



# WJEC Level 1/2 Vocational Award in Sport and Coaching Principles (Technical Award)

## SPECIFICATION

For teaching from 2022  
For Award from 2024

Summary of Amendments

Version	Description	Page number

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## 1. Qualification Overview

<b>Qualification Title</b>	Level 1/2 Vocational Award in Sport and Coaching Principles
<b>DfE Qualification Type</b>	Technical Award
<b>Ofqual QN</b>	603/7017/8
<b>WJEC Qualification Code</b>	
<b>DfE Discount Code</b>	
<b>Age group approved for</b>	14+
<b>First teaching</b>	September 2022
<b>First certification</b>	Summer 2024
<b>Key documents</b>	Sample Assessment Materials Administration Guide
<b>Guidance for Teaching</b>	Assessment Guide Delivery Guide Unit 1 Guidance for Teaching Unit 2 Guidance for Teaching Unit 3 Guidance for Teaching

### 1.1 Who is this for?

WJEC Level 1/2 Vocational Awards (Technical Awards) provide learners with opportunities to study vocational subjects alongside GCSEs and other general and vocational qualifications as part of a broad programme of study.

They are primarily designed for learners aged 14-16 and offer an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

Level 1/2 Vocational Awards (Technical Awards) are available in 9 subject areas. Subjects marked with an \* below meet Ofqual and DfE requirements for the KS4 performance table qualifications.

- Construction and the Built Environment
- Engineering
- Events
- Health and Social Care
- Hospitality and Catering
- ICT
- Performing Arts
- Retail Business
- Sport and Coaching Principles.

### 1.2 Sector overview for WJEC Level 1/2 Vocational Awards in Sport and Coaching Principles (Technical Awards)

Sport in the UK has achieved incredible results in recent years, with the British Olympic and Paralympic Teams both finishing second in the medal tables in Rio 2016, and the UK continuing to host some of the world's biggest sporting events. UK Sport has identified coaching as a key element of the high-performance system in the UK. Coaching, alongside other key performance support services such as Sports Medicine and Sports Science, Performance Lifestyle and Research and Innovation, plays a crucial role in ensuring the ongoing success of British athletes.<sup>1</sup>

### 1.3 Qualification objective

The Vocational Award in Sport and Coaching Principles has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

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<sup>1</sup> <https://www.uk sport.gov.uk/>

#### 1.4 Prior learning requirements

Although there are no formal entry requirements, learners would find the following learning skills and aptitudes helpful: basic proficiency in literacy and numeracy, some aptitude for working with computers and motivation to work independently.

#### 1.5 What will learners study?

This is a unitised qualification consisting of three mandatory units:

Unit	Title	Assessment	GLH
1	Fitness for Sport	External	48
2	Improving Sporting Performance	Internal	30
3	Coaching Principles	Internal	42

## 2. Specification at a glance

### 2.1 Subject content

Unit 1 introduces learners to the adaptations that take place in the body following exercise, how training can lead to improvements in fitness, and the planning of training programmes. The aim of this unit is to develop the knowledge, understanding and skills needed to plan training programmes to improve the fitness of individuals (page 9).

Unit 2 introduces learners to how different areas of sporting performance can be improved. The aim of this unit is to provide learners with the knowledge and understanding needed to be able to analyse sporting performance, identify strengths and weaknesses and plan for improvement (page 15).

Unit 3 introduces learners to the principles involved in sports coaching. The aim of this unit is to provide learners with the appropriate knowledge and understanding to be able to plan, lead and evaluate a coaching session within a sporting activity (page 19).

### 2.2 Assessment Overview

Summary of Assessment	
Unit 1: Fitness for Sport Written examination: 1 hour 20 minutes 40% of qualification	80 marks
Format: short and extended answer questions based around applied situations. Learners will be required to use stimulus material to respond to questions.	
Unit 2: Improving Sporting Performance Controlled assessment: approximately 4 hours 25% of qualification	50 marks
An assignment brief, will be provided by WJEC which will include a scenario and several tasks, available from the WJEC secure website.	
Unit 3: Coaching Principles Controlled assessment: approximately 6 hours 35% of qualification	70 marks
An assignment brief, will be provided by WJEC which will include a scenario and several tasks, available from the WJEC secure website.	



### 2.3 Assessment Objectives

Below are the assessment objectives for this specification. Learners must:

#### AO1

Demonstrate knowledge and understanding from across the specification.

#### AO2

Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.

#### AO3

Analyse and evaluate information, making reasoned judgements and presenting conclusions.

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole:

	AO1	AO2	AO3	Total
Unit 1	20%	14%	6%	40%
Unit 2	2%	10%	13%	25%
Unit 3	3%	26%	6%	35%
Overall weighting	25%	50%	25%	100%

## 3. Units

### 3.1 Unit format

<b>Unit title</b>	Summarises, in a concise manner, the content of the unit.
<b>Guided learning hours (GLH)</b>	Guided learning means activities such as classroom-based learning, tutorials and online learning, which is directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator. GLH has been allocated per unit to support delivery. It is acceptable for centres to deliver this qualification holistically and, therefore, hours per unit are a recommendation only.
<b>Vocational context</b>	Provides a vocational rationale for the content of the unit.
<b>Overview of unit</b>	Provides a summary of the unit content. It sets the context of the unit and highlights the purpose of the learning in the unit.
<b>Topics</b>	Includes the list of topics covered by the unit.
<b>Assessment</b>	Summarises the assessment method for the unit.

### 3.2 Amplification

The amplification provided in the right-hand column uses the following four stems:

- ‘Learners should know’ has been used for the recall of facts such as legislation and definitions
- ‘Learners should know and understand’ has been used for the majority of the unit content where knowledge needs to lead to a sense of understanding
- ‘Learners should be aware of’ has been used when the volume of content is quite extensive, and learners do not need to understand all aspects in detail
- ‘Learners should be able to’ has been used when learners need to apply their knowledge to a scenario or practical situation.

The subject content is presented in 3 units, each sub-divided into clear and distinct topic areas. Within each topic area the knowledge, understanding and skills are set out with an initial overview and then in two columns. The left hand column identifies the content to be studied. The right hand column provides amplification of the knowledge, understanding and skills that learners should develop in this area. Together, these two columns give the full content of the specification. There is no hierarchy implied by the order in which the content is presented, and the order does not imply a prescribed teaching order.

The amplification provided in the right-hand column includes all of the assessable content for the relevant section, unless it states, ‘e.g.’ ‘including’ or ‘such as’. In these cases, the amplification lists relevant content, which should be expanded upon in an appropriate way, taking account of learners’ needs and interests. The use of the word ‘including’ indicates compulsion (i.e. a question could be specifically set on that aspect). The use of the words ‘e.g.’ or ‘such as’ are for guidance only, and an alternative can be chosen.

## Unit 1

Unit title	Fitness for Sport
Unit entry code	
GLH	48
Vocational context	The world of health and fitness requires sport scientists, physiotherapists, coaches and athletes to understand how the body works and know how to adapt and improve the body's complex systems, structures and functions. An understanding of fitness for sport will improve fitness to enable enjoyment of activities as well as improving technique and psychological wellbeing.
Overview of unit	This unit introduces learners to the adaptations that take place in the body following exercise, how training can lead to improvements in fitness and the planning of training programmes. The aim of this unit is to develop the knowledge, understanding and skills needed to plan training programmes to improve the fitness of individuals.
Topics	<p>1.1 Structure, functions and adaptations to the body's systems in relation to sport, exercise and physical activity</p> <p>1.2 The importance of the components of fitness for different physical activities</p> <p>1.3 The role of training in achieving improvements in fitness.</p>
Assessment	<p>This unit is externally assessed through a written examination.</p> <p><b>Duration:</b> 1 hour 20 minutes</p> <p><b>Number of marks:</b> 80</p> <p><b>Format:</b> short and extended answer questions based around applied situations. Learners will be required to use stimulus material to respond to questions.</p> <p>This assessment contributes 40% to the overall qualification grade.</p>

**1.1 Structure, functions and adaptations to the body's systems in relation to sport, exercise and physical activity**

In this topic learners will gain knowledge and understanding of the following areas:

- 1.1.1 The structure of body systems
- 1.1.2 The functions of body systems
- 1.1.3 The short-term effects of exercise on body systems
- 1.1.4 The long-term adaptations of exercise on body systems.

Content	Amplification
<p>1.1.1 The structure of body systems</p>	<p>Learners should know the structure of the following body systems:</p> <ul style="list-style-type: none"> <li>• cardio-vascular system – location of atria, ventricles, vena cava, aorta, pulmonary artery, pulmonary vein</li> <li>• cardio-respiratory system – location of larynx, trachea, bronchus, bronchioles, alveoli, lungs, diaphragm, intercostal muscles</li> <li>• synovial joints to include ball and socket, hinge and pivot joints</li> <li>• muscular-skeletal system – location of major muscle groups (biceps, triceps, deltoids, pectoralis major, quadriceps, hamstrings, gastrocnemius, trapezius, latissimus dorsi, abdominals, gluteus maximus) and main bones (cranium, ribs, scapula, humerus, radius, ulna, pelvis, femur, patella, tibia, fibula, vertebral column)</li> <li>• muscle fibre types: slow/fast type I, type II.</li> </ul>
<p>1.1.2 The functions of body systems</p>	<p>Learners should know and understand the functions of the following body systems:</p> <ul style="list-style-type: none"> <li>• cardio-vascular system (systemic circulatory system) – transport of nutrients and oxygen, removal of waste products, regulation of body temperature (vasodilation and vasoconstriction) and blood pressure</li> <li>• cardio-respiratory system (pulmonary circulatory system) – inspiration of oxygen and expiration of carbon dioxide and water through breathing, gaseous exchange, diffusion</li> <li>• muscular-skeletal system – types of movement (flexion, extension, adduction, abduction, rotation, circumduction), antagonistic action at the knee and elbow (synergist, fixator, prime mover/agonist, antagonist), muscle attachment, protection and structure and shape of the body</li> <li>• characteristics of the muscle fibre types - slow/fast type I, type II, linked to aerobic and anaerobic sports and activities</li> <li>• characteristics of energy systems - ATP-PC, anaerobic and aerobic in relation to the nutrients used and waste products produced at different intensities and duration.</li> </ul>

<p><b>1.1.3</b> The short-term effects of exercise on body systems</p>	<p>Learners should know and understand the following short-term effects of exercise on body systems resulting from different intensities of exercise:</p> <ul style="list-style-type: none"><li>• cardio-vascular system – including changes in cardiac output, heart rate, stroke volumes and temperature</li><li>• energy systems, production of waste products</li><li>• muscular-skeletal system changes to elasticity of muscles and transport of nutrients to the working muscles</li><li>• cardio-respiratory system including changes in breathing frequency/rate, tidal volume and minute ventilation.</li></ul>
<p><b>1.1.4</b> The long-term adaptations from exercise on the body systems</p>	<p>Learners should know and understand the long-term adaptations on the body systems resulting from different intensity, duration and method of training:</p> <ul style="list-style-type: none"><li>• cardio-vascular system changes to cardiac values, capillarisation, blood pressure, cardiac hypertrophy</li><li>• energy systems; energy system thresholds and training zones</li><li>• muscular skeletal system to include increases in bone density, hypertrophy, elasticity of muscles</li><li>• cardio-respiratory system changes to respiratory values and capillarisation, hypertrophy of muscles.</li></ul>

## 1.2 The importance of the components of fitness for different physical activities

In this topic learners will gain knowledge and understanding of the following areas:

1.2.1 The components of health and fitness required for different physical activities

1.2.2 Measuring health and fitness

1.2.3 Why fitness testing is important

Content	Amplification
<p>1.2.1</p> <p>The components of health and fitness required for different physical activities</p>	<p>Learners should know and understand the components of health and fitness, their definitions and examples of related sporting activities.</p> <p>Components of health and fitness:</p> <ul style="list-style-type: none"> <li>• agility</li> <li>• balance</li> <li>• cardiovascular endurance</li> <li>• co-ordination</li> <li>• flexibility</li> <li>• muscular endurance</li> <li>• muscular strength</li> <li>• power and speed</li> <li>• reaction time.</li> </ul>
<p>1.2.2</p> <p>Measuring health and fitness</p>	<p>Learners should know a fitness test related to each component of health and fitness:</p> <ul style="list-style-type: none"> <li>• agility – Illinois agility</li> <li>• balance – stork stand</li> <li>• cardio-vascular endurance – multistage fitness test/cooper 12-minute run</li> <li>• co-ordination – alternate hand throw</li> <li>• flexibility – sit and reach</li> <li>• muscular endurance – sit up/press up</li> <li>• muscular strength – hand grip/rep max</li> <li>• power – vertical jump test, standing broad jump</li> <li>• reaction time – ruler drop</li> <li>• speed – 30m/50m/ sprint.</li> </ul> <p>Learners should know and understand the importance of the validity and reliability of testing and the impact this has on being able to make comparisons with previous test results or normative data.</p>

1.2.3

Why fitness testing is important

Learners should know and understand why fitness testing is important and the role fitness testing plays in improvement of performance.

The reasons for testing are to:

- carry out comparisons against normative data
- identify a performer's strengths and weaknesses
- provide a baseline for future comparisons
- provide important information for the coach
- provide information that assists in team selection
- set goals or targets.

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### 1.3 The role of training in achieving improvements in fitness

In this topic learners will gain knowledge and understanding of the following areas:

- 1.3.1 Factors that need to be considered before training
- 1.3.2 The principles of training
- 1.3.3 Training methods
- 1.3.4 Target setting

Content	Amplification
<p>1.3.1 Factors that need to be considered before training</p>	<p>Learners should know and understand the following factors that must be considered before starting any training:</p> <ul style="list-style-type: none"> <li>• personal factors – health, fitness, age, gender, lifestyle, time available for training and cost of training</li> <li>• environmental factors – facilities and equipment available and required for training</li> <li>• structure and function of warm-up and cool down.</li> </ul>
<p>1.3.2 The principles of training</p>	<p>Learners should know and understand the following principles of training and how they should be applied to different training programmes:</p> <ul style="list-style-type: none"> <li>• specificity</li> <li>• overload (intensity, frequency, duration)</li> <li>• progression</li> <li>• variance (to stop plateauing and tedium).</li> </ul>
<p>1.3.3 Training methods</p>	<p>Learners should know the following methods of training and understand the relationship between the method of training and the components of health and fitness:</p> <ul style="list-style-type: none"> <li>• continuous training</li> <li>• interval training – weight training, circuit training, plyometric training, flexibility training and fartlek training.</li> </ul>
<p>1.3.4 Target setting</p>	<p>Learners should know and understand the reasons why setting short-term targets and long-term goals is of benefit to a performer before they start any training programme. To include:</p> <ul style="list-style-type: none"> <li>• benefits of setting goals on health, wellbeing and performance</li> <li>• exercise adherence</li> <li>• greater concentration on training by the performer</li> <li>• greater effort made by the performer during training</li> <li>• improved focus for the performer</li> <li>• improved motivation for the performer</li> <li>• target setting objectives: specific, measurable, agreed/achievable, realistic and time phased (SMART).</li> </ul>



## Unit 2

Unit title	Improving Sporting Performance
Unit entry code	
GLH	30
Vocational context:	<p>In all aspects of sporting performance participants look to make improvements. The ability to know where you are as a performer, where you want to get to and how to get there are three vital aspects of success and improvement.</p> <p>Sports coaches, physiotherapists, sports psychologists, sports scientists, analysts, nutritionists and strength and conditioning coaches all work together to assist an individual improve their performance.</p>
Overview of unit	<p>This unit introduces learners to how different areas of sporting performance can be improved.</p> <p>The aim of this unit is to provide learners with the knowledge and understanding needed to be able to analyse sporting performance, identify strengths and weaknesses and plan for improvement.</p>
Topics	<p>2.1 Factors affecting sporting performance</p> <p>2.2 Analysis of sporting performance</p>
Assessment	<p>This unit is internally assessed through a controlled assessment. This assessment contributes 25% to the overall qualification grade.</p> <p><b>Duration:</b> 4 hours</p> <p><b>Number of marks:</b> 50</p> <p><b>Format:</b> The assignment brief, which will include a scenario and several tasks, will remain the same for the lifetime of the specification and will be issued to centres in a Candidate Assessment pack via the WJEC Secure Website. Tasks are not intended to change for the lifetime of the qualification. If candidates chose to resit this unit at a later date, they must choose a different sport to analyse.</p>

## 2.1 Factors affecting sporting performance

In this topic learners will gain knowledge and understanding of the following areas:

2.1.1 Physiological factors affecting performance in sport

2.1.2 Psychological factors affecting performance in sport

2.1.3 Technical factors affecting performance in sport

Content	Amplification
<p>2.1.1</p> <p>Physiological factors affecting performance in sport</p>	<p>Learners should know and understand the following physiological factors and how they impact on performance:</p> <ul style="list-style-type: none"> <li>lifestyle – diet and nutrition, hydration, preparation and recovery, sleep patterns, alcohol, smoking, illegal drug taking, age, health and fitness</li> <li>body composition - body types, body weight, body fat and muscle</li> <li>components of health and fitness – cardio-vascular endurance, muscular endurance, flexibility, muscular strength and agility, balance, co-ordination, reaction time, power and speed.</li> </ul>
<p>2.1.2</p> <p>Psychological factors affecting performance in sport</p>	<p>Learners should know and understand the following psychological factors and how they impact on performance:</p> <ul style="list-style-type: none"> <li>motivation – definition and types (intrinsic and extrinsic)</li> <li>anxiety – the causes and symptoms of:               <ul style="list-style-type: none"> <li>somatic anxiety (physical effects) – e.g. increased heart rate, increased breathing rate, sweating, nausea and butterflies in the stomach</li> <li>cognitive anxiety (mental effects) – e.g. difficulty concentrating, increased number of negative thoughts and increased feelings of worry.</li> </ul> </li> </ul>
<p>2.1.3</p> <p>Technical factors affecting performance in sport</p>	<p>Learners should know and understand the following technical factors and how they impact on performance:</p> <ul style="list-style-type: none"> <li>technique – including definition and benefits of improving technique for sports performers (improved outcomes, more consistent, efficient and effective actions, more options available during performance and a reduced risk of injury)</li> <li>strategies/game plans – including definition and factors that affect decisions regarding strategies/game plans (strengths and weaknesses of sports performer or team and opponents, player selection, external factors such as the weather or condition/type of playing surface, importance of result)</li> <li>tactics – individual and team - including definition, examples of tactics that can be used to facilitate a strategy/game plan in team or individual sports (examples of how tactics can be changed during a sporting performance in response to the changing game or race situation, player injury or changes in external factors such as the weather or the playing conditions).</li> </ul>

## 2.2 Analysis of sporting performance

In this topic learners will gain knowledge and understanding of the following areas:

- 2.2.1 Measuring the physiological, psychological and technical factors affecting sporting performance
- 2.2.2 Analysis of performance data
- 2.2.3 Strategies for improvement of sporting performance

Content	Amplification
<p>2.2.1</p> <p>Measuring the physiological, psychological and technical factors affecting sporting performance</p>	<p>Learners should be able to identify the appropriate test to measure the components of physiological, psychological and technical factors.</p> <p><b>Physiological:</b></p> <ul style="list-style-type: none"> <li>• fitness tests to measure agility, balance, reaction time, coordination, power, speed, strength, flexibility and endurance</li> <li>• health tests/screening to measure body composition, blood pressure and heart rate</li> <li>• lifestyle questionnaire</li> <li>• calories energy balance, nutrition and hydration.</li> </ul> <p><b>Psychological:</b></p> <ul style="list-style-type: none"> <li>• visual or video observations to assess levels of motivation before and during sporting performance</li> <li>• interviews with performers to assess levels of motivation and anxiety before and during sporting performances</li> <li>• diary completed by performer before and after sporting performances regarding levels of anxiety and motivation</li> <li>• questionnaires to measure anxiety, for example the Sports Competition Anxiety Test (SCAT) or the Illinois Competition Test that makes use of the Competitive State Anxiety Inventory (csai-2).</li> </ul> <p><b>Technical:</b></p> <ul style="list-style-type: none"> <li>• visual or video observations to assess level of techniques of sports performance</li> <li>• interviews with performers prior to sporting performance to assess knowledge and understanding of strategies/game plans in place and tactics that will be used to facilitate strategy/game plans</li> <li>• visual or video observations to identify and assess tactics used during sports performance</li> <li>• interviews with performers after sporting performance to assess level of success of strategy/game plan and tactics employed during performance.</li> </ul>

<p>2.2.2</p> <p>Analysis of performance data for improvement</p>	<p>Learners should know and understand how to analyse the areas for improvement in physiological, psychological and technical performance with the use of:</p> <ul style="list-style-type: none"><li>• qualitative and quantitative data</li><li>• subjectivity and objectivity (strengths and weaknesses)</li><li>• normative range tables</li><li>• reliability and validity</li><li>• video analysis</li><li>• notational analysis.</li></ul>
<p>2.2.3</p> <p>Strategies for improvement of sporting performance</p>	<p>Learners should know and understand the following strategies:</p> <ul style="list-style-type: none"><li>• training programme – selection of appropriate training methods (interval and continuous) and use of training zones (aerobic and anaerobic)</li><li>• nutrition plan – including specific or special diets (carbohydrate loading or high protein)</li><li>• recovery methods – cool down, ice baths, massage</li><li>• imagery/mental rehearsal</li><li>• self-talk</li><li>• goal setting – SMART short-term targets and long-term goals</li><li>• feedback – intrinsic and extrinsic, knowledge of performance (KP) and knowledge of results (KR)</li><li>• coaching – types of guidance (visual, verbal, mechanical and manual), types of practice (whole, part, fixed and variable).</li></ul>

## Unit 3

Unit title	Coaching Principles
Unit entry code	
GLH	42
Vocational context	<p>Within the world of sport there is a continued demand for sports leaders and coaches, especially at grass roots level. Coaches have to develop their knowledge and experience of how to lead sporting activities successfully to inspire and shape the development of talented performers.</p>
Overview of unit	<p>This unit introduces learners to the principles involved in sports coaching.</p> <p>The aim of this unit is to provide learners with the appropriate knowledge and understanding to be able to plan, lead and evaluate a coaching session within a sporting activity.</p> <p>This unit is synoptic and draws upon the knowledge gained in Units 1 and 2.</p> <p>Learners need to apply the following knowledge and understanding gained in Unit 1:</p> <ul style="list-style-type: none"> <li>• the components of health and fitness</li> <li>• factors that need to be considered before training</li> <li>• the principles of training</li> <li>• training methods</li> <li>• target setting</li> </ul> <p>and combine this with the knowledge and understanding gained in Unit 2:</p> <ul style="list-style-type: none"> <li>• physiological, psychological and technical factors affecting performance in sport</li> <li>• strategies for improvement of sporting performance</li> <li>• analysis of performance data</li> </ul> <p>in order to develop and implement a training programme in Unit 3.</p>
Topics	<p>3.1 Knowledge of the skills and responsibilities of a sports coach</p> <p>3.2 Understanding the coaching process</p> <p>3.3 How to coach</p> <p>3.4 Reviewing coaching performance</p>

## Assessment

This unit is internally assessed through a controlled assessment. This assessment contributes 35% to the overall qualification grade.

**Duration:** 6 hours

**Number of marks:** 70

**Format:** The assignment brief, which will include a scenario and several tasks, will remain the same for the lifetime of the specification and will be issued to centres in a Candidate Assessment pack via the WJEC Secure Website. Tasks are not intended to change for the lifetime of the qualification. If candidates chose to resit this unit at a later date, they must choose a different sport to coach.

### 3.1 Knowledge of the skills and responsibilities of a sports coach

In this topic learners will gain knowledge and understanding of the following areas:

3.1.1 Coaching skills

3.1.2 The responsibilities of a coach

Content	Amplification
3.1.1 Coaching skills	<p>Learners should know and understand the following skills required to be an effective coach:</p> <ul style="list-style-type: none"> <li>• adaptability</li> <li>• observational skills – what is working well, who is being successful, what needs to change, feedback</li> <li>• effective communication – verbal and non-verbal</li> <li>• empowerment – self-confidence, motivation, values, diversity, enjoyment and achievement</li> <li>• knowledge of sporting activity</li> <li>• organisation – resources, participants, facilities, timing and planning.</li> </ul>
3.1.2 The responsibilities of a coach	<p>Learners should know and understand the following responsibilities required to be an effective coach:</p> <ul style="list-style-type: none"> <li>• health and safety</li> <li>• professional conduct</li> <li>• risk assessment – facilities, equipment, participants, rules/laws</li> <li>• safeguarding.</li> </ul>

## 3.2 Understand the coaching process

In this topic learners will gain knowledge and understanding of the following areas:

3.2.1 Meeting the needs of the participants in coaching sessions

3.2.2 The components of a coaching session

3.2.3 Planning a coaching session

Content	Amplification
<p>3.2.1 Meeting the needs of the participants in coaching sessions</p>	<p>Learners should be able to recognise the needs of the participants when planning and carrying out a coaching session and should consider the following:</p> <ul style="list-style-type: none"> <li>• ability, age, gender</li> <li>• review of competitive performances, intrinsic and extrinsic, knowledge of performance (KP) and knowledge of results (KR) and previous sessions</li> <li>• consideration of appropriate activities, focusing on types of guidance, types of practice and the relevant stages of learning.</li> </ul>
<p>3.2.2 The components of a coaching session</p>	<p>Learners should know and understand the following components of a coaching session:</p> <ul style="list-style-type: none"> <li>• warm-up that should include pulse raising activities and stretching and may also include skill development drills related to aims and objectives</li> <li>• skills and drills</li> <li>• transitions and progression</li> <li>• conditioned/small sided/competitive elements and practice</li> <li>• cool down that should include pulse lowering activities and stretching.</li> </ul>
<p>3.2.3 Planning a coaching session</p>	<p>Learners should be able to plan a coaching session which includes:</p> <ul style="list-style-type: none"> <li>• the aims and objectives of the session</li> <li>• the health and safety requirements of the session to include a risk assessment</li> <li>• the identification of the needs of the group including technical information and coaching points</li> <li>• selection of appropriate activities, focusing on types of guidance, types of practice and the relevant stages of learning</li> <li>• the resources needed.</li> </ul>



### 3.3 How to coach

In this topic learners will gain knowledge and understanding of the following area:

#### 3.3 Demonstrate coaching skills and responsibilities

Content	Amplification
<p>3.3 Demonstrate coaching skills and responsibilities</p>	<p>Learners should be able to demonstrate coaching skills and responsibilities including:</p> <ul style="list-style-type: none"> <li>• health and safety including facilities, equipment, numbers of participants and space</li> <li>• meeting the aims and objectives of the session plan</li> <li>• meeting the needs of the participants during the session including adaptability, providing technical information and coaching points, and giving feedback.</li> </ul>

### 3.4 Review coaching performance

In this topic learners will gain knowledge and understanding of the following areas:

#### 3.4.1 Review coaching session

#### 3.4.2 Development planning

Content	Amplification
<p>3.4.1 Review coaching session</p>	<p>Learners should know and understand how to review a coaching session to include:</p> <ul style="list-style-type: none"> <li>• SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis</li> <li>• the use of qualitative and quantitative data to inform the review</li> <li>• the degree to which the aims and objectives of the session were achieved. The use of different sources of feedback to inform the review (Assessor feedback, participant feedback, personal reflection, video footage).</li> </ul>
<p>3.4.2 Development planning</p>	<p>Learners should know and understand how to improve coaching performance using the following:</p> <ul style="list-style-type: none"> <li>• a development plan to focus on identified areas for improvement</li> <li>• methods of improvement which may include – gaining more experience, completion of accredited courses, observation of good practice and increasing subject knowledge.</li> </ul>

## 4. Assessment

### 4.1 External assessment (Unit 1)

Unit 1 is assessed through an external examination available in January and May/June each year (first assessment in January 2024).

Each external examination will:

- be set and marked by WJEC
- consist of a 1 hour, 20 minute paper
- assess content from each topic in the unit each series
- include 80 marks
- include a balance of short and extended answer questions, based on stimulus material and applied contexts
- only use the command verbs listed in the Assessment Guide (Chapter 4)
- be graded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction\*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction\*.

All content in each topic area will be assessed over the lifespan of the specification. WJEC will produce a mark scheme which will be used as the basis for marking the examination papers.

For external assessments, centres must follow the Joint Council for Qualifications (JCQ) *Instructions for Conducting Examinations*, a copy of which can be accessed from the JCQ website. ([www.jcq.org.uk](http://www.jcq.org.uk)).

### 4.2 Internal assessment (Units 2 and 3)

Units 2 and 3 are assessed through controlled assessment and submitted for external moderation. Units 2 and 3 are available for submission in January and May each year (first submission in January 2023). Centres must follow the instructions for running controlled assessments in the Administration Guide and within each Unit Guide. In line with these instructions, centres are required to have in place a controlled assessment policy (which can be part of a centre's NEA policy); this will be checked as part of the centre and qualification approval process.

### 4.3 Synoptic assessment

Unit 3 is synoptic and requires learners to draw on knowledge and experience gained through Units 1 and 2 (see page 19 for details).

#### 4.4 Candidate and assessor packs

Candidate and Assessor Assessment Packs are available on the secure website for centres to download. Candidates must not have access to the Candidate Packs until the start of the assessment which will be during the September of each academic year. Sample Assessment Materials are available on the [Eduqas.co.uk](https://www.eduqas.co.uk) website.

#### 4.5 Managing the assessments

Centres are required to manage and conduct internal assessments in line with the arrangements outlined in the Specimen Assessment Materials and Administration Guide in Chapter 3. There are four areas that are controlled: supervision, guidance, resources and collaboration. Specific details for each unit can be found in the corresponding unit guide.

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## 5. Guided learning hours and total qualification time

### 5.1 Guided learning hours

Guided learning hours (GLH) means activities such as classroom-based learning, tutorials and online learning, which are directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator.

The total number of GLH assigned to this qualification is 120 hours.

Guided learning hours are allocated per unit to support centre planning and delivery. It is acceptable for centres to deliver this qualification holistically and, therefore, guided learning hours per unit are a recommendation only.

### 5.2 Total qualification time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the guided learning hours (GLH) and additional time spent in preparation, study and some formative assessment activities.

The total qualification time for this qualification has been calculated as 180 hours. This includes:

- 120 hours of guided learning and/or supervised assessment
- 60 hours of self-directed study which may include additional assignments and tasks set by the teacher (homework) and independent use of online learning resources.

## 6. Entries

### 6.1 Centre approval

In order to offer our qualifications, centres must have WJEC centre approval. The approval process involves completion of the relevant application form(s) and an assessment of the ability of the centre to meet WJEC and relevant JCQ requirements.

If your centre already offers General Qualifications and has been issued with an NCN centre number, please read the WJEC Conditions for Registered Centres and contact us to request an application form.

If you are a new institution, please read the following documents before contacting us to discuss your prospective centre:

- JCQ General Regulations for Approved Centres
- JCQ Instructions for Conducting Examinations
- WJEC Conditions for Registered Centres.

If your centre wishes to submit entries and is not yet registered as a centre, please contact the Centre Support department at WJEC ([centres@WJEC.co.uk](mailto:centres@WJEC.co.uk)) for an application form. The completed form must be returned to WJEC no less than five months prior to the relevant entry deadline.

WJEC approved centres must adhere to the **General Conditions for WJEC Centres** and the appropriate **JCQ regulations**. All WJEC approved centres with a National Centre Number (NCN) must complete the **annual declaration sent by NCN**. Failure to do so will result in suspension of WJEC registration.

### 6.2 Entry procedure

WJEC Level 1/2 Vocational Award in Sport and Coaching Principles (Technical Award) will be available for certification from January 2024.

#### Unit entry

Entry for individual units must be made by submitting the relevant unit codes as indicated on each unit of the specification.

### Qualification entry

Learners will be entered for the qualification when entering for aggregation (cash-in).

Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

### Entry codes

		Entry Code
Unit 1	External assessment	
Unit 2	Internal assessment	
Unit 3	Internal assessment	
Cash in code		

## 7. Awarding, grading and reporting

Vocational Awards are awarded on an 8-point scale: Level 2 Distinction\*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction\*, Level 1 Distinction, Level 1 Merit and Level 1 Pass. Candidates who do not achieve the uniform marks required to achieve a Level 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

Individual units are recorded on a Uniform Mark Scale (UMS) with the following grade equivalences:

Unit	Max	Level 2				Level 1			
		D*	D	M	P	D*	D	M	P
Unit 1	120	108	96	84	72	60	48	36	24
Unit 2	75	68	60	53	45	38	30	23	15
Unit 3	105	95	84	74	63	53	42	32	21
<b>Qualification</b>	300	270	240	210	180	150	120	90	60

## 8. Resit arrangements

### 8.1 Resitting units prior to certification

Candidates may resit the **internally** assessed unit(s) prior to certification but cannot improve previously submitted work. The best uniform mark score from the attempts will be used in calculating the final overall grade.

Candidates may resit the **externally** assessed unit prior to certification; however, this qualification has a 40% terminal requirement which must be satisfied by the externally assessed unit. Therefore, only the uniform mark score from the attempt made in the series in which the candidate is cashing in the qualification will be used in calculating the final overall grade, even if this is lower than the previous attempt.

### 8.2 Resitting units following certification

Candidates who are unhappy with the grade awarded for the qualification may choose to resit one or more units following certification.

Where the candidate resits the **externally** assessed unit, only the uniform mark score from the resit attempt will be used in calculating the final overall grade, even if this is lower than the previous attempt. The candidate does not need to resit the **internally** assessed unit(s) as marks for the internally assessed unit may be carried forward for the lifetime of the specification.

Where the candidate resits the **internally** assessed unit(s), **the higher of the uniform mark score from either the initial attempt or the resit attempt will be used in calculating the overall grade.** The candidate will also need to resit the **externally** assessed unit to satisfy the terminal rule requirement for the qualification and only the uniform mark score from the resit attempt will be used in calculating the final overall grade, even if this is lower than the previous attempt.

### 8.3 Post-results services

Following the publication of results for each examination series, WJEC offers a range of post-results services relating to reviews of marking and moderation and access to examination scripts. Information on post-results services can be found on the Eduqas website.



## 9. Malpractice

Information regarding malpractice is available in our [Malpractice, A Guide for Centres](#) document.

All cases of suspected or actual malpractice must be reported to WJEC. If candidates commit malpractice they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet [Suspected Malpractice: Policies and Procedures](#).

### 9.1 Preventing malpractice

Candidates must not:

- submit work which is not their own
- make available their work to other candidates through any medium
- allow other candidates to have access to their own independently sourced material
- assist other candidates to produce work
- use books, the internet or other sources without acknowledgement or attribution
- submit work that has been word processed by a third party without acknowledgement
- include inappropriate, offensive or obscene material.

Candidates are not prohibited from lending books or other resources to one another, but they must not plagiarise others' research.

Candidates must not post their work on social media. They should be made aware of the JCQ document Information for candidates – Guidelines when referring to examinations/assessments through the Internet – <http://www.jcq.org.uk/exams-office/information-for-candidates-documents/information-for-malpractice>.

Heads of centre and senior leaders must ensure that those members of teaching staff involved in the direct supervision of candidates producing controlled assessment are aware of the potential for malpractice.

Teaching staff must be reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice itself.

Teaching staff must:

- be vigilant in relation to candidate malpractice and be fully aware of the published regulations
- report any alleged, suspected or actual incidents of malpractice to the senior leadership team or directly to WJEC.