and action plans of other relevant sessions, planned environments for the sessions</p> <p>Participant(s) – individuals, groups, people with particular needs</p> <p>Goals – improve physical ability, improve mental ability, improve skills and techniques, improve tactical ability, provide fun and enjoyment</p> <p>Resources – environment for the sessions, equipment for the sessions, personal clothing and equipment, support from other staff</p>
3	<p>the preparation for all coaching environments used to deliver each of the 12 coaching sessions for tennis. All sessions must be drawn from the Level 2 technical syllabus developed for tennis.</p> <p>The following breadth of knowledge is expected to be assessed:</p> <ul style="list-style-type: none"> <li>• Resources – physical environment for the sessions, equipment for the sessions, personal clothing and equipment, support from other staff</li> <li>• Participant(s) – individuals, groups, people with particular needs</li> <li>• Hazards relating to – activities in the sessions, other activities occurring at the same time, equipment, the physical environment in which the session will take place, competence of staff involved, participant behaviour, participant special needs and medical conditions</li> <li>• Other people – coaching staff, support staff, facility staff, parents/carers, representatives of other organisations <ul style="list-style-type: none"> <li>▪ Abuse – physical, emotional, neglect, sexual, bullying</li> </ul> </li> </ul>

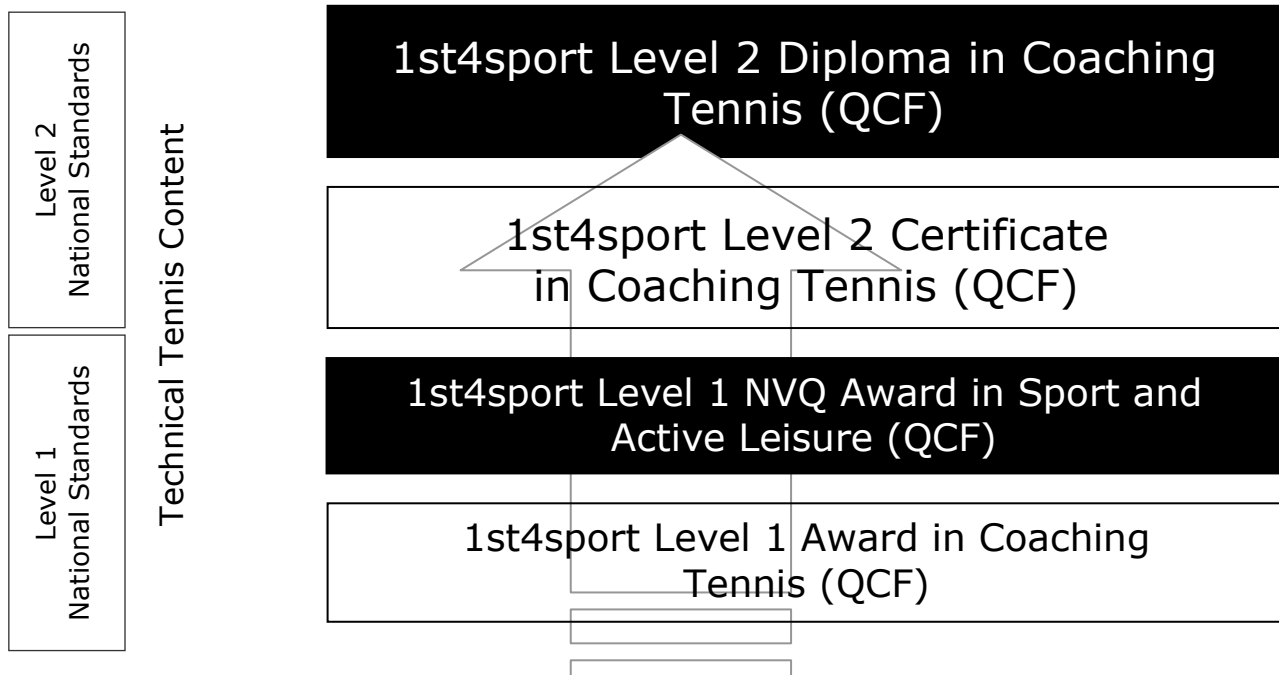
Summary of Assessment	
<i>The learner must have evidence of:</i>	
4	<p>the delivery of 10 coaching session plans for tennis, 4 of which must be linked and progressive for mini-tennis and 4 of which must be linked and progressive for a group. The planned sessions must be of a minimum of 45 minutes in duration.</p> <p>The delivery of a minimum of 2 tennis coaching sessions must be observed by an appropriately qualified assessor/ mentor</p> <p>All sessions must be drawn from the Level 2 technical syllabus developed for tennis.</p> <p>The following breadth of knowledge is expected to be assessed:            Participant(s) – individuals, groups, people with particular needs            Coaching methods – demonstration, explanation, questioning, peer tutoring, feedback and refinement, setting appropriate activities, command and response</p>
5	<p>the evaluation of 10 coaching session plans for tennis, including the effectiveness of the 4 linked and progressive sessions. All sessions must be drawn from the Level 2 technical syllabus developed for tennis.</p> <p>The following breadth of knowledge is expected to be assessed:            Participant(s) – individuals, groups, people with particular needs            Goals – improve physical ability, improve mental ability, improve skills and techniques, improve tactical ability, provide fun and enjoyment</p>

Should you struggle to demonstrate competence using the above methods, you should refer to the Guidance on Reasonable Adjustments to Assessment section in this Pack and raise this concern with your coach educator. If you are successful in all aspects of the assessment, you will be eligible to be certificated for the 1st4sport L2CCTENQ.

### Reassessment Procedures

If you are unsuccessful in any aspect of assessment – theoretical or practical, – you may be offered a maximum of two further opportunities to re-sit the appropriate portion of the assessment within your two year period of registration with 1st4sport. You should be made aware that recognised centres may levy additional charges for conducting reassessments.

The Sector Skills Council for Leisure, Learning and Well-being – SkillsActive – has developed a qualification map to guide the development of QCF qualifications that meet employers’ needs. Figure 2 shows a portion of the map relevant to Level 1 and 2 qualifications and where the 1st4sport L2CCTENQ sits.



**Figure 2: The Sport and Recreation Sector Map**

The 1st4sport L2CCTENQ is a qualification accredited onto the QCF. This qualification has been designed to provide you with opportunities for development in an occupational area and provide a broad foundation leading to employment and/or further study.

Further information on the work of SkillsActive, the sector map or the full range of NOS for the industry can be gained by contacting:

SkillsActive  
The Sector Skills Council for Active Leisure, Learning and Well-being  
Castlewood House  
77–91 New Oxford Street  
London WC1A 1DG

Tel: 020-7632 2000  
Email: skills@skillsactive.com  
Website: www.skillsactive.com

## National Occupational Standards and Associated Qualifications

The Level 2 NOS for coaching are composed of four units:

- D472 Plan a series of sports coaching sessions
- D473 Prepare the sports coaching environment
- D474 Deliver a series of sports coaching sessions work
- D475 Monitor and evaluate sports coaching sessions

The Level 2 NOS units are used as the basis of all QCF Level 2 coaching qualifications; this includes Level 2 Award, Certificate and Diploma qualifications. Within the QCF the qualification titles Award, Certificate and Diploma are used to indicate the size and amount of time it would normally take, from scratch, to complete a qualification.

This size is measured in learning time, which includes the hours you might need to prepare to attend a course, the course and assessment time and any preparation or additional work (such as logged coaching) you would need to complete. These hours are converted into a 'currency' which is called *credit*. Ten hours of learning time = 1 credit.

You will see below how the range of credits is applied to each size qualification. This is designed to help you understand the size of a particular qualification that you aspire to study.

A **Level 2 Award in the Principles of Coaching** is a small qualification (1–12 credits) which includes only knowledge units and does not qualify someone to coach a particular sport.

A **Level 2 Certificate in Coaching** a sport is a larger (13–36 credits) sport-specific qualification which includes both knowledge units and practical coaching units in a particular sport, such as tennis. This qualification will be the minimum industry standard to coach a particular sport without supervision.

A **Level 2 Diploma in Coaching** a sport is larger again (>36 credits) and a sport-specific qualification which includes both knowledge units and practical coaching units in a particular sport, such as tennis. This qualification assesses the coach coaching a broader range of tennis techniques, a broader range of riders and is assessed in the coach's workplace over a period of time. Diplomas are most appropriate for those already holding a Level 2 Certificate and being employed in a tennis coaching role.

## Level 2 Technical Syllabus for Tennis

This syllabus should be read in conjunction with the practical units of the 1st4sport L2CCTENQ. To achieve Units 205–208 of the 1st4sport L2CCTENQ, you will be required to demonstrate an understanding and the application of coaching the following tennis techniques in an appropriate environment, as outlined (for a coach at this level) in the *LTA Guidelines on Health and Safety for Coaching*.

Practical Topics	Components of Practical Topics
Physical Conditioning	<p>Warming up and cooling down:</p> <ul style="list-style-type: none"> <li>• Pulse raising</li> <li>• Dynamic stretching</li> <li>• Calming/ Cooling down</li> </ul> <p>ABCs:</p> <ul style="list-style-type: none"> <li>• Agility</li> <li>• Balance</li> <li>• Coordination</li> <li>• Speed</li> </ul> <ul style="list-style-type: none"> <li>• Strength</li> <li>• Endurance</li> <li>• Flexibility</li> <li>• Power</li> </ul> <p>The above related to different age groups</p>
Tactical knowledge <ul style="list-style-type: none"> <li>• When serving</li> <li>• When returning</li> <li>• Both at the back of the court</li> <li>• When approaching or at the net</li> <li>• When opponent approaching or at the net.</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping the ball in play</li> <li>• Moving the opponent</li> <li>• Retaining good court position</li> <li>• Using your own strength</li> <li>• Play to opponents weakness</li> </ul> <p>The above in relation to single and doubles</p>
Technical Knowledge <ul style="list-style-type: none"> <li>• When serving</li> <li>• When returning</li> <li>• Both at the back of the court</li> <li>• When approaching or at the net</li> <li>• When opponent is approaching or at the net</li> </ul>	<ul style="list-style-type: none"> <li>• Ready position</li> <li>• Reading the ball</li> <li>• Reacting with movement and balance</li> <li>• Stance/position of the chair</li> <li>• Contact point</li> <li>• Action</li> </ul>



Practical Topics	Components of Practical Topics
Coaching Skills	<p>Feeding Skills:</p> <ul style="list-style-type: none"> <li>• Feed by hand: drop and throw</li> <li>• Feed by racket: single ball from the net and baseline</li> <li>• Rally feed: to a specific place</li> </ul> <p>Demonstration skills</p> <p>Able to give a good basic demonstration of:</p> <ul style="list-style-type: none"> <li>• serve, both underarm and over arm</li> <li>• return of serve</li> <li>• forehand and backhand groundstroke</li> <li>• forehand and backhand volley</li> <li>• smash</li> </ul> <p>Organisation Skills:</p> <ul style="list-style-type: none"> <li>• Be able to effectively organise 3,4,5,6,7,8 players on one court</li> </ul>
Mental Skills	<ul style="list-style-type: none"> <li>• Confidence</li> <li>• Control (emotional)</li> <li>• Commitment</li> <li>• Concentration</li> </ul>
Communication Skills	

## Unit Specifications

Achievement of the 1st4sport L2CCTENQ is through the assessment of the following eight units.

### Unit 201 – Understanding the fundamentals of coaching sport

This unit assesses the coach’s understanding of their role in the planning, implementing, analysing and revising coaching sessions. They also will identify a range of methods of developing learning, performance and the effective management of participant behaviour.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1 understand the role of a coach	1.1 describe how to ensure the participant is at the centre of the coaching process 1.2 explain how to empower participants’ choice, discovery of solutions and need to develop at their own pace 1.3 describe how to develop and maintain positive relationships with and between participants 1.4 describe how to provide a coaching environment that motivates, recognises and values diversity, controls risk, and encourages challenge, enjoyment and achievement 1.5 identify methods to develop participants’ confidence and self-esteem 1.6 describe how to identify opportunities for the coach to reflect and develop their coaching practice 1.7 list the different support personnel that can contribute to coaching sessions 1.8 describe how support personnel can be used to contribute to coaching sessions 1.9 explain the importance of positively promoting the role of officials in competition 1.10 define what is acceptable in terms of a coach:participant relationship 1.11 explain the consequences of not adhering to the principles of what is acceptable in terms of a coach:participant relationship 1.12 identify the components of a code of practice for coaching that allows high standards of personal conduct to be maintained and a positive image of the sport to be projected 1.13 outline the types of information that the coach should provide to participants after a coaching session
2 understand the coaching process	2.1 outline how to identify participants’ needs 2.2 List the sources of information that a coach can use when planning and preparing coaching sessions 2.3 identify the types of information about participants that should be treated confidentially 2.4 describe the stages and components of the coaching process 2.5 describe how to plan coaching sessions that meet participants’ needs 2.6 explain how individual coaching sessions support the aims of the wider coaching programme 2.7 explain the process of setting SMART goals/objectives 2.8 describe how to start and end a coaching session 2.9 explain how the physical and psychological capabilities of participants will influence the content and structure of the session

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
	2.10 describe different types of demonstrations that encourage learning 2.11 explain how to balance instruction, facilitation, and demonstration within sessions 2.12 describe how to use listening skills 2.13 describe how to select language that is appropriate to participants 2.14 list how the coach can establish the views of participants about the coaching sessions 2.15 identify situations when a coach may need to change or adapt a session 2.16 describe how to give constructive feedback to participants 2.17 identify how to cater for an individual's needs within group coaching 2.18 describe how to organise group coaching sessions
3 understand participants' learning styles	3.1 outline different learning styles and needs 3.2 explain how to consider participants' learning styles and needs when planning coaching sessions 3.3 describe the difference between the ways that adults and children learn 3.4 define the principles of monitoring and evaluating learning 3.5 describe how the coach can support participants in taking responsibility for their own learning 3.6 describe how to manage different learning styles and learning needs in group coaching
4 understand behaviour management	4.1 identify the principles of positive behaviour management 4.2 describe how to develop a behaviour management strategy for coaching sessions 4.3 outline ground rules for positive behaviour during coaching sessions 4.4 outline the methods of communicating and implementing ground rules 4.5 explain the importance of fair and consistent behaviour management 4.6 explain how to encourage and reward positive behaviour 4.7 identify the types of behaviour by participants and others that may cause emotional distress 4.8 explain how to respond as a coach to behaviour by participants that may cause emotional distress 4.9 describe how to respond to discriminatory behaviour 4.10 describe the procedures to be followed if a participant wants to complain about discrimination
5 understand how to reflect on a coaching session.	5.1 identify valid sources of feedback from participants and support staff 5.2 explain how to do each of the following as part of self-reflection: make self-assessment of skill level identify action to be taken use different methods of self-reflection 5.3 outline how to use evidence of own performance 5.4 list factors that impact on the ability to identify own development needs 5.5 identify methods for personal action planning and the prioritisation of such planning

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
	5.6 describe how to measure each of the following: the quality of the coaching experience participant development the quality assurance mechanisms used 5.7 describe how to use information taken from evaluations to improve the programme/session.
Assessment Specification	
This unit will be assessed through awarding body developed knowledge tests, tasks, assignments or practical delivery.	

## Unit 202 – Understanding how to develop participants through coaching sport

This unit assesses the coach’s understanding of the principles of planning, delivering and evaluating coaching sessions that improve participants’ performance in sport.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1 understand the principles of planning coaching sessions	1.1 identify the information required to plan coaching sessions 1.2 identify health and safety requirements that may impact on coaching sessions 1.3 describe how to establish goals for coaching sessions based on participants’ needs 1.4 identify sport-specific technical content to be included in coaching session plans 1.5 list a range of coaching styles 1.6 explain the use of different coaching styles 1.7 describe how fun and enjoyment in coaching sessions can impact on learning 1.8 describe the components of planning progressive coaching sessions 1.9 identify other appropriate people who can contribute to the delivery of coaching sessions and describe their potential contributions 1.10 describe how coaching sessions might be adapted as a result of unforeseen changes to the coaching environment or participants’ needs

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
<p>2 understand the principles of skill development through coaching sessions</p>	<p>2.1 define:</p> <ul style="list-style-type: none"> <li>▪ skill coordination</li> <li>▪ motor skill learning</li> <li>▪ skill acquisition</li> <li>▪ skill retention</li> <li>▪ skill transfer</li> </ul> <p>2.2 describe the basic methods of analysing participants' performance</p> <p>2.3 identify factors that affect the development of participants' skills in sport</p> <p>2.4 describe the organisational requirements for the delivery of coaching sessions</p> <p>2.5 describe the different techniques available for developing participants' skill through coaching</p> <p>2.6 identify methods to support participant development</p> <p>2.7 identify sources of feedback that will support participants' development</p> <p>2.8 explain the importance of gaining feedback from participants</p>
<p>3 understand the how the stages of participants' development impact on their coaching</p>	<p>3.1 describe the progressive stages of development through maturity</p> <p>3.2 identify how the participants' stage of development affects the content of coaching sessions</p> <p>3.3 identify how the participants' stage of development impacts on the coaching environment</p> <p>3.4 identify what influence training and competition have throughout the different stages of development</p>
<p>4 understand the principles of evaluation in coaching.</p>	<p>4.1 explain the principles of evaluating coaching sessions</p> <p>4.2 identify a variety of evaluation methods that can be used to monitor participants' development and learning</p> <p>4.3 identify types of information that can be gathered to monitor participants' development and learning</p> <p>4.4 identify other appropriate people who can contribute to the evaluation of coaching sessions</p> <p>4.5 describe how and when to gather information on current coaching practice from participants and others</p> <p>4.6 explain how the feedback from participants and others should impact on future coaching practice</p> <p>4.7 describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development.</p>
<p><b>Assessment Specification</b></p>	
<p>This unit will be assessed through awarding body developed knowledge tests, tasks, assignments or practical delivery.</p>	

## Unit 203 – Supporting participants’ lifestyle through coaching sport

This unit assesses the coach’s understanding of the lifestyle factors of nutrition, physical conditioning, mental preparation and awareness of drugs, which underpin performance in sport.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1 understand basic nutrition and hydration principles for sports performance	1.1 identify the five different food/nutritional groups 1.2 describe the principles of good nutrition as it relates to sports performance 1.3 describe the principles of hydration 1.4 identify the signs and symptoms of dehydration 1.5 describe the principles of weight management as appropriate to specific sports 1.6 explain how best to achieve optimum nutrition and hydration levels before, during and after training and competition
2 understand physical conditioning for sport	2.1 identify the components of physical and skill-related fitness 2.2 describe the physical capabilities required for a sport 2.3 describe the principles of injury prevention in training 2.4 describe how to support participants in the management of injury 2.5 identify methods of training different physical components in participants 2.6 identify the basic anatomy and biomechanical demands of a sport-related activity 2.7 identify specific physical testing protocols for a sport-related activity 2.8 identify methods to enhance participant recovery time from session to session
3 understand principles of mental preparation in sport	3.1 identify the mental capabilities required for a sport-related activity 3.2 identify key methods for improving participants’: <ul style="list-style-type: none"> <li>▪ confidence</li> <li>▪ concentration</li> <li>▪ motivation</li> <li>▪ emotional control</li> <li>▪ cohesion</li> </ul> 3.3 describe the principles of participants’ development at the different stages of cognitive, emotional and social development 3.4 outline how a coach can profile participants’ mental skills 3.5 describe the basic coach intervention techniques for developing mental skills for training and competition
4 understand how to support participant awareness of drugs in sport.	4.1 outline the ethical issues surrounding drug taking in sport 4.2 identify sources of information on drugs in sport 4.3 outline the consequences for participants in taking supplementation or prescription medicines.
<b>Assessment Specification</b>	
This unit will be assessed through awarding body developed knowledge tests, tasks, assignments or practical delivery.	

## Unit 204 – Understanding the principles of safe and equitable coaching practice

This unit assesses the coach’s understanding of how to ensure that their coaching is safe and equitable.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
<p>1 understand how to ensure participants’ safety during sport-specific coaching sessions</p>	<p>1.1 describe the health and safety requirements that are relevant to planned sport-specific activities and competition</p> <p>1.2 describe how to structure coaching sessions to minimise the risk of injury to participants</p> <p>1.3 explain how to plan for contingencies to coaching sessions as a result of external influences</p> <p>1.4 explain how to implement contingencies to coaching sessions as a result of external influences</p> <p>1.5 describe the principles for checking the safe functionality of equipment used during sport-specific activities and competition</p> <p>1.6 outline the main rules/regulations of the sport/activity appropriate to the level of the participants</p> <p>1.7 explain how to interpret and communicate the rules/regulations of the sport/activity to participants</p> <p>1.8 describe the coach’s duty of care responsibilities for participants, including children</p> <p>1.9 outline the coach’s responsibilities for ensuring the coaching environment is maintained appropriately</p> <p>1.10 describe the following requirements for ensuring the protection of children from abuse: legal requirements sport-specific requirements</p> <p>1.11 describe the insurance requirements on a coach operating in a coaching environment</p>
<p>2 understand how to ensure equitable coaching of sport-specific activities.</p>	<p>2.1 describe the following requirements impacting on equitable coaching: ▪ legal requirements ▪ sport-specific requirements</p> <p>2.2 explain the purpose of sport-specific codes of practice for coaching</p> <p>2.3 explain how sport-specific codes of practice for coaching impact on coaching behaviour</p> <p>2.4 describe methods to minimise barriers to participant development</p> <p>2.5 explain what information is required in order to provide appropriate and safe opportunities for disabled participants and specific populations</p> <p>2.6 describe the nature of impairments and how their implications may affect aspects of the coaching process</p> <p>2.7 describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment</p> <p>2.8 describe how and when to involve support staff to ensure participants’ needs are provided for within the coaching activity</p> <p>2.9 describe how to adapt and progress activities and sessions</p> <p>2.10 describe how to prepare athletes for competition</p> <p>2.11 identify types of performance enhancing drugs and illegal substances</p> <p>2.12 explain how a coach can discourage the use of performance</p>

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
	enhancing drugs and any illegal substances.
Assessment Specification	
This unit will be assessed through awarding body developed knowledge tests, tasks, assignments or practical delivery.	

## Unit 205 – Plan a series of sports coaching sessions in tennis

This unit assesses the planning of a series of linked tennis coaching sessions, which includes reviewing participant(s)' needs and establishing goals for tennis coaching sessions, producing plans for individual tennis coaching sessions within the series that support participant(s)' needs and identified goals, and planning for the evaluation of the series of tennis coaching sessions.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1. be able to review the needs of participant(s) for a series of tennis coaching sessions	1.1 Collect accurate and up-to-date information relevant to the participant(s) and the series of tennis coaching sessions 1.2 Handle confidential information appropriately 1.3 Analyse the information to identify participant(s) needs and the implications for the series of coaching sessions 1.4 Identify the overall aims of the series of coaching sessions 1.5 Identify the success criteria for the series of coaching sessions 1.6 Refer participant(s) whose needs and potential cannot be met to a competent person or agency
2. be able to produce a series of tennis coaching session plans	2.1 Identify goals for each session in the series that meet the needs of the participant(s) and the group 2.2 Ensure individual session goals are consistent with the overall aims of the series of sessions 2.3 Ensure session plans are consistent with own level of competence 2.4 Ensure session plans enable participant(s) to develop at an appropriate rate 2.5 Identify activities and coaching styles for each session in the series that will motivate participant(s) and achieve the planned goals 2.6 Ensure plans include realistic timings, sequences, intensity and duration of activities 2.7 Ensure plans have a balance of instruction, activity and discussion 2.8 Identify the resources needed for each session in the series 2.9 Ensure plans are consistent with accepted good practice for tennis
3. be able to plan the evaluation of a series of tennis coaching sessions	3.1 Identify the success criteria for the series of coaching sessions consistent with the goals of the individual sessions in the series 3.2 Identify the information needed to evaluate the series of coaching sessions 3.3 Identify how and when the information will be collected 3.4 Identify how the information will be analysed



### Assessment Specification

To complete this unit you are required to evidence:

- The production of a minimum of 12 coaching session plans for tennis, 4 of which must be linked and progressive. The planned sessions must be of a minimum of 45 minutes in duration but applicable to the stage of development of the players.

All sessions must be drawn from the Level 2 technical syllabus developed for tennis.

Within this unit the following breadth of knowledge is expected to be assessed:

Information – expected participant(s), participant(s)' stage of development, impairment, medical conditions, aims of the series of coaching sessions, appropriate learning styles, evaluations and action plans of other relevant sessions, planned environments for the sessions

Participant(s) – individuals, groups, people with particular needs

Goals – improve physical ability, improve mental ability, improve skills and techniques, improve tactical ability, provide fun and enjoyment

Resources – environment for the sessions, equipment for the sessions, personal clothing and equipment, support from other staff

### Unit 206 – Prepare the sports coaching environment in tennis

This unit assesses the provision of resources for a tennis coaching session, assessing and minimising risk, establishing and maintaining working relationships with participant(s) and other people and the safeguarding and protecting of children and vulnerable adults during a tennis coaching session.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1. be able to prepare resources for an tennis coaching session	1.1 Identify resources needed for the coaching session 1.2 Ensure resources meet national requirements 1.3 Handle equipment safely 1.4 Organise the resources appropriate to participant(s) and planned sessions 1.5 Ensure the tennis coaching environment is safe, appropriate and conducive to learning for all participants 1.6 Ensure other people involved in the session have the information they need
2. be able to assess and manage possible risks in the tennis coaching environment	2.1 Identify and take account of existing risk assessments for: <ul style="list-style-type: none"> <li>▪ The activities</li> <li>▪ The resources</li> <li>▪ The participant(s)</li> </ul> 2.2 Check any participant medical conditions or other special needs 2.3 Identify possible hazards 2.4 Assess the likelihood and severity of the harm that hazards might cause 2.5 Identify how to minimise these risks 2.6 Identify and comply with normal operating and emergency procedures for the coaching environment 2.7 Get advice from a competent person if there are hazards or risks outside own level of competence to assess
3. be able to establish and maintain working	3.1 Establish effective rapport with participant(s) and others involved in the coaching sessions 3.2 Communicate effectively with participant(s) and others

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
relationships	involved in the coaching session 3.3 Give participant(s) and other people time, attention and support relevant to their needs 3.4 Demonstrate active listening skills 3.5 Manage any conflict that occurs 3.6 Ensure working relationships take account of equality and diversity and are in line with relevant codes of practice
4. be able to safeguard and protect children and vulnerable adults	4.1 Identify guidelines for safeguarding and protecting children and vulnerable adults 4.2 Identify how guidelines relate to own job and area of work 4.3 Follow relevant procedures for safeguarding children and vulnerable adults 4.4 Follow relevant procedures for protecting self from potential accusations 4.5 Identify possible signs of abuse 4.6 Identify, record and report any concerns about the welfare of children and vulnerable adults 4.7 Maintain confidentiality as appropriate

#### Assessment Specification

To complete this unit you are required to evidence:  
the preparation for all coaching environments used to deliver each of the 12 coaching sessions for tennis.

All sessions must be drawn from the Level 2 technical syllabus developed for tennis.

Within this unit the following breadth of knowledge is expected to be assessed:

Resources – physical environment for the sessions, equipment for the sessions, personal clothing and equipment, support from other staff

Participant(s) – individuals, groups, people with particular needs

Hazards relating to – activities in the sessions, other activities occurring at the same time, equipment, the physical environment in which the session will take place, competence of staff involved, participant behaviour, participant special needs and medical conditions

Other people – coaching staff, support staff, facility staff, parents/carers, representatives of other organisations

Abuse – physical, emotional, neglect, sexual, bullying

### Unit 207 – Deliver a series of sports coaching sessions in tennis

This unit assesses the delivery of tennis coaching sessions, including preparing the participant(s) to take part, delivering the session, developing participant performance and concluding the session.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1. be able to prepare participant(s) for tennis coaching sessions	1.1 Meet the participant(s) punctually 1.2 Ensure the participant(s) feel welcome and at ease 1.3 Record attendance at the session 1.4 Ensure participants are at a level of experience, ability and physical readiness to participate safely 1.5 Ensure participant(s) have the correct equipment and clothing to participate 1.6 Establish behaviour rules for the session 1.7 Deliver warm-up activities appropriate to the session and

	<p>participant(s)</p> <p>1.8 Ensure participant(s) understand the importance of warming up</p> <p>1.9 Assess participant(s) performance</p> <p>1.10 Revise plans for the session if necessary</p> <p>1.11 Ensure participant(s) understand and agree with the goals for the session</p>
<p>2. be able to deliver tennis coaching sessions</p>	<p>2.1 Provide participant(s) with clear information about the activities and how they support participant(s) goals</p> <p>2.2 Ensure activities maximise participant(s) learning</p> <p>2.3 Provide technically correct explanations and demonstrations appropriate to participant(s) needs and level of experience</p> <p>2.4 Motivate participant(s) appropriate to their needs and in line with accepted good practice</p> <p>2.5 Ensure activities provide a level of challenge appropriate to participant(s) needs and level of experience</p> <p>2.6 Ensure all participant(s) have the opportunity to take part in activities</p> <p>2.7 Carry out emergency procedures when necessary</p>
<p>3. be able to develop participant(s) performance during tennis coaching sessions</p>	<p>3.1 Observe and analyse participant(s) performance</p> <p>3.2 Identify participant(s) strengths and weaknesses</p> <p>3.3 Agree priorities for improvement with participant(s)</p> <p>3.4 Use coaching methods and practices to address participant(s) strengths and weaknesses</p> <p>3.5 Maintain the pace of the session appropriate to the needs of participant(s)</p> <p>3.6 Provide feedback to participant(s) which is timely, clear and appropriate to participant(s) goals</p> <p>3.7 Adapt the session to respond to changes in participant(s) needs</p> <p>3.8 Adapt the session to respond to new learning opportunities that may occur</p> <p>3.9 Provide opportunities for participant(s) to reflect on their learning and apply their reflections to their performance</p> <p>3.10 Encourage participant(s) to take responsibility for their own learning</p>
<p>4. be able to conclude tennis coaching sessions</p>	<p>4.1 Ensure there is sufficient time to conclude the session</p> <p>4.2 Encourage participant(s) to provide feedback and identify further needs</p> <p>4.3 Provide participant(s) with feedback on their performance relating to their goals</p> <p>4.4 Deliver cool down activities appropriate to the session and participant(s)</p> <p>4.5 Ensure participant(s) understand the importance of cooling down</p> <p>4.6 Provide participant(s) with information relating to future sessions and any actions to be taken before the next session</p> <p>4.7 Ensure participant(s) depart from the session safely</p> <p>4.8 Follow procedures for checking and dealing with equipment used</p> <p>4.9 Ensure the coaching environment is left in a condition suitable for future use</p>
<p>Assessment Specification</p>	

To complete this unit learners are required to evidence:  
 the delivery of 12 coaching session plans for tennis, 4 of which must be linked and progressive. The planned sessions must be of a minimum of 45 minutes in duration.  
 the delivery of a minimum of 12 tennis coaching sessions, which must be observed by an appropriately qualified assessor/ mentor

All sessions must be drawn from the Level 2 technical syllabus developed for tennis.

Within this unit the following breadth of knowledge is expected to be assessed:  
 Participant(s) – individuals, groups, people with particular needs  
 Coaching methods – demonstration, explanation, questioning, peer tutoring, feedback and refinement, setting appropriate activities, command and response

## Unit 208 – Monitor and evaluate sports coaching sessions in tennis

This unit assess the monitoring and evaluation of tennis coaching sessions, including evaluating participant performance, coaching sessions and own coaching practice.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1. be able to evaluate participant(s) performance in tennis coaching sessions	1.1 Carry out participant evaluations according to the session evaluation plan 1.2 Ensure participant(s) are involved in the evaluation process 1.3 Review participant(s) performance 1.4 Measure participant(s) progress against planned goals 1.5 Communicate evaluation with participant(s) 1.6 Agree with participant(s) how to progress or adapt their goals 1.7 Ensure participant evaluations are recorded for future reference
2. be able to evaluate tennis coaching sessions	2.1 Carry out session evaluations according to the session evaluation plan 2.2 Review all aspects of the planning and delivery of the session 2.3 Use feedback from participant(s) and other people involved in the session to evaluate the session 2.4 Identify how the outcomes and feedback met the goals of the session 2.5 Identify the effectiveness of the activities within the session 2.6 Identify the effectiveness of own management of the session, including health, safety and welfare issues 2.7 Identify how future sessions could be improved 2.8 Discuss evaluations with an appropriate colleague for additional feedback 2.9 Ensure session evaluations are recorded for future reference

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
3. be able to evaluate and improve personal tennis coaching practice	3.1 Review evaluations of previous sessions and feedback from relevant colleagues 3.2 Ensure own knowledge is up-to-date with current developments in tennis 3.3 Ensure own knowledge is up-to-date with current developments in coaching practice 3.4 Identify areas for development in own tennis coaching practice 3.5 Produce a personal action plan to develop own tennis coaching practice 3.6 Take part in development activities identified in personal action plan 3.7 Review progress against personal action plan and update accordingly
Assessment Specification	
<p>To complete this unit learners are required to evidence: the evaluation of 12 coaching session plans for tennis, including the effectiveness of the 4 linked and progressive sessions.</p> <p>All sessions must be drawn from the Level 2 technical syllabus developed for tennis.</p> <p>Within this unit the following breadth of knowledge is expected to be assessed: Participant(s) – individuals, groups, people with particular needs Goals – improve physical ability, improve mental ability, improve skills and techniques, improve tactical ability, provide fun and enjoyment</p>	

## Recommended Reading

### Tennis-specific Recommended Reading

The LTA Level 2 Tennis Handbook  
LTA Guidelines on Health and Safety for Coaches  
LTA Code of Ethics for Coaches  
LTA Working with Children Guidelines  
Know the Game of Tennis

### Generic Coaching Resources

Cabral, P., Carpenter, F. and Crisfield, P. (2003) *The Successful Coach: Guidelines for Coaching Practice*. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-0-947850-16-6.

Crisfield, P. (2005) *Analysing Your Coaching*. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-902523-14-9.

Foreman, G. and Bradshaw, A. (2009) *An Introduction to the FUNdamentals of Movement*. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-905540-70-9.

Fuller, N., Jolly, S. and Chapman, J. (2009) *Positive Behaviour Management in Sport*. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-905540-67-9.

Galvin, B. (2005) *A Guide to Mentoring Sports Coaches*. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-902523-03-3.

Hackett, P. and Hackett, S. (2004) *Creating a Safe Coaching Environment*. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-902523-74-1.

Hagger, M. (2004) *Coaching Young Performers*. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-902523-56-9.

Haskins, D. (2010) *Coaching the Whole Child: Positive Development Through Sport*. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-905540-78-5

Miles, A. (2004) *Coaching Practice*. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-902523-71-2.

Pankhurst, A. (2007) *Planning and Periodisation*. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-905540-43-3.

Slinn, N. (2006) *Safeguarding and Protecting Children: A Guide for Sportspeople*. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-905540-26-6.

Sharma, A. (2009) *Equity in Your Coaching* (3rd edition). Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-1-905540-80-8.

Stafford, I. and Balyi, I. (2009) *Coaching for Long-term Athlete Development*. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-902523-70-5.

Stafford, I. and Kerr, A. (2003) *Coaching Disabled Performers*. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-902523-60-6.

Sprunt, K. (2003) *An Introduction to Sports Mechanics* (3rd edition). Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-902523-34-7.

#### **DVD-ROMs**

sports coach UK (2009) *FUNdamentals of Agility*. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-905540-74-7. (DVD)

sports coach UK (2009) *FUNdamentals of Balance*. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-905540-75-4 (DVD)

sports coach UK (2009) *FUNdamentals of Coordination*. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-905540-76-1 (DVD)

All of the above generic resources are available from Coachwise 1st4sport:

Tel: 0113-201 5555

Website: [www.1st4sport.com](http://www.1st4sport.com)

Also on offer is the following workshop. For further details of workshops in your area, please contact sports coach UK's Workshop Booking Centre:

'Coaching Children and Young People'

#### **sports coach UK Workshop Booking Centre**

Tel: 0845-601 3504

Fax: 0113-231 9606

Email: [scukworkshops@sportscoachuk.org](mailto:scukworkshops@sportscoachuk.org)

Website: [www.sportscoachuk.org/Coaches+Learning+Zone/Workshops](http://www.sportscoachuk.org/Coaches+Learning+Zone/Workshops)

## Guidance on Reasonable Adjustments to Assessment

1st4sport endeavours to ensure that the assessment requirements and methods used within its qualifications are sufficiently flexible to enable the widest range of learners to demonstrate competence.

However, 1st4sport must also ensure that the arrangements allowed will be fair, valid and reliable to accurately reflect your competence to meet the assessment outcomes of the qualification. 1st4sport must also ensure that you are not given an unfair advantage or that others think you are.

Adjustments to assessment requirements may take any number of forms, certainly too many to specify. Examples might include your being unable to complete standard written tasks through a temporary or permanent disability; or being unable, through illness or injury, to attend scheduled assessments or effectively demonstrate practical aspects of the qualification.

Your tutors and/or assessors will explain the assessment criteria and requirements of the qualification. If you believe that there are reasons why you might find it difficult to show competence through the methods proposed, you should discuss these with your tutor and/or assessor and look at what alternatives may be available.

In light of the above, 1st4sport encourages tutors and/or assessors to consider the following alternative methods to enable you to demonstrate competence:

In situations where you are unable to attend scheduled assessments, through illness, injury or acceptable and justified personal circumstances, an alternative date for the assessment(s) may be made for you within 30 days of the original date

If you are unable to complete written assessments, projects or tasks through a permanent or temporary disability, an alternative method of meeting the outcomes should be considered.

Permission to apply for adjustments must be sought from the Quality Management Team (QMT) at 1st4sport, at the start of the course/programme or at the first available opportunity. Your requests for special consideration and reasonable adjustments are required to be identified and met, where possible. The 5.7 Reasonable Adjustments Application Form and the 5.8 Special Consideration Application Form can be found on the 1st4sport website and in the Quality Assurance section of the *Recognised Centre Resource CD-ROM*. Once an application is received, the QMT will evaluate your eligibility and the evidence attached for the appropriate adjustments and inform you of the possible next steps.

The application form and additional documentation/evidence in support of the application must be emailed to: [qmt@1st4sportqualifications.com](mailto:qmt@1st4sportqualifications.com)

If only hard copies of evidence/documentation in support of the application are available, these should be sent, with the appropriate form, by post to:

The Quality Management Team  
1st4sport Qualifications  
Coachwise Ltd  
Chelsea Close  
Off Amberley Road  
Leeds LS12 4HP