

VOCATIONAL



WJEC Level 1/2 Vocational Award in  
**SPORT AND COACHING  
PRINCIPLES**

REGULATED BY OFQUAL  
DESIGNATED BY QUALIFICATIONS WALES

**SAMPLE ASSESSMENT  
MATERIALS - INTERNAL**

Teaching from 2018  
For award from 2020





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

## SAMPLE INTERNAL ASSESSMENT

### Unit 3: Coaching Principles

For teaching from 2018

For certificate from 2020

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## LEVEL 1/2 VOCATIONAL AWARD IN

### SPORT AND COACHING PRINCIPLES

#### UNIT 3: COACHING PRINCIPLES

#### Learner Assignment Brief

Your Physical Education Department have advertised a new scheme that they are setting up that will enable Key Stage 4 pupils to fill the role of Pupil Coach and gain experience of taking coaching sessions.

As a Pupil Coach, you will work alongside the teachers in charge of the various Key Stage 3 school sports teams to develop your coaching skills and understanding of the responsibilities and demands of being a sports coach.

The Physical Education Department have recently announced the application process for all pupils interested in being a Pupil Coach.

#### Tasks

1. Write a letter of application for the role of Pupil Coach. Your letter must include information covering the following areas:
  - (a) Coaching skills. (AC 1.1)
  - (b) Responsibilities of a coach. (AC 1.2)
  - (c) How a coach can meet the needs of the participants in their sessions. (AC 2.1)
  - (d) The stages and components of a coaching session. (AC 2.2)
2. Produce a plan for a specific sports session. Your plan should include the following information:
  - (a) Aims and objectives. (AC 2.1)
  - (b) The needs of the group. (AC 2.2)
  - (c) Resources needed. (AC 2.3)
  - (d) Components of the session.
  - (e) Health and safety requirements.
3. Demonstrate your coaching skills by taking the session that you planned for Task 2. (AC 3.1)
4. (i) Produce a review of your session. You should use information from different sources to inform your review. These sources could include the following: (AC 4.1)
  - (a) Participant feedback.
  - (b) Assessor feedback.
  - (c) Video feedback.

- 4 (ii) Draw up a plan for your future development as a coach based on the review you completed for Task 4(i). Your development plan should include the following information: **(AC 4.2)**
- (a) Short-term targets and long-term SMART goals.
  - (b) Possible methods of improvement.

Task Number	Evidence	AC	Controls
1	Letter of application	<p><b>AC1.1</b> Coaching skills</p> <p><b>AC1.2</b> Responsibilities needed to coach a session</p> <p><b>AC2.1</b> Meeting the needs of the participants</p> <p><b>AC2.2</b> The stages and components of a coaching session</p>	<p><b>Time</b> 2 hours</p> <p><b>Resources</b> - access to class notes; access to ICT software: no access to Internet</p> <p><b>Supervision</b> - you will be supervised throughout</p> <p><b>Collaboration</b> - individual task</p> <p><b>Feedback</b> - you cannot be given feedback on the work you produce until it has been marked</p>
2	Session plan	<p><b>AC2.1</b> Meeting the needs of the participants</p> <p><b>AC2.2</b> The stages and components of a coaching session</p> <p><b>AC2.3</b> Planning a session</p>	<p><b>Time</b> 1 hour</p> <p><b>Resources</b> - access to class notes; access to ICT software: no access to Internet</p> <p><b>Supervision</b> - you will be supervised throughout</p> <p><b>Collaboration</b> - individual task</p> <p><b>Feedback</b> - you cannot be given feedback on the work you produce until it has been marked</p>

Task Number	Evidence	AC	Controls
3	Video evidence and witness statement or feedback form	<b>AC3.1</b> Demonstrate coaching skills	<p><b>Time</b> 1 hour</p> <p><b>Resources</b> - access to class notes; access to ICT software: no access to Internet</p> <p><b>Supervision</b> - you will be supervised throughout</p> <p><b>Collaboration</b> - individual task</p> <p><b>Feedback</b> - you cannot be given feedback on the work you produce until it has been marked</p>
4(i)	Session review in any suitable format	<b>AC4.1</b> Review coaching session	<p><b>Time</b> 2 hours</p> <p><b>Resources</b> - access to class notes; access to ICT software: no access to Internet</p> <p><b>Supervision</b> - you will be supervised throughout</p> <p><b>Collaboration</b> – individual task</p> <p><b>Feedback</b> - you cannot be given feedback on the work you produce until it has been marked</p>
4(ii)	Development plan	<b>AC4.2</b> Development planning	

## ASSESSOR INFORMATION

### WJEC Approach to Assessment

The following principles apply to the assessment of each internally assessed unit of WJEC Level 1/2 Qualifications in Sport and Coaching Principles:

- Units are assessed through summative controlled assessment. Details of controls for this unit are provided in this model assignment
- All assessment criteria must be met under controlled conditions, as specified in this model assignment, for the unit learning outcomes to be achieved
- Performance bands for merit and distinction can only apply once a candidate has achieved all assessment criteria. Evidence must clearly show how the candidate has met the standard for the higher grades.

WJEC Level 1/2 Qualifications in Sport and Coaching Principles have adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document 'GCE, ELC, and Project Qualifications – instructions for conducting controlled assessment'. This document can be accessed through the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)). Each centre must ensure that internal assessment is conducted in accordance with these controls.

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking.

### Task setting

WJEC has produced this model assignment for the assessment of this unit. Centres are, however, allowed to modify the assignment, as outlined in the 'Accepted changes to Assignments' section of this model assignment. This will allow centres to tailor the assessment to local needs. This model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment
- Each assignment must have a brief which sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit a business or society. Further details are in Section 1.2 of the specification
- The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements contribute to the achievement of the applied purpose of the assignment
- The assignment must provide each candidate with the opportunity to address all assessment criteria and all performance band requirements
- The assignment must indicate the acceptable forms of evidence
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose. Sample documentation for this activity is provided with each model assignment.

## **How the learner assignment brief meets these controls**

This is a single assignment that addresses all assessment criteria for this unit. There is a clear applied purpose - to assess the Coaching Principles, planning an appropriate coaching session, coaching and reviewing for future improvements. The context of the scenario is realistic and developed in conjunction with a real organisation. The tasks are all coherently related to the applied purpose. The summary table states the evidence requirements for each task. No format is specified for this evidence, allowing learners and centres flexibility in delivering this assignment.

### **Task taking**

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

### **Time**

'Time' has limited control. There are 6 hours available for assessment of this unit. The learner assignment brief suggests how this time can be allocated.

### **Resources**

'Resources' has limited control. The assignment makes clear the type of resources that learners must have access to. Learners may access their class notes, unless they have dealt with a scenario similar to the scenario in this assignment. If that is the case, those notes should be extracted. Learners cannot access the Internet for either task. Learners must be given access to ICT. For tasks 1 and 2, this is likely to be word processing software. For task 3, it will be digital recording and task 4 can be produced in written or verbal recording. For all tasks, learners will need access to the test results and normative data provided in Appendices.

### **Supervision**

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing all tasks, including access to the Internet to obtain information on the destination. Centres must have in place systems to ensure learners cannot access evidence they have been developing outside of supervised activities.

### **Authentication**

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors are not expected to provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the performance bands and how they can be interpreted. Assessors must intervene where there is a health and safety hazard observed.

Candidates can review and redraft evidence independently within the time controls for the assessment. Candidates cannot redraft based on feedback from an assessor.

Learners must sign the declaration in this model assignment to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign the declaration in this model assignment to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

### **Collaboration**

'Collaboration' refers to group work and has limited control. For this model assignment group work is not allowed when learners are producing evidence for assessment.

### **Task marking**

All marking of evidence must be made against the performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in this model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and performance band requirements.

As it is not possible to annotate digital recordings, assessors must ensure that the comments on the observation sheet support the evidence on the digital recording for task 3. If task 4 is recorded again the assessor must provide an annotated observation sheet.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- Assessment is conducted under specified controlled conditions
- They are clear of the requirements of the learning outcomes, assessment criteria and performance band statements prior to commencing controlled assessment
- Evidence presented for assessment is authentic
- Assessment decisions are accurately recorded
- Evidence is appropriately annotated
- Observation records contain sufficient detail for objective corroboration of decisions
- Judgements are only made against the performance band statements.

## **ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT**

### **Assignment Brief (Task setting)**

#### **What can be changed**

##### **Type of evidence**

Centres are allowed to make changes to the type of evidence that learners are allowed to submit. Any form of evidence is acceptable, although the recording of the coaching session must be in a format that can be moderated and does not require specific software. Evidence can be hand-written. For all tasks, learners could produce evidence using PowerPoint or similar presentation software. Centres and learners are advised to consider that the presentation materials are the evidence that will be used for assessment and should ensure they provide sufficient detail to meet all requirements. Where learners present orally, observation records will be needed as evidence, together with any notes produced and support materials used. Observation records will include a description of candidate performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement. Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included. A standard pro-forma should be developed and used for all learners. Learners should receive a copy of the pro-forma in advance.

##### **Resources**

No changes allowed.

##### **Tasks**

No changes allowed, except for references to the specific context of the assignment brief and evidence format.

##### **Purpose**

No changes allowed.

##### **Context**

The context must be realistic and credible. The scenario must relate to an individual. It cannot be too similar to a scenario used as part of the learning process. The details of the individual in the scenario can be changed in terms of:

- Gender
- Age
- Planned physical activities
- Reason for needing a training programme
- Working life
- Location
- Access to facilities
- Test data
- Aspirations.

The scenario should be of similar complexity to that in the model assignment.

## **How Assessment is Managed (Task taking)**

### **Time**

The time suggested for each task, as set out in the learner assignment brief, takes account of the contribution of the task to the overall assessment requirements and time needed to complete the tasks. There can be no changes to the total time available for controlled assessment, as set out in this model assignment. Centres can, however, amend the suggested time available for each task.

### **Resources**

Learners must have access to an assessment grid. Details of essential resources are provided in the Summary Table of the Learner Assignment Brief and the Task taking: resource section of this Assessor Guidance. There should be no changes to these.

### **Collaboration**

Group work is not allowed for this unit when learners are producing evidence for assessment.

### **Supervision**

No changes are allowed.

### **Feedback**

No changes allowed.

**WJEC LEVEL 1/2 Vocational Award Sport and Coaching Principles MARK RECORD SHEET**

Unit Grade

**UNIT 3: Coaching Principles**

**Learner Name:**

I confirm that the evidence submitted for assessment has been produced by me without any assistance beyond that allowed.

**Signature:**

**Date:**

**Assessor Name:**

The assignment brief used for summative assessment is attached, together with evidence of quality assurance.

I confirm that the evidence submitted by the learner has been produced under the controlled conditions set out in the qualification specification and model assignment.

The overall grade awarded for this unit is \_\_\_\_\_

**Signature:**

**Date:**

**Lead Assessor Name:**

I confirm that the evidence submitted by this learner for summative assessment has been quality assured and the grade awarded is confirmed as accurate.

**Signature:**

**Date:**

Assessment Criteria	Performance bands			Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	
<b>AC1.1 Coaching skills</b>	Outline in general terms the skills involved in coaching. Evidence is mainly descriptive with limited application to sporting examples.	Describe the skills involved in coaching including, communication, organisation and analytical, using some sporting examples. Evidence has some detail and relevant sporting examples.	Explain why the skills and responsibilities involved in coaching are important, using a range of sporting examples. Evidence is detailed, relevant and reasoned.	
<b>AC1.2 The responsibilities needed to coach a session</b>	Outline in general terms the responsibilities involved in coaching. Evidence is mainly descriptive with limited application to sporting examples.	Describe the responsibilities involved in coaching including health and safety, safeguarding and professional conduct using some examples. Evidence has some detail and relevant sporting examples.		
	<b>Assessor comments</b>			

Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
<b>AC2.1 Meeting the needs of the participants</b>	Outline in general terms how the coach can meet the needs of the participants. Evidence is mainly descriptive with little application.	Describe how the coach can meet the needs of the participants. Evidence has some detail and application.	Explain how the coach can meet the needs of the participants. Evidence is detailed, relevant and offers sporting examples as part of the application.		
<b>AC2.2 Stages and components of a coaching session</b>	Outline in general terms the different stages and components of a coaching session. Evidence is mainly descriptive.	Describe the different stages and components of a coaching session. Evidence has some detail and offers practical examples.	Explain the different stages and components of a coaching session. Evidence is detailed and relevant offering practical examples		
<b>AC2.3 Planning a session</b>	Plan is mainly generic. There will be some omissions.	Plan is descriptive and general but covers key parts of the session. It includes the aims and objectives and progressions.	The plan explains the relationship between the aims, objectives and participant needs. The plan contains clear relevant detail and covers all parts of the session.	Plan contains comprehensive relevant details and covers all parts of the session in some depth. It also offers alternative activities as a contingency plan.	
	<b>Assessor comments</b>				

Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
<b>AC3.1 Demonstrate coaching skills</b>	Coaches a generic session with support following the session plan. Demonstrates limited coaching skills.  The session needs are met.	Coaches an appropriate session, following the session plan. Demonstrates basic coaching skills.  Some needs of the participants are met during the session.	Coaches a clearly structured session independently.  Demonstrates a range of coaching skills.  Most needs of the participants are met during the session.	Coaches a detailed effective session independently.  Demonstrates a comprehensive range of coaching skills. Meets the needs of all participants during the session.	
	<b>Assessor comments</b>				

Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
<b>AC4.1 Review of coaching</b>	Review is mainly generic.  Limited evidence used to support review.	Review is basic but related to session.  Some different sources of evidence are used to support the review including participant feedback and own reflections.	Review is detailed and is related to session.  A range of different sources of evidence are used to support the review.	Review is comprehensive and relevant to session.  A range of different sources of evidence are used effectively to support the review.	
	<b>Assessor comments</b>				
<b>AC4.2 Development Planning</b>	Development plan is mainly generic.	Development plan is basic but does include some SMART targets and methods of improvement.	Development plan includes accurate SMART targets and methods of improvement. Clear link to review.	Development plan is detailed, comprehensive and includes accurate SMART targets and methods of improvement.	
	<b>Assessor comments</b>				