

1st4sport Level 2 Certificate in Coaching Parkour/Freerunning (QCF)

Qualification Specification

Version 4: 28 October 2016

This document is designed to be viewed on a computer and contains hyperlinks which will not be available if printed.

This specification must be read by all relevant personnel within recognised centres approved to offer this qualification. It contains the *Qualification Approval Conditions* which must be complied with and should be read in conjunction with the *1st4sport Centre recognition Conditions*.

Tutors, assessors and verifiers should also comply with the following addendums to ensure full deployment of the standards required to be maintained:

- The Learner Pack
- The Tutor, Assessor, Verifier Guidance

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The Ofqual, Welsh Government and SQA Accreditation 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.

National/Qualification Accreditation Number: 600/1885/9

Qualification accreditation date: 26 April 2011

Specification publication dates:

V1 April 2011: Initial specification

V2 11 April 2012: Reformatted to meet new style. No technical amends made

V3 1 November 2014: All content rationalised and *Conditions* redeveloped to encompass evidence requirements

V4 28 October 2016: Qualification Review Date updated and Unit Specifications inserted into the appendices.

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Introduction to the Qualification

The 1st4sport Level 2 Certificate in Coaching Parkour/Freerunning (QCF) is solely awarded in England by 1st4sport Qualifications and has been developed in partnership with the technical experts Parkour UK (PKUK). It is recognised as the industry standard level 2 qualification for coaching Parkour/Freerunning within the United Kingdom.

Qualification Regulation¹ Details and Dates

Qualification Title	Qualification No.	GLHs	Level ¹	Credit
1st4sport Level 2 Certificate in Coaching Parkour/Freerunning (QCF)	600/1885/9	37-108	2	18

Regulation Dates	
Qualification regulation start date	26 April 2011
Qualification review date	31 December 2017
Certification end date	31 December 2019

Qualification Structure and Units

To qualify for the 1st4sport Level 2 Certificate in Coaching Parkour/Freerunning (QCF), learners must successfully achieve 18 credits from the eight mandatory units. Achievement of the qualification is normally through attendance on *Parkour UK Programme of Learning and Assessment* which ensures completion of the *1st4sport Learner Pack* inclusive of all assessed tasks. The unit specifications for the 1st4sport Level 2 Certificate in Coaching Parkour (QCF) can be found within Appendix 2 of this document.

Title	Accreditation No.	Level	GLHs	Credit
201	J/601/2101	2	22	3
202	Y/601/2104	2	12	2
203	H/601/2106	2	16	2
204	M/601/2108	2	13	2
205	D/503/1890	2	8	2
206	A/503/1914	2	13	2
207	F/503/1901	2	16	3
208	F/503/1915	2	8	2

¹ This qualification is equivalent to Level 3 on the European Qualifications Framework (EQF). Further information about the EQF can be found through [this link](#).

Qualification Purpose Statement

Overview

What does this qualification cover?

The objective of the Level 2 Certificate in Coaching Parkour/Freerunning (QCF) is to provide a benefit to learners through practical and theoretical aspects of coaching Parkour/Freerunning, including how to effectively plan, conduct and evaluate Parkour/Freerunning coaching sessions for participants of all ages.

Who is this qualification designed for?

The qualification is designed to prepare coaches for employment in paid or voluntary roles in parkour clubs.

Learners must have successfully completed the Level 1 Award in Coaching Parkour or equivalent and have attended a Child Protection/Safeguarding workshop recognised by sportscoach UK. In addition learners must also hold a valid first aid certificate or hold an emergency aid certificate which is a minimum of three hours in duration and must include CPR. Learners must be at least 18 years of age when attending the qualification.

Progression

What could this qualification lead to?

The skills and knowledge developed through this qualification may also be used enable learners to progress to other industry-relevant qualifications in coaching other sports, activity leadership, supporting PE in school sport and sports development.

- 1st4sport Level 3 Award in the Principles of Coaching Sport (L3POCS)
- Level 2 NVQ Award in Sport and Activity Leadership (QCF).

Other roles that the learner may consider exploring to include:

- sports volunteer.
- fitness instructor

Support

Who supports this qualification?

This qualification is supported by Parkour UK whom the technical experts are providing the technical advice in the development of this qualification.

Qualification Approval Conditions

1st4sport recognised centres are required to comply with the *1st4sport Centre Recognition Conditions*. All centres who have achieved qualification approval status for this qualification are also obliged to comply with the following *Qualification Approval Conditions*. Failure to comply with all relevant conditions will result in sanctions being applied, which may lead to qualification approval status being revoked. Centres are advised to ensure their qualification workforce is familiar with the conditions which impact upon them, their role and responsibilities.

Section One: Qualification Resources	
QCON 1.1 Qualification workforce capacity and ratios	
Conditions	Evidence: minimum workforce
<p>The recognised centre is required to have a qualified and competent qualification workforce in place which includes as a minimum²:</p> <ul style="list-style-type: none"> • a qualification administrator • a qualification coordinator • an approved Parkour UK tutor to conduct training and assessment • an approved Parkour UK internal verifier to conduct internal verification (IV)³ <p>In deploying the workforce, the recognised centre must ensure that each course operates with a maximum of 12 learners to one Parkour UK tutor or two tutors to 24 learners.</p> <p>The observed assessments must be conducted on a 1:1 basis with a maximum of 12 learners per assessor per assessment day or two assessors to 24 learners.</p>	<p>Must be evidenced in the <i>Staff</i> section of <i>Athena</i>, the 1st4sport Quality Assurance System⁴. Each member of staff must be named and linked to the qualification and role. This information must be current at all times and include as a minimum:</p> <ul style="list-style-type: none"> • a qualification administrator • a qualification coordinator • an approved Parkour UK tutor to conduct training and assessment • an approved Parkour UK internal verifier (IV) <p>1st4sport will conduct a quality check on tutor/assessors and internal verifiers against the Parkour UK master workforce list.</p>
	Evidence: ratios
	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • course/programme attendance registers for staff and learners • course/programme authorisation requests to 1st4sport • IV sampling plans and reports.
QCON 1.2 Qualification administrator	
Conditions	Evidence: competence
<p>The recognised centre is required to recruit and deploy a qualification administrator responsible for timely, accurate qualification administration activities. All administration activities must comply with the <i>1st4sport Position Statement: Qualification Administration</i>.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • course authorisation and any related activities • learner registration and any related activities • learner certification and any related activities.

² One person may fulfil a number of the required roles. The tutor and assessor is often the same person.

³ Internal verifiers must not tutor or assess on a course where they are completing the internal verification

⁴ To gain access to *Athena*, please request this via qmt@1st4sportqualifications.com

QCON 1.3 Qualification coordinator		
Conditions	Evidence: competence	
<p>The recognised centre is required to recruit and deploy a qualification coordinator who is responsible for ensuring compliance with the <i>qualification approval conditions</i> outlined within this qualification specification.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • qualification resource records (staff, sites, learning and assessment materials) • qualification administration, initial • assessment and induction records • training, assessment and internal quality assurance records. 	
QCON 1.4 Tutor/Assessors		
Conditions	Evidence: initial competence	
<p>The recognised centre is required to recruit and deploy a minimum of one approved Parkour UK tutor/assessor.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • 1st4sport approval of each Parkour UK Tutor listed as a tutor and an assessor via the <i>Athena Staff</i> tab. 	
<p>Parkour UK tutors are responsible for the delivery of the <i>Learning and Assessment Programme for Parkour/Freerunning</i>. In doing they are required to conduct of valid and reliable assessments in accordance with the <i>1st4sport Tutor, Assessor and Verifier Guidance</i>.</p> <p>Parkour UK tutors are required to attend a minimum of one Parkour UK standardisation day per year.</p>	<th style="background-color: #92d050;">Evidence: ongoing competence</th> <p>Must be evidenced through:</p> <ul style="list-style-type: none"> • standardisation attendance and activities • assessment records • internal verification reports and action responses • external verification reports and action responses (<i>Athena</i>). 	Evidence: ongoing competence

QCON 1.8 Qualification equipment	
Conditions	Evidence: equipment
<p>When using indoor facilities (due to adverse weather conditions) the recognised centre is required to have equipment in place to facilitate the full programme of learning and assessment which must comply with accepted health and safety practice for Parkour/Freerunning and must include:</p> <ul style="list-style-type: none"> • 2 x horses • 1 x large horse • 12 mats (approx. 2m x 1m) • 2 x floor beams/fenders • or a Parkour UK mobile Parkour park. <p>The recognised centre must ensure that all learners and persons being coached wear appropriate sports apparel.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • pre-course instructions on clothing to learners • inventories and risk assessments • internal verification reports • external verification reports (<i>Athena</i>)
QCON 1.9 Qualification materials	
Conditions	Evidence: materials
<p>The recognised centre is required to ensure that the Parkour UK Tutor/Assessors have available for use doing sessions the:</p> <ul style="list-style-type: none"> • <i>Parkour UK Learning and Assessment Programme</i> • <i>1st4sport Qualification Specification</i> • <i>1st4sport Tutor, Assessor, Verifier Guidance</i> <p>The recognised Centre is also required to ensure that learners are provided with the a <i>1st4sport Learner Pack</i> which includes the:</p> <ul style="list-style-type: none"> • 1st4sport assessment tasks • 1st4sport folder 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • pre-course instructions to learners • inventories • <i>Parkour UK Learning and Assessment Programme</i> per course⁵ • 1st4sport assessment tasks which are assessed and annotated in accordance with the <i>1st4sport Tutor, Assessor, and Verifier Guidance</i> • internal verification reports and action responses • external verification reports and action responses (<i>Athena</i>).

⁵ *Parkour UK Learning and Assessment Programme* is a pre-standardised tool which centres must apply to each course; publishing dates and records of when each aspect was delivered

QCON 1.10 Qualification fees ⁶	
Conditions	Evidence: fees
<p>The recognised centre is required to pay a £110 learner registration and certification fee per registered learner when the course is authorised with 1st4sport within the appropriate timescales.</p> <p>The recognised centre is required to ensure that learners are provided with information on the total cost of achieving the qualification; this should include a comprehensive package of learning and assessment and any optional costs made very clear at the point the learner enters into a contract with the centre.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • pre-course marketing tools • pre-course instructions through communications to learners • course authorisation requests to 1st4sport and related payment logs

⁶ Where recognised centres wish to authorise courses between 10 and 19 working days before the start of the course, we will automatically upgrade the course to our *FastTrack* service for additional £5 fee per learner (plus VAT where this is applicable).

Section Two: Administration, initial assessment and inductions	
QCON 2.1 Course/programme administration	
Conditions	Evidence: course programme
<p>Recognised centres should utilise the 1st4sport centre portal⁷ to authorise courses, register and certificate learners.</p> <p>All qualification administration activities must be conducted in accordance with the <i>1st4sport position Statement: Qualifications Administration</i></p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> course authorisation records, related updates and communications learner registration records, related updates and communications learner certification records, related updates and communications
QCON 2.2 Learner enrolment, agreement and registration period	
Conditions	Evidence: enrolment process
<p>The recognised centre is required to have a fair and equitable enrolment process. In doing so relevant learner information must be collected and initial assessment of learner's eligibility be conducted. Where eligibility is confirmed, the recognised centre is required to have an agreement in place with each learner to ensure that they:</p> <ul style="list-style-type: none"> conduct themselves accordingly in accordance with the <i>Learner Agreement/Contract</i> sportscoach UK code of conduct make all relevant payments understand that the registration period for this qualification is 24 months in which time they must complete all aspects of their learning and assessment including reassessments. attend all components of the learning and assessment programme (unless other arrangements have been made related to RPL) comply with recognised centre policy and procedure comply with the qualification conditions, 1st4sport policy, position statements and related processes 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> learner application forms or web based application services signed learning agreements/contracts⁸

⁷ To gain access to this system the centre needs register interest with 1st4sport and been issued a system access key of username and password. To obtain assistance or to requests this contact the 1st4sport Centre Support Team on: Tel: 0113 290 7610 Email: cst@1st4sportqualifications.com

⁸ It is acceptable for the learner agreement to form part of a declaration within the application/enrolment form.

QCON 2.3 Learner Eligibility and Pre-requisites	
Conditions	Evidence: pre-requisites
<p>The recognised centre is required to conduct an initial assessment of learners to ensure that the pre-requisites to registration and certification are considered and the outcome recorded during the application process.</p> <p>Prior to registration learners are required to:</p> <ul style="list-style-type: none"> • be 18 years of age or over • be accurately identified • hold the 1st4sport Level 1 Award in Coaching Parkour or equivalent • hold an emergency aid certificate (minimum of 3 hours and must include CPR) • have attended a Child Protection/Safeguarding workshop recognised by sportscoach UK • be able to communicate effectively in English⁹ (this includes listening, speaking, reading and writing). <p>There are no additional pre-requisites to certification.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • learner records containing personal data which includes their title, name, date of birth, address, gender, nationality, ethnicity, disability and access needs • learner identity check details containing the type of proof, the reviewer's name and the date • confirmed • records of activities to check understanding of the England language (where this is deemed to be necessary).

⁹ 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.

QCON 2.4 Learner Eligibility and Barriers to Access	
Conditions	Evidence: access arrangements
<p>The recognised centre is required to conduct an initial assessment of learners to consider barriers to access in accordance <i>Equality Act 2010</i>¹⁰ and its protected characteristics. The barriers to access to this qualification which preserve the integrity, the technical requirements and safety of learners and participants include:</p> <ul style="list-style-type: none"> • age – individuals under the age of 18 are not permitted to attend this qualification. This serves to prevent inexperienced coaches working. As a result no adjustments to this barrier can be applied. • race – individuals who are not English, Welsh or Irish and/or those who do not speak these as a first language may be prevented from accessing the qualification if they cannot communicate to the appropriate standard in these languages. In such cases reasonable adjustments will not be applied. • disability – individuals with mental or physical or learning disabilities may find some of the competencies difficult and/or dangerous to their well being • pregnancy and maternity – it could be detrimental to the health of a pregnant woman and her unborn child to attempt the full extent of the competencies within this qualification. <p>Where learners have declared disability, pregnancy or maternity barriers, reasonable adjustments should be requested in accordance with the <i>1st4sport Position Statement: Access Arrangements</i>.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • learner application forms or web-based application services • reasonable adjustment requests • (<i>Athena</i>) and clearly implemented arrangements.

¹⁰ There are no barriers to access on the ground of marriage, race, religion or belief, sex, sexual orientation or gender transformation

QCON 2.5 Learner Inductions	
Conditions	Evidence: access arrangements
<p>The recognised centre is required to provide an effective qualification/course induction to all learners which introduces:</p> <ul style="list-style-type: none"> • the individual members of the centre’s workforce and what their role will be • the centre’s policies and procedures which as a minimum must cover: <ul style="list-style-type: none"> – health and safety – equality and diversity – data protection – child/vulnerable adult safeguarding – appeals – complaints – malpractice/maladministration • information on their Unique Learner Number (ULN) and the Personal Learner Record (PLR) (for centres in England only at this time). • the learning outcomes and the assessment criteria • the learning and assessment strategy and published programme • individual learning plans • links to National Occupational Standards and functional skills (where these exist) • the position of the qualification in relation to others and any progression opportunities • any quality assurance (IV or EV) • activities that are scheduled. 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • induction attendance registers and records • policy booklets or signposts • induction documentation

Section Three: Training and Assessment

QCON 3.1 Training and Assessment Hours

Conditions	Evidence: inductions
<p>The recognised centre is required to deliver the qualification in accordance with the <i>Parkour UK Learning and Assessment Programme</i> in its entirety. This is aligned to the recommended guided learning hours for the qualification which range from 37-108 hours depending upon learners' needs.</p> <p>In doing so the recognised centre must ensure that the seven mandatory units are completed, giving learners 18 credits. Each credit is equivalent to 10 hours of learning time.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> marketing tools (where these exist) <i>Parkour UK Learning and Assessment Programme</i> per course

QCON 3.2 The Training and Assessment Programme

Conditions	Evidence: course length
<p>The recognised centre is required to deliver the <i>Parkour UK Learning and Assessment Programme</i> adapting this only where necessary to meet the specific needs of individual learners.</p> <p>In delivering the programme the following must be considered:</p> <ul style="list-style-type: none"> all learning outcomes all assessment opportunities and the assessment criteria learner's individual needs the learners' registration period (24 months). 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> <i>Parkour UK Learning and Assessment Programme</i> per course course administration records

QCON 3.3 Assessment Specification	
Conditions	Evidence: assessment
<p>Centres are required to ensure this assessment specification is fully complied with without any deviation. To achieve the qualification, learners are required to have, in summary, assessed evidence of:</p> <ul style="list-style-type: none"> • an appropriate comprehension understanding of the Level 2 knowledge units and the specific technical knowledge underpinning the coaching of Parkour/Freerunning at this level, which will be assessed via performance, simulation, tasks and assignments 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • a record of learners attendance and achievement of each task and units, the assessor and completion dates • assessed and annotated learner assessment tasks contained within the <ul style="list-style-type: none"> – <i>1st4sport Learner Packs</i> in line with the – <i>1st4sport Tutor, Assessor, Verifier Guidance</i> – observation checklists • internal verification reports • external verification reports and action responses (<i>Athena</i>).
<p>To complete the coaching Parkour/Freerunning units, learners are required to evidence:</p>	
<ul style="list-style-type: none"> • Breadth of knowledge is expected to be assessed: <ul style="list-style-type: none"> – Information – expected participant(s), participant(s)' stage of development, 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 • the production of a minimum of eight coaching session plans six of which must be linked and progressive. The planned sessions must be of a minimum of 60 minutes in duration • the preparation for all coaching environments used to deliver each of the eight coaching sessions • the delivery of eight coaching session plans, six of which must be linked and progressive. The planned sessions must be of a minimum of 60 minutes in duration the delivery of a minimum of two coaching sessions, which must be observed by an appropriately qualified tutor or assessor. The delivery of the sessions must be a minimum of 30 minutes in duration • the evaluation of eight coaching session plans for parkour/freerunning, including the effectiveness of the six linked and progressive sessions. 	

QCON 3.4 Assessment Tools	
Conditions	Evidence: assessment tools
<p>The recognised centre is required to use valid and reliable assessment tools which have been designed by 1st4sport in consultation with the technical development partner. These are contained within the <i>1st4sport Learner Pack</i>.</p> <p>Where a recognised centre wishes to adapt these tools or use alternative arrangements to meet the needs of a particular group of learners, they should refer to the <i>1st4sport Position Statement: Alternative Assessment Arrangements</i>.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • a record of learners attendance and achievement of each task and units, the tutor/assessor and completion dates • assessed and annotated learner assessment tasks contained within the <ul style="list-style-type: none"> – <i>1st4sport Learner Packs</i> in line with the – <i>1st4sport Tutor, Assessor, Verifier Guidance</i> – observation checklists • internal verification reports • external verification reports and action responses (<i>Athena</i>).
	Evidence: alternative arrangements
	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • an alternative assessment arrangements request (only where alternative assessment arrangements are needed) • the completion of agreed alternative assessment tools (including electronic platforms) where these are agreed
QCON 3.5 Assessment Eligibility	
Conditions	Evidence: eligibility for assessment
<p>The recognised centre is required to ensure all learners who have attended the full programme of learning are given opportunities to be assessed within their period of registration for the qualification.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • <i>Parkour UK Programme of Learning and Assessment</i> • registers and/or records of attendance

QCON 3.6 Assessment Process

Conditions	Evidence: assessment process
<p>The recognised centre is required to ensure that the assessment process is managed effectively and ensures:</p> <ul style="list-style-type: none"> assessment plans and schedules are communicated to all affected assessment briefings are completed with reference to the format of the assessment, what is expected of learners and the assessment criteria being used the assessment is conducted in line with the <i>1st4sport Tutor, Assessor, Verifier Guidance</i> assessment decisions are made in line with the principles of assessment (Validity Authenticity, Reliability, Currency, Sufficiency of evidence) assessment decisions are communicated via established channels assessment decisions are recorded and shared with learners. 	<p>Must be evidenced though:</p> <ul style="list-style-type: none"> <i>Parkour UK Programme of Learning and Assessment</i> per course records of attendance and achievement per task and unit, the assessor who conducted the assessment and completion date assessed and annotated learner packs completed observation checklists assessor communications to administrators internal verification reports and action responses external verification reports and action responses (<i>Athena</i>).

QCON 3.7 Eligibility of Learners for Special Consideration

Conditions	Evidence: access arrangements
<p>The recognised centre is required to ensure learners who are disadvantaged, unable to complete or attend their assessment due to emotional, physical difficulties or adverse circumstances, request special consideration in accordance with the <i>1st4sport Position Statement: Access Arrangements</i>.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> special consideration requests (<i>Athena</i>) implementation of the arrangements.

QCON 3.8 Eligibility of Learners for Certification	
Conditions	Evidence: certification
<p>The recognised centre is required to ensure that learners who have successfully completed all pre-requisites, assessment requirements and who have been confirmed by the Parkour UK tutor/assessor as eligible for certification are certificated.</p> <p>Where a verification sampling plan requires an intervention to be conducted, outcomes must not be confirmed to learners until the sampling and any residual actions have been completed.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • assessment tracking and records • the assessor communications to the qualification administrator • administrator communications to learners • internal verification reports and action responses • external verification reports and action responses (<i>Athena</i>). • certification requests to 1st4sport.
QCON 3.9 Reassessments	
Conditions	Evidence: reassessment activities
<p>The recognised centre is required to ensure that learners who are unsuccessful in any aspect of assessment are offered a maximum of two opportunities to re-sit the appropriate assessment component within their period of registration (24 months).</p> <p>Recognised centres may levy additional charges for conducting reassessments.</p> <p>All reassessments must be conducted in accordance with the assessment specification.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • re-assessment plans, tracking and records • <i>Parkour UK Programme of Learning and Assessment</i> per course • records of attendance and achievement per task and unit, the assessor who conducted the assessment and completion date • assessed and annotated learner packs • completed observation checklists • assessor communications to administrators • internal verification reports and action responses • external verification reports and action responses (<i>Athena</i>).

Section Four: Internal Quality Assurance	
QCON 4.1 Internal Verification Strategy	
Conditions	Evidence: strategy
<p>The recognised centre is required to have in place an internal verification strategy which includes strategic objectives which include, but are not limited to:</p> <ul style="list-style-type: none"> • a selected sample of evidence across 25% of learners and assessor feedback is internally verified from 75% of the courses authorised • all active assessors internally verified across all active assessment sites, over a twelve month period • one standardisation activities conducted annually and focussed on assessment and internal verification • internal verification conducted in accordance with a risk based approach; tutors/assessors and assessments perceived as higher risk experience more frequent IV interventions. 	<p>Must be evidence through:</p> <ul style="list-style-type: none"> • a current internal verification strategy document uploaded into the <i>Documents</i> section of <i>Athena</i> • an internal verification sampling plan template • internal verification report templates • external verification reports and action responses (Athena).
QCON 4.2 Internal Verification Sampling	
Conditions	Evidence: sampling activities
<p>The recognised centre is required to develop and implement sampling plans in accordance with the interval verification strategic objectives.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • internal verification sampling plans • external verification reports and action responses (Athena).
QCON 4.3 Internal Verification Interventions	
Conditions	Evidence: internal verification reports
<p>The recognised centre is required to ensure internal verification interventions across all tutors/assessors at all sites and in line with the sampling plans include:</p> <ul style="list-style-type: none"> • observation performance • sampling of assessment evidence • learner interviews (face to face or via telephone). <p>The interventions must ensure that support and development is given to the centre and specifically to the qualification workforce.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • internal verification reports and action responses • external verification reports and action responses (Athena).

Communications and Contacts

In an effort to reduce the costs of qualifications 1st4sport aim to utilise electronic means of communication wherever possible. 1st4sport Qualification's website or e-mail should be the first port of call for organisations or individuals looking for information.

Additional important contacts	
Parkour UK Contact Details	Website: Parkour UK Enquiries e-mail: info@parkouruk.org Address: Parkour UK 4 th Floor Burnwood House 14-16 Caxton Street London SW1H 0QT
Skills Active The Sector Skills Council for Active leisure, Learning and Well- being	Website: skillsactive.com Enquiries e-mail: skills@skillsactive.com Telephone: 0330 004 0005
The Register of Regulated Qualifications:	The full list of regulated qualifications available from 1st4sport Qualifications is available through accessing the following this link . ¹¹
The Office of the Qualifications and Examination regulator (Ofqual)	Website: ofqual.gov.uk
Department for Education	Website: education.gov.uk
Learning Records Service	Website: learningrecordsservice.org.uk

¹¹ Any changes to qualifications will be communicated with recognised centres via various means of communications

Appendix 1: Level 2 Parkour/Freerunning Technical Syllabus

This Technical Syllabus should be read in conjunction with the practical units of the 1st4sport Level 2 Certificate in Coaching Parkour/Freerunning (QCF). To achieve Units 5 - 8 of the 1st4sport Level 2 Certificate in Coaching Parkour/Freerunning (QCF), learners will be required to demonstrate an understanding and application of coaching the following Parkour/Freerunning skills and techniques.

Practical Topics	Components of Practical Topics
Techniques	
Step Vault Speed Vault Turn Vault Saut de Chat Pop Vault Reverse/Dash/Slide Monkey	Combinations of passing movements, in various areas, and natural use of vaults to clear obstacles of differing heights and design, e.g. Walls, rails, fences, logs.
Any Vault-to-Precision	Stick to the landing area from any vault.
Arm Jump (saut de bras)	Level-to-level, up, at height.
Cat-to-Cat (retour saut de bras)	Level-to-level, down, up. 6ft minimum gap for men and 4ft for women.
Long Jump (saut de détente)	Take off standing and running. For running jumps, must demonstrate takeoff with each leg. Control on landings.
Precision Jump (saut de precision)	Up, level-to-level, down. Landing on round and square rails, walls, wood surfaces etc. Running and standing jumps to precision landing
Rolls (roulades)	All surfaces. On the floor and over a higher obstacle (like a table) and over an obstacle of waist height minimum. Both sides.
Drop Jump (saut de fond)	With and without roll. Good form, control, quiet landings with good absorption. 8ft for men, 6ft for women.
Wall Run/Tic Tac (tic-tac/passe-muraille)	Wall Run: Varying heights chosen by instructor, varying surfaces. Climb up must be clean and fast. Tic Tac: both legs, must demonstrate both tic tac over an obstacle and onto an obstacle.

Appendix 2: 1st4sport Level 2 Certificate in Coaching Parkour/Freerunning (QCF) Unit Specifications

Title:	Understanding the fundamentals of coaching sport
Level:	2
Credit value:	3
Unit Aim:	This unit assesses the coach's understanding of their role in the planning, implementing, analysing and revising coaching sessions. They will also 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 that 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, 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 which 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

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
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 which 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
	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

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
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

Learning outcomes The learner will:	Assessment criteria The learner can:
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: <ul style="list-style-type: none"> • 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
	5.6 describe how to measure each of the following: <ul style="list-style-type: none"> • 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 guidance	This unit will be assessed through the assessment of a portfolio of evidence and observation of coaching practice

Title:	Understanding how to develop participants through coaching sport
Level:	2
Credit value:	2
Unit Aim:	This unit assesses the coach's understanding of the principles of planning, delivering and evaluating coaching sessions, which 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 a 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>
2 understand the principles of skill development through coaching sessions	2.1 define: <ul style="list-style-type: none"> • skill coordination • motor-skill learning • skill acquisition • skill retention • skill transfer
	2.2 describe the basic methods of analysing participants' performance
	2.3 identify factors that affect the development of participants' skills in sport
	2.4 describe the organisational requirements for the delivery of coaching sessions
	2.5 describe the different techniques available for developing participants' skill through coaching
	2.6 identify methods to support participant development
	2.7 identify sources of feedback which will support participants' development
	2.8 explain the importance of gaining feedback from participants
3 understand the how the stages of participants' development impact on their coaching	3.1 describe the progressive stages of development through maturity
	3.2 identify how the participants' stage of development affects the content of coaching sessions
	3.3 identify how participants' stage of development impacts on the coaching environment
	3.4 identify what influence training and competition have throughout the different stages of development

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
4 understand the principles of evaluation in coaching.	4.1 explain the principles of evaluating coaching sessions
	4.2 identify a variety of evaluation methods that can be used to monitor participants' development and learning
	4.3 identify types of information that can be gathered to monitor participants' development and learning
	4.4 identify appropriate other people who can contribute to the evaluation of coaching sessions
	4.5 describe how and when to gather information on current coaching practice from participants and others
	4.6 explain how the feedback from participants and others should impact on future coaching practice
	4.7 describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development
Assessment guidance	This unit will be assessed through the assessment of a portfolio of evidence and observation of coaching practice

Title:	Supporting participants' lifestyle through coaching sport
Level:	2
Credit value:	2
Unit Aim:	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

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
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"> • confidence • concentration • motivation • emotional control • cohesion
	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
Assessment guidance	This unit will be assessed through the assessment of a portfolio of evidence and observation of coaching practice

Title:	Understanding the principles of safe and equitable coaching practice
Level:	2
Credit value:	2
Unit Aim:	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>
1 understand how to ensure participants' safety during sport-specific coaching sessions	1.1 describe the health and safety requirements that are relevant to planned sport-specific activities and competition
	1.2 describe how to structure coaching sessions to minimise the risk of injury to participants
	1.3 explain how to plan for contingencies to coaching sessions as a result of external influences
	1.4 explain how to implement contingencies to coaching sessions as a result of external influences
	1.5 describe the principles for checking the safe functionality of equipment used during sport-specific activities and competition
	1.6 outline the main rules/regulations of the sport/activity appropriate to the level of the participants
	1.7 explain how to interpret and communicate the rules/regulations of the sport/activity to participants
	1.8 describe the coach's duty of care responsibilities for participants, including children
	1.9 outline the coach's responsibilities for ensuring that the coaching environment is maintained appropriately
	1.10 describe the following requirements for ensuring the protection of children from abuse: <ul style="list-style-type: none"> • legal requirements • sport-specific requirements
	1.11 describe the insurance requirements on a coach operating in a coaching environment

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
<p>2 understand how to ensure equitable coaching of sport-specific activities.</p>	<p>2.1 describe the following requirements impacting on equitable coaching:</p> <ul style="list-style-type: none"> • legal requirements • sport-specific requirements <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 enhancing drugs and any illegal substances</p>
<p>Assessment guidance</p>	<p>This unit will be assessed through the assessment of a portfolio of evidence and observation of coaching practice</p>

Title:	Plan a series of parkour/freerunning coaching sessions
Level:	2
Credit value:	2
Unit Aim:	This unit covers the planning of a short series of linked parkour coaching sessions, which includes reviewing participants' needs and establishing goals for parkour coaching sessions, producing plans for individual parkour coaching sessions within the series that support participants' needs and identified goals, and planning for the evaluation of the series of parkour coaching sessions.
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 be able to review participants' needs for a series of parkour coaching sessions	1.1 collect accurate and up-to-date information relevant to the participants and the series of sessions
	1.2 maintain confidential information appropriately
	1.3 use the collected information to identify participants' needs
	1.4 identify how participants' needs may impact on the sessions
	1.5 identify the overall aims for the series of coaching sessions
	1.6 refer participants whose needs cannot be met to a competent person or agency
2 be able to produce a series of parkour coaching session plans	2.1 identify the goals for each session in the series, that meet the needs of the participants and the group
	2.2 develop coaching session plans which are consistent with own level of technical knowledge and competence
	2.3 identify coaching activities and styles that will motivate the participants and achieve planned goals, for each session in the series
	2.4 ensure plans include realistic timings, sequences, intensity and duration of activities
	2.5 ensure plans allow for a balance of instruction, activity and discussion
	2.6 identify resources required for each session
	2.7 ensure plans are consistent with accepted good practice for the sport or activity
3 be able to plan the evaluation of a series of parkour coaching sessions.	3.1 identify the information required to evaluate the series of coaching sessions
	3.2 identify how and when the information will be collected
	3.3 identify others who may be able to contribute to the evaluation

Assessment guidance	<p>Learners need to produce evidence of:</p> <ul style="list-style-type: none">• an outline plan for a series of four coaching sessions in parkour. The series of sessions is required to be drawn from the Level 2 Parkour Technical Syllabus and demonstrate progression appropriate to the needs of the participants. The outline plan should identify the evaluation methods to be used and identify sources of feedback• individual session plans for each of the four coaching sessions derived from the outline plan above, and an additional two coaching sessions <p>All sessions must be drawn from the Level 2 Parkour Technical Syllabus.</p>
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Title:	Prepare the parkour/freerunning coaching environment
Level:	2
Credit value:	2
Unit Aim:	This unit covers the provision of resources for a parkour coaching session, assessing and minimising risk, establishing and maintaining working relationships with participants and other people and the safeguarding and protecting of children and vulnerable adults during a parkour coaching session.
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 be able to prepare resources for the parkour coaching session	1.1 ensure that the identified resources meet the requirements of the sport or activity
	1.2 handle equipment safely
	1.3 set up equipment according to the session plan
	1.4 ensure the coaching environment is safe, appropriate and conducive to learning for all participants
	1.5 ensure everyone involved in the session has the information they need to participate
2 be able to assess and minimise risks before the parkour session	2.1 identify existing risk assessments for: <ul style="list-style-type: none"> the activities the resources the participants
	2.2 identify possible hazards
	2.3 assess the risk that identified hazards present, including likelihood of occurrence and severity
	2.4 assess how to minimise the identified risks
	2.5 identify a competent person who can advise if there are hazards or risks outside of own level of competence to assess
	2.6 comply with information in the normal operating procedures for the environment where the session will take place

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
3 be able to establish and maintain working relationships	3.1 Establish effective rapport with participants and other people involved in the parkour session 3.2 Communicate effectively with participants and other people 3.3 Give participants and other people time, attention and support relevant to their needs 3.4 Manage participant behaviour and any conflict 3.5 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 Follow the relevant procedures for safeguarding children and vulnerable adults 4.2 Follow the relevant procedures for protecting self from accusations 4.3 Identify possible signs of abuse 4.4 Follow procedures for recording and reporting concerns about the welfare of children and vulnerable adults 4.5 Maintain confidentiality as appropriate
Assessment guidance	<p>Learners need to produce evidence of:</p> <ul style="list-style-type: none"> individual session plans for each of the four coaching sessions derived from the outline plan above, and an additional two coaching sessions the delivery of a minimum of six coaching sessions, including the four linked and progressive sessions from the outline plan a health and safety log for each coaching venue utilised for the delivery of coaching sessions contributing the achievement of this qualification the observation and internal assessment of the delivery of a minimum of one session by an appropriately qualified assessor. The session may be drawn from the sessions planned previously. This may be delivered in a simulated environment and will take a minimum of 20 minutes per learner. the observation and independent assessment of the delivery of a minimum of one session by an appropriately qualified assessor. The session may be drawn from the sessions planned previously. This may be delivered in a simulated environment and will take a minimum of 20 minutes per learner. <p>All sessions must be drawn from the Level 2 Parkour Technical Syllabus.</p>

Title:	Deliver a series of parkour/freerunning coaching sessions
Level:	2
Credit value:	3
Unit Aim:	This unit covers the delivery of parkour coaching sessions, including preparing the participants 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 participants for parkour coaching sessions	1.1 meet the participants punctually
	1.2 ensure participants are made to feel welcome and at ease
	1.3 record attendance in line with relevant procedures
	1.4 ensure participants are at a level of experience, ability and physical readiness to participate safely
	1.5 ensure participants have the correct clothing and equipment
	1.6 establish behaviour rules for the session
	1.7 deliver warm up activities appropriate to the participants and session
	1.8 ensure participants are aware of the goals of the session
2 be able to deliver parkour coaching sessions	2.1 provide clear information to participants about the planned activities
	2.2 ensure activities maximise participants' learning in line with the participants' goals
	2.3 provide technically correct explanations and demonstrations appropriate to participants' needs and level of experience
	2.4 use methods for motivating participants appropriate to their needs and in line with accepted good practice
	2.5 ensure all participants have the opportunity to take part in activities
	2.6 deliver sessions at a pace appropriate to the participants' needs
	2.7 carry out emergency procedures when appropriate

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
3 be able to develop participants' performance	3.1 review participants' parkour performance with regards to: <ul style="list-style-type: none"> • strengths • weaknesses • areas for improvement
	3.2 use appropriate coaching methods and practices
	3.3 provide feedback to participants during the session to help participants achieve their goals
	3.4 adapt sessions to respond to the participants' changing needs
	3.5 provide opportunities for participants to reflect on their learning and apply their reflections to their performance
	3.6 encourage participants to take responsibility for their own learning
4 be able to conclude parkour coaching sessions.	4.1 ensure there is sufficient time to conclude the session
	4.2 encourage participants to give feedback
	4.3 provide feedback to participants on their performance relating to their goals
	4.4 deliver cool down activities appropriate to the participants and session
	4.5 provide information to participants about future sessions
	4.6 ensure participants depart from the session safely
	4.7 follow procedures for checking and dealing with equipment used
	4.8 ensure the coaching environment is left in a condition fit for future use.

Assessment guidance	<p>Learners need to produce evidence of:</p> <ul style="list-style-type: none">• the delivery of a minimum of six coaching sessions, including the four linked and progressive sessions from the outline plan• a health and safety log for each coaching venue utilised for the delivery of coaching sessions contributing the achievement of this qualification• the observation and internal assessment of the delivery of a minimum of one session by an appropriately qualified assessor. The session may be drawn from the sessions planned previously. This may be delivered in a simulated environment and will take a minimum of 20 minutes per learner.• the observation and independent assessment of the delivery of a minimum of one session by an appropriately qualified assessor. The session may be drawn from the sessions planned previously. This may be delivered in a simulated environment and will take a minimum of 20 minutes per learner. <p>All sessions must be drawn from the Level 2 Parkour Technical Syllabus.</p>
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Title:	Monitor and evaluate parkour/freerunning coaching sessions
Level:	2
Credit value:	1
Unit Aim:	This unit covers the monitoring and evaluation of parkour 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 performance	1.1 carry out participant evaluations according to the parkour session evaluation plan
	1.2 involve all participants in evaluating their performance
	1.3 review participants' performance
	1.4 measure participants' progress against planned goals
	1.5 provide feedback to participants
	1.6 produce an action plan to progress or adapt participants' goals
	1.7 record evaluations for future reference
2 be able to evaluate parkour coaching sessions	2.1 carry out session evaluations according to the session evaluation plan
	2.2 use feedback from participants and other people involved in the session to evaluate the session
	2.3 compare outcomes and feedback to the session goals
	2.4 identify the effectiveness of the activities, and session overall
	2.5 identify the effectiveness of own management of the session, including health and safety and welfare issues
	2.6 discuss evaluations with an appropriate colleague for additional feedback
	2.7 record evaluations for future reference

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
3 be able to evaluate and develop own parkour 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 chosen sport or activity
	3.3 ensure own knowledge is up-to-date with current developments in coaching practice
	3.4 identify areas for development of own coaching practice
	3.5 produce a personal action plan to develop own coaching practice
	3.6 take part in development activities identified in personal action plan
	3.7 review progress against personal action plan regularly and update accordingly
Assessment guidance	<p>Learners need to produce evidence of:</p> <ul style="list-style-type: none"> • A recorded evaluation for each coaching session delivered that contributes to the achievement of this qualification • the observation and independent assessment of the delivery of a minimum of one session by an appropriately qualified assessor, during which all the relevant assessment criteria for this qualification are met. The session may be drawn from the sessions planned previously. This may be delivered in a simulated environment and will take a minimum of 20 minutes per learner. <p>All sessions must be drawn from the Level 2 Parkour Technical Syllabus.</p>

About us

1st4sport Qualifications is an awarding organisation recognised and regulated in England by the *Office of Qualifications and Examinations Regulation (Ofqual)*, who also regulate vocational qualifications in Northern Ireland. 1st4sport is further regulated in Wales by *The Welsh Government* and in Scotland by SQA Accreditation. We specialise in offering vocational and occupational qualifications in the active leisure, learning and well-being sector. We work in partnership with a variety of organisations, including Governing Bodies of Sport (GBS) and other organisations, to award qualifications across the following areas:

- coaching
- leadership
- spectator safety
- leisure operations and management
- education and training
- sports volunteering
- first aid and injury management
- functional skills
- physical education and school sport
- using sport to tackle youth crime
- employee rights and responsibilities
- exercise and fitness
- multi-skills development
- the outdoors
- sports performance
- sport officiating.

Our qualifications are delivered part time and full time at centres throughout the UK. Successful learners are able to prove to employers that they have practical skills and abilities, knowledge and understanding which meet industry standards.

1st4sport Qualifications is a brand of Coachwise Ltd, the trading arm of sports coach UK, the UK registered charity leading the development of coaching. Any proceeds go directly back to sports coach UK, to invest in the development of sport in the UK.

Role

We develop qualifications, support the recognised centres that deliver our qualifications to learners, and provide quality assurance in the awarding of these qualifications.

Mission

To provide the active leisure and learning industry with a quality-assured and cost effective qualification awarding service.

Values

- Quality improvement via a culture of excellence
- Governance and management by processes
- Personnel development and organisational learning
- Partnerships and innovation
- Customer satisfaction and result orientation.

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