



# LEVEL 1/2 VOCATIONAL AWARD IN SPORT AND COACHING PRINCIPLES (TECHNICAL AWARD)

GUIDANCE FOR TEACHING  
DELIVERY GUIDE

## AIMS OF THE GUIDANCE FOR TEACHING

The principal aim of the Guidance for Teaching is to support teachers in the delivery of the WJEC Level 1/2 Vocational Qualification in Sport and Coaching Principles (Technical Award) and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own learners in their particular institutions.

## AIMS OF THE DELIVERY GUIDE

The principal aim of the Delivery Guide is to give an overview of the qualification. It will offer an introduction to the specification, an assessment overview and other guidance that we hope teachers will find useful. Greater information on each unit can be found in the separate unit guides.



## CONTENTS

|   |    |
|---|----|
| Aims of the Guidance for Teaching .....                         | 2  |
| Aims of the Delivery Guide .....                                | 2  |
| Introduction to the Specification .....                         | 4  |
| Additional ways that WJEC/Eduqas can offer support: .....       | 4  |
| Qualification Structure .....                                   | 5  |
| What's New? .....   | 6  |
| Unit 1 Fitness for Sport - previously Unit 2 .....              | 6  |
| Unit 2 Improving Sporting Performance - previously Unit 1 ..... | 8  |
| Unit 3 Coaching Principles .....                                | 10 |
| Summary of Assessment .....                                     | 11 |
| Assessment Objectives .....                                     | 11 |
| Unit 1 .....  | 11 |
| Unit 2 .....  | 11 |
| Unit 3 .....  | 12 |
| Course Outline .....  | 12 |
| Planning for delivery and assessment .....                      | 12 |
| Suggested Course Outline plan .....                             | 14 |
| Terminal Rule .....   | 19 |
| Important Dates .....   | 21 |
| Key Contacts .....  | 21 |
| Regional Support Team (England Centres Only) .....              | 22 |

## INTRODUCTION TO THE SPECIFICATION

The WJEC Level 1/2 Vocational Award in Sport and Coaching Principles (Technical Award), approved by Ofqual and DfE for performance qualification tables in 2024 (first teaching from September 2022), is available to:

- all schools and colleges in England and Wales
- subject to local agreement, it is also available to centres outside England and Wales, for example in Northern Ireland, in the crown dependencies of the Isle of Man and the Channel Islands, and in British overseas territories, and to British forces schools overseas. It is not available to other overseas centres.

It will be awarded for the first time in January 2024, using grades Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction\*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction\*.

---

## ADDITIONAL WAYS THAT WJEC/EDUQAS CAN OFFER SUPPORT:

- sample assessment materials and mark schemes
- face-to-face CPD events
- examiners' reports on each question paper
- free access to past question papers and mark schemes via the secure website
- direct access to the subject officer
- Exam Results Analysis
- Online Examination Review
- Regional Support Team (England Centres only).



## QUALIFICATION STRUCTURE

WJEC Level 1/2 Vocational Award in Sport And Coaching Principles (Technical Award) consists of three units:

|               | Unit title                     | Type of Assessment | Weighting |
|---------------|--------------------------------|--------------------|-----------|
| <b>Unit 1</b> | Fitness for Sport              | External           | 40%       |
| <b>Unit 2</b> | Improving Sporting Performance | Internal           | 25%       |
| <b>Unit 3</b> | Coaching Principles            | Internal           | 35%       |

**All Units are compulsory.**

### Unit 1

The aim of this unit is to develop the knowledge, understanding and skills needed to plan training programmes to improve the fitness of individuals. 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.

### Unit 2

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. This unit introduces learners to how different areas of sporting performance can be improved.

### Unit 3

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. This unit introduces learners to the principles involved in sports coaching.



## WHAT'S NEW?

The three units of the legacy specification remain, but in a different order:

| Unit | Legacy Specification           | New Specification              | Assessment (New Spec) |
|------|--------------------------------|--------------------------------|-----------------------|
| 1    | Improving Sporting Performance | Fitness for Sport              | External              |
| 2    | Fitness for Sport              | Improving Sporting Performance | Internal              |
| 3    | Coaching Skills                | Coaching Skills                | Internal              |

Learning Outcomes and Assessment Criteria do not feature in the new specification. The specification is set into topics and sections which relate to the legacy Learning Outcomes.

Performance bands and grade descriptions have been replaced with marks and a compensatory model.

### UNIT 1 FITNESS FOR SPORT - PREVIOUSLY UNIT 2

External assessment (40%)

1 hour 20 mins (80 marks) – (previously 1 hour 30 mins -90 marks)

The table below shows the new content within the topic areas of the specification in the left-hand side column, and where these are featured in the legacy specification is shown in the middle column. The column on the right-hand side specifies new content.

| TOPIC AREA   | WHERE IT FEATURED IN LEGACY SPECIFICATION                                    | NEW SPECIFICATION ADDITIONS  |
|--|--|--|
| 1.1<br>Structure, functions and adaptations to the body's systems in relation to sport, exercise and physical activity | Unit 2 LO1 AC1.1<br>Unit 2 LO1 AC1.2<br>Unit 2 LO1 AC1.3<br>Unit 2 LO1 AC1.4 | The structure of the body systems: <ul style="list-style-type: none"> <li>• cardio-respiratory – alveoli and intercostal muscles</li> <li>• synovial joints to include ball and socket, hinge and pivot joints</li> <li>• muscle fibre types: slow/fast type I, type II.</li> </ul> The functions of the body systems: <ul style="list-style-type: none"> <li>• cardio-vascular (systemic circulatory system) – regulation of blood pressure (vasodilation and vasoconstriction)</li> <li>• cardio- respiratory (pulmonary circulatory system) – inspiration and expiration</li> </ul> |

|  |  |  |
|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• muscular -skeletal system – muscle attachment, protection, 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></ul> |
|--|--|--|





## UNIT 2 IMPROVING SPORTING PERFORMANCE - PREVIOUSLY UNIT 1

Internal controlled assessment (25%) – previously 30%

The table below shows the new content within the topic areas of the specification in the left-hand side column, and where these are featured in the legacy specification is shown in the middle column. The column on the right-hand side specifies new content.

| TOPIC AREA                                    | WHERE IT FEATURED IN LEGACY SPECIFICATION   | NEW SPECIFICATION ADDITIONS  |
|---|---|--|
| 2.1<br>Factors affecting sporting performance | Unit 1 LO1 AC1.1<br>Unit 1 LO1 AC1.2<br>Unit 1 LO1 AC1.3  | Physiological factors affecting performance in sport: <ul style="list-style-type: none"> <li>• Lifestyle - illegal drug taking, age, health and fitness</li> <li>• body composition - body types, body weight, body fat and muscle.</li> </ul> Technical factors affecting performance in sport: <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> </ul> |
| 2.2<br>Analysis of sporting performance       | Unit 1 LO2 AC2.1, 2.2, 2.3<br>Unit 1 LO1 AC1.3<br>Unit 1 LO2 AC2.2, AC2.3<br>Unit 1 LO4 AC4.1<br>Unit 1 LO3 AC3.1, 3.2, 3.3 | Measuring the physiological, psychological and technical factors affecting sporting performance<br>Psychological: <ul style="list-style-type: none"> <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> </ul>  |



|  |  |   |
|--|--|---|
|  |  | <ul style="list-style-type: none"> <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>Technical:</p> <ul style="list-style-type: none"> <li>interviews with performers prior to and after 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> </ul> <p>Analysis of performance data for improvement</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> |
|--|--|---|

## UNIT 3 COACHING PRINCIPLES

Internal controlled assessment (35%) – (previously 30%)

The table below shows the new content within the topic areas of the specification in the left-hand side column, and where these are featured in the legacy specification is shown in the middle column. The column on the right-hand side specifies new content.

| TOPIC AREA  | WHERE IT FEATURED IN LEGACY SPECIFICATION            | NEW SPECIFICATION ADDITIONS   |
|---|--|---|
| 3.1<br>Knowledge of the skills and responsibilities of a sports coach | Unit 3 LO1 AC1.1<br>Unit 3 LO1 AC1.2                 | Coaching skills: <ul style="list-style-type: none"> <li>observational skills – what is working well, who is being successful, what needs to change, feedback</li> </ul>   |
| 3.2<br>Understand the coaching process                                | Unit 3 LO2 AC2.1<br>Unit 3 LO2 AC2.2<br>Unit 3 AC2.3 | The components of a coaching session <ul style="list-style-type: none"> <li>skills and drills</li> <li>transitions and progression</li> </ul> Planning a coaching session <ul style="list-style-type: none"> <li>selection of appropriate activities, focusing on types of guidance, types of practice and the relevant stages of learning</li> </ul> |
| 3.4<br>Review coaching performance                                    | Unit 3 LO4 AC4.1<br>Unit 3 LO4 AC4.2                 | Review coaching session <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> </ul>  |

## SUMMARY OF ASSESSMENT

| Summary of Assessment  |          |
|--|----------|
| Unit 1: Fitness for Sport<br>Written examination: 1 hour 20 minutes<br>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<br>Controlled assessment: approximately 4 hours<br>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<br>Controlled assessment: approximately 6 hours<br>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.                   |          |

## ASSESSMENT OBJECTIVES

- 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.

### UNIT 1

The distribution of the assessment objectives for this unit is:

| AO1 | AO2 | AO3 | Total |
|-----|-----|-----|-------|
| 20% | 14% | 6%  | 40%   |

### UNIT 2

The distribution of the assessment objectives for this unit is:

| AO1 | AO2 | AO3 | Total |
|-----|-----|-----|-------|
| 2%  | 10% | 13% | 25%   |

## UNIT 3

The distribution of the assessment objectives for this unit is:

| AO1 | AO2 | AO3 | Total |
|-----|-----|-----|-------|
| 3%  | 26% | 6%  | 35%   |

## COURSE OUTLINE

### PLANNING FOR DELIVERY AND ASSESSMENT

There is flexibility in the way the qualification can be delivered. There is a terminal external assessment requirement of 40% which needs to be taken into account when making planning. The following suggestion is one way of approaching the timing of unit delivery and assessment. Centre specific factors may impact on other approaches.

The suggested course outline shown below is based on learners receiving 5 hours of tuition every fortnight.

| Year One delivery |   |
|-------------------|---|
| Term 1            | <p><b>Unit 2: Improving Sporting Performance</b></p> <p>2.1: Factors affecting sporting performance (linked to Unit 1 content: 1.2.1)</p> <p>2.2: Analysis of sporting performance (linked to Unit 1 content: 1.2.2, 1.3.3 and 1.3.4)</p> <p>Preparation for assessment</p>   |
| Term 2            | <p><b>Unit 2: Improving Sporting Performance (Continued)</b></p> <p>Unit 2 controlled assessment</p> <p><b>Unit 3: Coaching Principles</b></p> <p>3.1: Knowledge of the skills and responsibilities of a sports coach</p> <p>3.2: Understand the coaching process (linked to Unit 1 content: 1.3.1, 1.3.2 and 1.3.3 content)</p>    |
| Term 3            | <p><b>Unit 3: Coaching Principles (Continued)</b></p> <p>3.3: How to coach</p> <p>3.4: Review coaching performance</p> <p>Preparation for assessment</p> <p>Unit 3 controlled assessment</p>  |
| Year Two delivery |   |
| Term 1            | <p><b>Unit 1: Fitness for Sport</b></p> <p>1.2: The importance of the components of fitness for different physical activities</p> <p>1.1: Structure, functions and adaptations to the body's systems in relation to sport, exercise and physical activity</p> <p>1.3: The role of training in achieving improvements in fitness</p> |
| Term 2            | <p><b>Unit 1: Fitness for Sport (Continued)</b></p> <p>1.1: Structure, functions and adaptations to the body's systems in relation to sport, exercise and physical activity.</p> <p>1.3: The role of training in achieving improvements in fitness</p>  |
| Term 3            | <p><b>Unit 1: Fitness for Sport (Continued)</b></p> <p>Revision and preparation for external assessment (Examination)</p> <p>External assessment (Examination)</p>  |

## SUGGESTED COURSE OUTLINE PLAN

The recommendations detailed below are suggestions only – they are not at all prescriptive and centres are free to structure the course in the way that best suits their individual circumstances.

The suggested course outline shown below is based on learners receiving 5 hours of tuition every fortnight.

| Content focus    |  |  |
|------------------|--|--|
|                  | Unit 2: Improving Sporting Performance   |  |
| Year 1<br>Term 1 | Weeks 1 and 2  |  |
|                  | 2.1.1  | Overview and purpose of the unit:<br>Physiological factors affecting performance in sport: Lifestyle, body composition and components of health and fitness.   |
|                  | 2.2.1  | Measuring these factors: Lifestyle questionnaire, health tests/screening, calories, energy balance, food diary and fitness tests. Appropriate training methods for components of health and fitness. |
|                  | Weeks 3 and 4  |  |
|                  | 2.1.1  | Physiological factors affecting performance in sport: Components of health and fitness.  |
|                  | 2.2.2  | Measuring these factors: Fitness tests. Appropriate training methods for components of health and fitness.   |
|                  | Weeks 5 and 6  |  |
|                  | 2.2.3  | Strategies for improvement of physiological performance: training programmes, nutrition plans and recovery methods.  |
|                  | Weeks 7 and 8  |  |
|                  | 2.1.2  | Psychological factors affecting performance in sport: motivation and anxiety (Somatic anxiety and cognitive anxiety).  |
|                  | 2.2.1  | Measuring these factors: visual or video observations, interviews, diary and questionnaire to measure anxiety.   |
|                  | Weeks 9 and 10   |  |
|                  | 2.2.3  | Strategies for improvement of psychological performance: imagery/mental rehearsal, self-talk and goal setting.   |
|                  | Weeks 11 and 12  |  |
|                  | 2.1.3  | Technical factors affecting performance in sport: technique, strategies/game plans and tactics.  |
|                  | 2.2.1  | Measuring these factors: visual or video observations, interviews.   |
| Weeks 13 and 14  |  |  |
| 2.2.3            | Strategies for improvement of technical performance: feedback (Including KP and KR) and coaching (Including types of guidance and practice). |  |

|                 |  |  |   |
|-----------------|--|--|---|
| Year 1          | Week 15  |  |   |
|                 | 2.2.2  | Analysis of performance data and improvement: qualitative and quantitative data, subjectivity and objectivity, normative range tables, reliability and validity, video analysis and notational analysis. |   |
|                 | <b>Content focus</b>   |  |   |
|                 | Unit 2: Improving Sporting Performance (Continued)   |  |   |
|                 | Week 1   |  |   |
|                 | 2.2.3  | Strategies for improvement of sporting performance: training programmes, nutrition plans, recovery methods, imagery/mental rehearsal, self-talk, goal setting, feedback and coaching.                    |   |
|                 | Weeks 2 and 3  |  |   |
|                 |  | Revision and preparation for mock assessment (using an internally devised assignment brief).<br>Completion of assessment.  |   |
|                 | Weeks 4-7  |  |   |
|                 |  | Feedback on mock assessment and completion of 4 hour-controlled assessment.<br>Assess and submit Unit 2 sample of work for external moderation.  |   |
|                 | Year 2   | Unit 3: Coaching Principles  |   |
|                 |  | Week 8   |   |
|                 |  |  | Overview and purpose of the Coaching Principles unit.   |
|                 |  | Weeks 9 and 10   |   |
|                 |  | 3.1.1  | Coaching skills: adaptability, observational skills, effective communication, empowerment, knowledge of sporting activity and organisation. |
| 3.1.2           |  | The responsibilities of a coach: health and safety and professional conduct.   |   |
| Weeks 11 and 12 |  |  |   |
| 3.1.2           |  | The responsibilities of a coach: risk assessment and safeguarding.   |   |
| 3.2.1           |  | Meeting the needs of the participants in coaching sessions: ability, age, gender and review of competitive performances and previous sessions.   |   |
| 3.1.1           |  | Ongoing.   |   |
| Weeks 13        |  |  |   |
| 3.2.1           | Meeting the needs of the participants in coaching sessions: consideration of appropriate activities (Including types of guidance and practice and stages of learning). |  |   |
| Weeks 14 and 15 |  |  |   |
| 3.2.2           | The components of a coaching session: warm up, skills and drills, transitions conditioned, small-sided and competitive practices and cool down.                        |  |   |





| Content focus |        |                     |  |
|---------------|--------|---------------------|--|
| Year 1        | Term 3 | Week 1              |  |
|               |        | 3.2.3               | Planning a coaching session: Aims and objectives, health and safety, risk assessment, needs of participants, selection of appropriate activities and resources needed.           |
|               |        | Weeks 2 and 3       |  |
|               |        | 3.3                 | Demonstrate coaching skills and responsibilities: Health and safety, meeting the aims and objectives of session plans and meeting the needs of the participants during sessions. |
|               |        | Weeks 4 and 5       |  |
|               |        | 3.4.1               | Review coaching sessions: SWOT, use of qualitative and quantitative data, degree to which aims and objectives are met and using different sources of feedback.                   |
|               |        | 3.4.2               | Development planning: development plan focused on identified areas for improvement and methods of improvement.   |
|               |        | Weeks 6, 7, 8 and 9 |  |
|               |        | 3.2.3 / 3.3         | Practice planning, delivering and reviewing sessions and producing development plans.  |
|               |        | Week 10             |  |
|               |        |                     | Revision and preparation for mock assessment (using an internally devised assignment brief).   |
|               |        | Weeks 11 and 12     |  |
|               |        |                     | Completion of mock assessment.   |

| Content focus |  |
|---------------|--|
|               | Unit 3: Coaching Principles  |
|               | Week 1- 8  |
| 3.3           | Further develop the coaching skills and responsibilities.  |
|               | Unit 1: Fitness for Sport  |
|               | Weeks 1 and 2  |
| 1.2.3         | Overview and purpose of the unit.<br>Why fitness testing is important: comparisons against normative data, identify strengths and weaknesses, provide a baseline for future comparisons, provide information for coaches, assist team selection and to set goals or targets.     |
|               | Weeks 3 and 4  |
| 1.2.1         | The components of health and fitness required for different physical activities. Definitions and examples of related sporting activities for all components.   |
|               | Weeks 5 and 6  |
| 1.2.2         | Measuring health and fitness: validity, reliability and a fitness test(s) related to each component of health and fitness.   |
|               | Weeks 7 and 8  |
| 1.3.3         | Training methods: relationship between method of training and components of health and fitness. Different types of continuous training and interval training.  |
|               | Week 9   |
|               | Review of work covered and formative assessment.   |
|               | Weeks 10 and 11  |
| 1.1.1         | The structure of body systems: cardio-vascular system, cardio-respiratory system, synovial joints, muscular-skeletal system and muscle fibre types.  |
|               | Weeks 12 and 13  |
| 1.1.2         | The functions of body systems: cardio-vascular system, cardio-respiratory system, muscular-skeletal system, characteristics of muscle fibre types and characteristics of energy systems.   |
|               | Weeks 14 and 15  |
| 1.1.3         | Preparation of Unit 3 entries for January external moderation.<br>The short-term effects of exercise on body systems: short-term effects of different intensities of exercise on cardio-vascular system, cardio-respiratory system, muscular-skeletal system and energy systems. |

Year 2

Term 1



| Content focus |  |   |
|---------------|--|---|
| Term 2        | Week 1   |   |
|               | 1.1.3  | Submission of Unit 3 sample of work for external moderation.<br>The short-term effects of exercise on body systems: short-term effects of different intensities of exercise on cardio-vascular system, cardio-respiratory system, muscular-skeletal system and energy systems.      |
|               | Weeks 2 and 3  |   |
|               | 1.1.4  | The long-term adaptations from exercise on the body systems: long-term adaptations on cardio-vascular system, cardio-respiratory system, muscular-skeletal system and energy systems resulting from different intensity, duration and method of training.                           |
|               | Week 4   |   |
|               |  | Review of work covered and formative assessment.  |
|               | Week 5   |   |
|               | 1.3.1  | Factors that need to be considered before training: personal factors, environmental factors and structure and function of warm-up and cool down.  |
|               | Weeks 6, 7, 8 and 9  |   |
|               | 1.3.2  | The principles of training: specificity, progression, overload and variance applied to different training programmes. This section should be delivered practically and learners should plan and follow a training programme based on the application of the principles of training. |
|               | Weeks 10 and 11  |   |
| 1.3.4         | Target setting: Reasons why setting short-term targets and long-term goals benefits performers and SMART objectives. |   |
| Week 12       |  |   |
|               | Review of work covered and formative assessment.   |   |
| Term 3        | Weeks 1, 2, 3, 4 and 5   |   |
|               |  | W1 and 2 revision of unit content<br>W3 Examination technique, and<br>W4 and 5 completion of SAMs, past examination papers and revision questions.  |
|               | Week 6   |   |
|               | External assessment (Examination).   |   |



## Key Principles:

Candidates must take the external assessment, worth 40% of the qualification, in the series in which they certificate. For Sport and Coaching Principles, this is Unit 1.

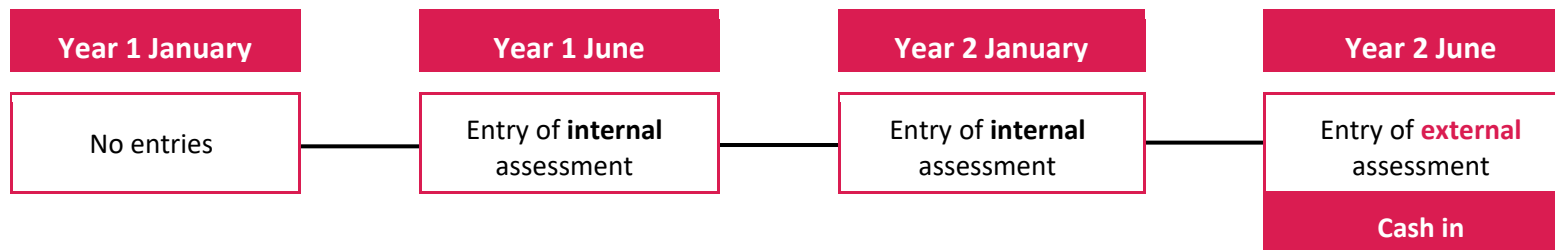
Only the result for the external assessment that is achieved in the final series, the series in which candidates 'cash-in', can contribute to their final grade. If a candidate takes the external assessment prior to the series in which they 'cash-in', this result cannot contribute to the overall grade, even if it is the better result.

In relation to school performance table points – as opposed to individual candidate results – it is always the first qualification result which counts, irrespective of whether a candidate re-certificates again at a later date.

- Candidates can enter for internally assessed units in January and June
- Candidates may resit each **internally** assessed unit but cannot improve previously submitted work. The best uniform mark score from the attempts will be used in calculating the final overall grade.

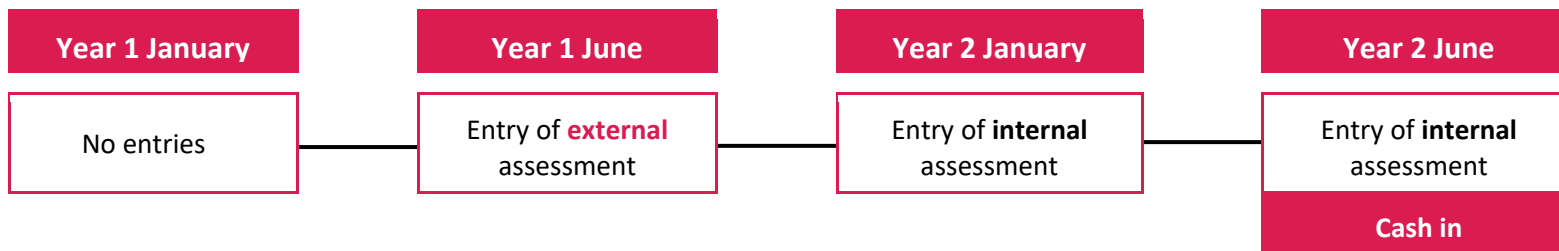
## Example scenarios (assuming that the delivery of the qualification takes place over two years):

### Scenario 1:



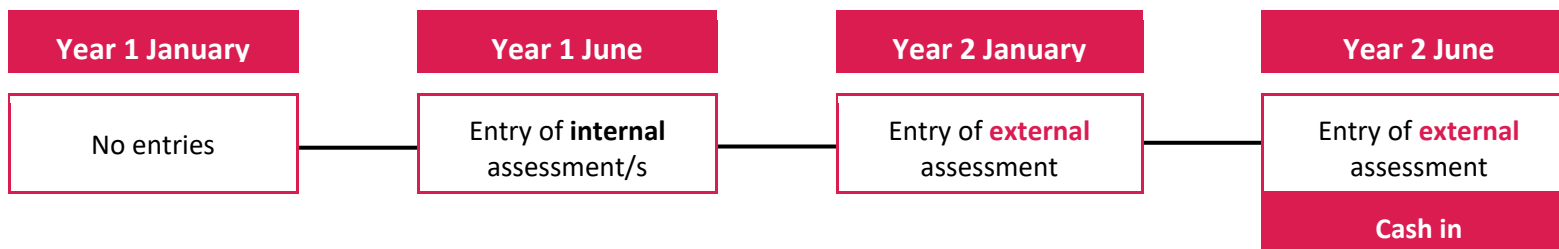
Entry for external assessment takes place in the same series as cash-in and certification.

Scenario 2:



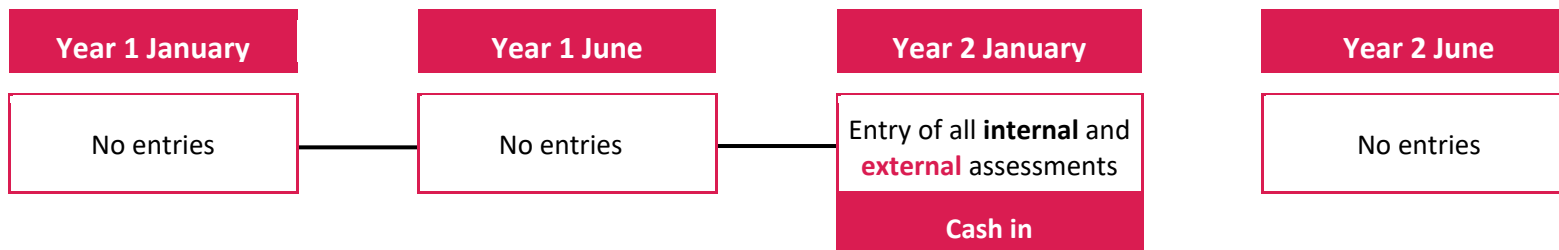
Entry for external assessment **does not** take place in the same series as cash-in and certification.

Scenario 3:



It is the **second** attempt of the external assessment that will count towards the final grade, even if it is lower than the previous attempt.

Scenario 4:



This is a linear approach and would be permissible if the qualification was completed in either January or in June.

## IMPORTANT DATES

|  |                |
|--|----------------|
| First Teaching of the WJEC Level 1/2 Vocational Award in Sport and coaching Principles (Technical Award) | September 2022 |
| First assessment for Unit 1 (external assessment)  | January 2024   |
| First release of Unit 2 Controlled Assessment assignment brief (internal)                                | September 2022 |
| First release of Unit 3 Controlled Assessment assignment brief (internal)                                | September 2023 |
| First submission of Unit 2 controlled assessment (internal)  | May 2023       |
| First submission of Unit 3 controlled assessment (internal)  | January 2024   |
| First Certification  | January 2024   |

## KEY CONTACTS

Contact our specialist Subject Officer and administrative support team for Sport and Coaching Principles with any queries:

**Subject Officer:** Sean Williams

**Subject Support Officer:** Andrew O'Regan

**Email:** [physicaleducation@eduqas.co.uk](mailto:physicaleducation@eduqas.co.uk)

**Telephone:** 02922 404371

## REGIONAL SUPPORT TEAM (ENGLAND CENTRES ONLY)

The team is on hand to support you in the delivery of WJEC and Eduqas qualifications. They provide guidance to teachers, senior management and exams officers on our range of qualifications, online resources and tools, CPD and curriculum developments. They also give another link with our subject experts in Cardiff.

To book a visit or an online meeting, or simply to find out more, please contact the relevant member of the team.



Catherine Oldham

Regions: Cumbria, Northumberland, Tyne and Wear, Durham, N Yorkshire, E Yorkshire, W Yorkshire, Lancashire, Greater Manchester, South Yorkshire, Lincolnshire, Scotland and Isle of Man.

[catherine.oldham@eduqas.co.uk](mailto:catherine.oldham@eduqas.co.uk)

Catherine has extensive experience in the secondary education sector. Formerly she was Head of English at a large sixth form college in Lancashire and an exam board officer.



Dave Evans

Regions: Merseyside, Cheshire, Shropshire, Herefordshire, Staffordshire, Derbyshire, and Northern Ireland.

[david.evans@eduqas.co.uk](mailto:david.evans@eduqas.co.uk)

Before joining the team, Dave had a long career teaching geology and geography in a sixth-form college. He has also had a number of assessment roles at WJEC, including most recently that of principal examiner.





David Jones

Regions: Berkshire, Dorset, Cornwall, Devon, Somerset, Wiltshire, Gloucestershire, Oxfordshire, Worcestershire, Warwickshire, West Midlands, Leicestershire, Nottinghamshire, Northamptonshire, Buckinghamshire, Bedfordshire, Hertfordshire, Rutland, Hampshire, Isle of Wight and West Sussex.

[davidr.jones@eduqas.co.uk](mailto:davidr.jones@eduqas.co.uk)

As a former Humanities teacher and further education lecturer, David has experience of teaching a range of



Ant Fleming

Regions: Essex, Suffolk, Norfolk, Cambridgeshire, London, Kent, East Sussex, Surrey and Channel Islands.

[anthony.fleming@eduqas.co.uk](mailto:anthony.fleming@eduqas.co.uk)

Ant has had a long career teaching geography and leading departments in a variety of schools and, since 2002, has also held a number of assessment positions at WJEC.



Hayley Sheard

[hayley.sheard@eduqas.co.uk](mailto:hayley.sheard@eduqas.co.uk)

Prior to joining the regional team, Hayley worked as a subject associate at WJEC. She also has extensive experience as an examiner and, most recently, as a principal moderator. Hayley has delivered CPD in a range of face to face and online contexts and has written several resources for teachers and learners. Previously, she taught in the sixth form sector for over 15 years and was also an HOD for Media Studies.

Regions: Merseyside, Cheshire, Shropshire, Staffordshire, Derbyshire, Nottinghamshire, Leicestershire, Northern Ireland.