



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

## GUIDANCE FOR TEACHING UNIT 3 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 UNIT GUIDE

The principal aim of the Unit Guide is to support teaching and learning and act as a companion to the Specification. Each Unit Guide will offer detailed explanation of key points in the Specification and aim to explain complex areas of subject content. An overview of the whole course can be found in the Delivery Guide.



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## INTRODUCTION

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:

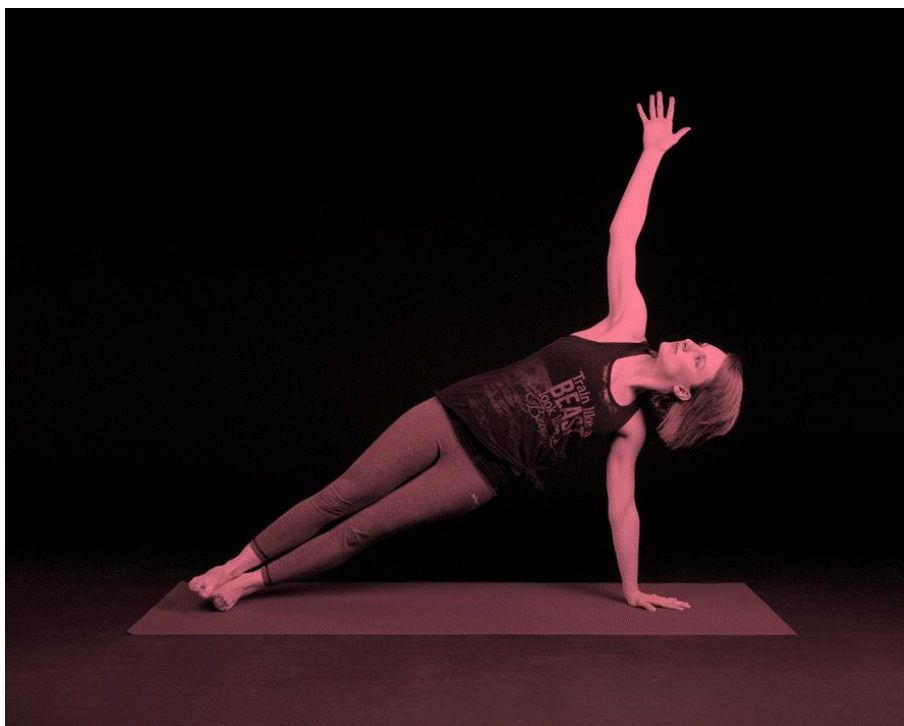
- all schools and colleges in England and Wales
- subject to local agreement, it is also available to centres outside England and Wales, for example in Northern Ireland, the crown dependencies of the Isle of Man and the Channel Islands, and in British overseas territories, and to British forces schools 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\*.

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## 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).



## OVERVIEW OF UNIT 3

### Unit 3: Coaching Principles (35% of the qualification)

#### Overview of the unit

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. Unit 3 introduces learners to the principles involved in sports coaching.

3.1	Knowledge of the skills and responsibilities of a sports coach
3.2	Understanding the coaching process
3.3	How to coach
3.4	Reviewing coaching performance

## HOW TO READ THE SPECIFICATION

WJEC/Eduqas Vocational Award (Technical Awards) specifications are written to be transparent and easy to understand.

The amplification provided uses the following four stems:

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

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

## UNIT 3 TEACHER GUIDANCE

3.1 Knowledge of the skills and responsibilities of a sports coach		
	Content Amplification	Teacher Guidance
3.1.1 Coaching skills	<p>Learners should know and understand the following skills required to be an effective coach:</p> <ul style="list-style-type: none"> <li>• adaptability</li> <li>• observational skills – what is working well, who is being successful, what needs to change, feedback</li> <li>• effective communication – verbal and non-verbal</li> <li>• empowerment – self-confidence, motivation, values, diversity, enjoyment and achievement</li> <li>• knowledge of sporting activity</li> <li>• organisation – resources, participants, facilities, timing and planning.</li> </ul>	<p>Learners should be allowed to develop these skills through experiential learning. This may involve supporting clubs and activities inside and outside of school. The Sports Leaders Award (I can lead) could help to develop these skills and offer a progressive pathway.</p> <p>This content gives essential information regarding the skills required to be an effective coach. It is very important, as it is throughout this unit, to take time to ensure learners understand these skills and are able to demonstrate their knowledge practically and in written or spoken formats, using the correct terminology. Time should be given to allow learners to learn and use the specific terminology given.</p> <p>Learners could then take part in coaching sessions delivered by a visiting qualified coach or PE teacher or they could watch a recording of a coaching session. The learners could then note the skills displayed by the coaches or teacher and how they made the sessions effective.</p> <p>The coaches, coach or the teacher could then discuss the answers produced with reference to this area of content.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• demonstrate the skills of an effective coach</li> <li>• learners identify the skills required to be an effective coach</li> <li>• learners could produce a poster of an effective coach and explain why they are effective e.g. Sir Alex Ferguson – self-confident, great communicator, honest, knowledgeable.</li> </ul>

<p>3.1.2 The responsibilities of a coach</p>	<p>Learners should know and understand the following responsibilities required to be an effective coach:</p> <ul style="list-style-type: none"><li>• health and safety</li><li>• professional conduct</li><li>• risk assessment – facilities, equipment, participants, rules/laws</li><li>• safeguarding.</li></ul>	<p>Learners should be allowed to develop these skills through experiential learning. This content gives essential information regarding the responsibilities required to be an effective coach. Again, it is important that learners are able to demonstrate their knowledge of this content practically and in written or spoken formats, using the correct terminology.</p> <p>Learners need to understand the responsibilities of a coach in the context of planning and leading a coaching session.</p> <p>A visiting qualified coach, club health and safety officer, club safeguarding officer or teacher could then discuss their responsibilities and why they are required to be an effective coach. Learners could also be shown relevant resources, such as Codes of Conduct, produced by the National Governing Bodies of different sports concerning coaches' responsibilities.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• demonstrate an understanding of the responsibilities of a coach</li><li>• describe the responsibilities and produce their own examples of the responsibilities being demonstrated in a sporting activity of their choice, this may include analysing a PE lesson or school / community club</li><li>• explain why the responsibilities identified are so important for a successful sports coach.</li></ul>
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## UNIT 3 TEACHER GUIDANCE

3.2 Understand the coaching process		Teacher Guidance
	Content Amplification	
3.2.1 Meeting the needs of the participants in coaching sessions	<p>Learners should be able to recognise the needs of the participants when planning and carrying out a coaching session and should consider the following:</p> <ul style="list-style-type: none"> <li>• ability, age, gender</li> <li>• review of competitive performances, intrinsic and extrinsic, knowledge of performance (KP) and knowledge of results (KR) and previous sessions</li> <li>• consideration of appropriate activities, focusing on types of guidance, types of practice and the relevant stages of learning.</li> </ul>	<p>Areas of this content link to <a href="#">1.2.1</a>, <a href="#">1.2.2</a>, <a href="#">1.2.3</a>, <a href="#">2.1.1</a>, <a href="#">2.1.2</a>, <a href="#">2.1.3</a> and <a href="#">2.2.3</a>.</p> <p>This content provides information regarding ways in which a coach can recognise the needs of the participants in coaching sessions that must be taken into account when planning these sessions.</p> <p>Learners could firstly consider what information is needed by a coach if they are to meet the needs of the participants in their coaching sessions. These initial ideas could then be compared with the content opposite. Examples from a range of sporting activities, including their own performances, could be used to highlight this content, including reviews of previous performances in competitive and coaching sessions. This should include the use of Intrinsic and Extrinsic feedback, knowledge of performance and knowledge of results.</p> <p>Finally, learners should experience the different types of guidance (visual, verbal and manual/mechanical), the different types of practice (whole, part, fixed and variable) and identifying the different stages of learning (cognitive, associative and autonomous) and the importance of using this knowledge when selecting the most appropriate activities to meet the needs of the participants in their coaching sessions.</p> <p>Learners could further develop their knowledge and understanding of these areas by taking part in practical sessions covering different types of guidance and practice.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• using different scenarios offer the learners different groups that they will need to plan a session for. For example, a group of beginners who want to learn volleyball</li> <li>• explain why it is so important that sports coaches meet the needs of the participants in all their coaching sessions</li> <li>• explain the factors that sports coaches could use to ensure they meet the</li> </ul>



		needs of the participants in their coaching sessions.
<p><b>3.2.2</b> The components of a coaching session</p>	<p>Learners should know and understand the following components of a coaching session:</p> <ul style="list-style-type: none"> <li>• warm-up that should include pulse raising activities and stretching and may also include skill development drills related to aims and objectives</li> <li>• skills and drills</li> <li>• transitions and progression</li> <li>• conditioned/small sided/competitive elements and practice</li> <li>• cool down that should include pulse lowering activities and stretching.</li> </ul>	<p>This content provides information regarding the component parts that make up an effective coaching session, regardless of the sport or physical activity. The areas of this content covering warm-up and cool down link to <b>1.3.1</b> and <b>2.2.3</b>.</p> <p>Learners must be taught the theory, the role and the importance of each component of a coaching session and the links between them. Learners should also take part in a variety of practical sessions delivered by qualified coaches, development officers or the teacher, that demonstrate each of the components and the transitions between them.</p> <p>Learners could plan short coaching sessions for each component part of a coaching session, going on to deliver these sessions. These sessions could be recorded thereby giving the learner the opportunity to review their performance. This will be excellent preparation for covering <b>3.2.3</b> and the assessment they will undertake at the end of the unit.</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• place the components of a sports coaching session in the table and then describe an example of each stage from a sport session of your choice.</li> </ul>
<p><b>3.2.3</b> Planning a coaching session</p>	<p>Learners should be able to plan a coaching session which includes:</p> <ul style="list-style-type: none"> <li>• the aims and objectives of the session</li> <li>• the health and safety requirements of the session to include a risk assessment</li> <li>• the identification of the needs of the group including technical information and coaching points</li> </ul>	<p>This content gives essential information regarding the information that coaches must take into account and include in their session plans. This area of content follows on from some of the work learners may have completed during the delivery of <b>3.2.2</b> as they may already have started planning components of a session.</p> <p>Areas of this content link to <b>1.2.1</b>, <b>1.2.2</b>, <b>1.2.3</b>, <b>2.1.1</b>, <b>2.1.2</b>, <b>2.1.3</b> and <b>2.2.3</b>.</p> <p>Learners must be taught the rationale and importance of this information that must be included on a plan for a coaching session. The teacher could use the session plan template as the main resource for this work, showing learners examples of completed plans for different sporting or physical activities.</p>

	<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><li>• the resources needed.</li></ul>	Learners could then be given a number of different scenarios and asked to produce a suitable plan for a coaching session based on the information provided.
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## UNIT 3 TEACHER GUIDANCE

3.3 How to coach		
	Content Amplification	Teacher Guidance
3.3 Demonstrate coaching skills and responsibilities	<p>Learners should be able to demonstrate coaching skills and responsibilities including:</p> <ul style="list-style-type: none"> <li>• health and safety including facilities, equipment, numbers of participants and space</li> <li>• meeting the aims and objectives of the session plan</li> <li>• meeting the needs of the participants during the session including adaptability, providing technical information and coaching points, and giving feedback.</li> </ul>	<p>This area of content covers the skills, responsibilities and session specific areas that learners should be able to demonstrate when coaching.</p> <p>Elements of this content links to <a href="#">1.2.1</a>, <a href="#">1.3.1</a>, <a href="#">1.3.2</a>, <a href="#">1.3.3</a>, <a href="#">2.1.1</a>, <a href="#">2.1.2</a>, <a href="#">2.1.3</a> and <a href="#">2.2.3</a>.</p> <p>This area of content follows on from the session planning the learners completed while covering <a href="#">3.2.3</a> and the practical coaching they carried out as part of their coverage of <a href="#">3.2.2</a>.</p> <p>Learners could continue delivering the individual components of a coaching session and having these practical sessions recorded so that they can then review their performance. They must focus on demonstrating the skills and responsibilities shown opposite.</p> <p>As they become more confident, learners should deliver longer coaching sessions covering more of the components of a session until they are able to deliver a whole session. This will be excellent preparation for the assessment they will undertake at the end of the unit.</p> <p>To maximise the feedback learners receive from their practical sessions, and in preparation for <a href="#">3.4.1</a>, learners could design a participant feedback form, a teacher/coach review form and a personal review form.</p>

## UNIT 3 TEACHER GUIDANCE

3.4 Review coaching performance		
	Content Amplification	Teacher Guidance
3.4.1 Review coaching session	<p>Learners should know and understand how to review a coaching session to include:</p> <ul style="list-style-type: none"> <li>• SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis</li> <li>• the use of qualitative and quantitative data to inform the review</li> <li>• the degree to which the aims and objectives of the session were achieved. The use of different sources of feedback to inform the review (Assessor feedback, participant feedback, personal reflection, video footage).</li> </ul>	<p>This area of content covers the sources of information and processes that coaches can use to review their coaching sessions.</p> <p>Elements of this content links to <a href="#">2.2.2</a>.</p> <p>Learners should firstly be shown how to carry out a SWOT analysis, how to use quantitative and qualitative data when reviewing their coaching sessions and the different sources of feedback that could be used to inform their reviews.</p> <p>These sources of feedback will be provided by the coach or teacher, the participants and the learners themselves.</p> <p>Once learners have a thorough knowledge and understanding of the processes involved, they can start producing reviews of the coaching sessions they have delivered.</p> <p>Learners could then discuss these reviews with the teacher to establish how accurate they have been. This will be excellent preparation for the assessment they will undertake at the end of the unit.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• innovative approaches to feedback should be explored. Basic feedback could be the 'Ikea smiley faces'</li> <li>• film sessions and do time/motion analysis</li> <li>• notional analysis on coaching sessions by other group members</li> <li>• ask for feedback from coaches in the community clubs.</li> </ul>

<p>3.4.2 Development planning</p>	<p>Learners should know and understand how to improve coaching performance using the following:</p> <ul style="list-style-type: none"><li>• a development plan to focus on identified areas for improvement</li><li>• methods of improvement which may include – gaining more experience, completion of accredited courses, observation of good practice and increasing subject knowledge.</li></ul>	<p>This area of content includes information regarding how a coach can plan to improve their coaching performance by producing a coaching development plan, including methods that could be used to improve performance. Elements of this content links to <a href="#">1.3.4</a> and <a href="#">2.2.3</a>.</p> <p>Learners should firstly be taught the purpose and content of a development plan and the role it will play in their improvement as a coach. Learners could then be shown reviews of coaching performance and asked to produce development plans based on these reviews. Discussion could then take place in class regarding these development plans.</p> <p>Finally, learners could produce their personal development plan based on the coaching review they completed as part of <a href="#">3.4.1</a>. This will be excellent preparation for the assessment they will undertake at the end of the unit.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• identify three areas for development and explain how each of these areas could be improved</li><li>• produce two long-term goals and three short-term targets for each of these goals, based on responses to the above activity.</li></ul>
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# CONTROLLED ASSESSMENT

## CONTROLS

There are a number of different aspects that are controlled within the internal assessment of our Vocational Awards. These are:

- supervision
- guidance
- resources
- collaboration

## Supervision

Two levels of supervision feature throughout the Unit 3 Sport and Coaching Principles Controlled Assessment:

Direct	<p>The use of resources is tightly prescribed.</p> <p>The centre must ensure that:</p> <ul style="list-style-type: none"> <li>• all candidates are within direct sight of the supervisor throughout the session(s)</li> <li>• display materials which might provide assistance are removed or covered</li> <li>• there is no access to e-mail, the internet or mobile phones</li> <li>• candidates complete their work independently</li> <li>• interaction with other candidates does not occur</li> <li>• no assistance of any description is provided.</li> <li>• candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</li> </ul> <p>Where direct supervision is specified, the centre must ensure that the JCQ No Mobile Phone poster and JCQ Warning to Candidates is displayed.</p>
Indirect	<p>Candidates do not need to be directly supervised at all times.</p> <p>The centre must ensure that:</p> <ul style="list-style-type: none"> <li>• all candidates participate in the assessment</li> <li>• there is sufficient supervision to ensure that work can be authenticated</li> <li>• the work an individual candidate submits for assessment is his/her own.</li> </ul> <p>Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</p>

## Guidance

Two levels of guidance feature throughout the Unit 3 Sport and Coaching Principles Controlled Assessment:

Category of Advice/Feedback: <i>Teachers can:</i>	Direct	Indirect
Review candidates' work and provide oral and written advice at a <b>general</b> level.	x	✓
Evaluate progress to date and propose broad approaches for improvement.	x	x
Provide detailed specific advice on how to improve drafts to meet assessment criteria.	x	x
Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.	x	x
Intervene personally to improve the presentation or content of work.	x	x

Before giving additional assistance beyond that described above, teachers must ensure that there is provision to record this assistance. Details must be documented on the record form issued by WJEC. The intervention must be taken into account when marking the work. Annotation should be used to explain how marks were applied in the context of the additional assistance given. Failure to follow this procedure constitutes malpractice.

## Resources

In Unit 3, candidates will be undertaking tasks that are typical of the workplace and are therefore allowed resources that would be typically used in that environment.

Two levels of control for resources feature throughout the Unit 3 Sport and Coaching Principles Controlled Assessment:

<b>Not permitted</b>	<p>The use of resources is not allowed.</p> <p>Access to the Internet is not permitted.</p> <p>Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</p> <p>If the specification allows candidates to bring their own computers or other electronic devices into formally supervised sessions, appropriate checks must be carried out to ensure that all materials stored on the devices is permissible and that access to the internet is disabled.</p>
<b>Permitted</b>	<p>Candidates have access to resources and/or preparatory notes as directed by the brief or unit guidance.</p> <p>Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</p> <p>Centres should refer to specifications or subject-specific guidance.</p>

Centres should refer to the WJEC guidance Malpractice-a guide for centres and the JCQ Suspected Malpractice in Examinations and Assessments policies and procedures if they are unsure how to proceed.

## Collaboration

One level of guidance features throughout the Unit 3 Sport and Coaching Principles Controlled Assessment:

**Not permitted**

Candidates should not collaborate in any way during the task.

## Redrafting

Re-drafting is allowed within the time of the controlled assessment and without teacher feedback.

## Time

The total time allocated for assessed tasks is 6 hours. Candidates cannot exceed this time. In terms of time controls Unit 3 tasks will feature recommended timings for guidance only. Nonetheless, centres should discourage candidates from exceeding them or devoting insufficient time to this work.

## Presentation

The work can be submitted in a variety of formats, however there must be audio-visual evidence of the candidates' delivery of the coaching session.



## ASSESSMENT OF UNIT 3

Unit 3: Coaching Principles

Controlled Assessment: 6 hours

35% of qualification

70 marks: 105 UMS

An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website.

Centres must follow the instructions for running controlled assessments in the Administration Guide and within each Unit Guide. In line with these instructions, centres are required to have in place a controlled assessment policy (which can be part of a centre's NEA policy); this will be checked as part of the centre and qualification approval process.

The assessment objective weightings for Unit 3 are:

AO1	AO2	AO3
3%	26%	6%

## FAQs:

### Can learners resit the Unit 3 assessment?

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

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

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

### What is the entry code for this unit?

		Entry Codes	
		English medium	Welsh medium
Unit 3	Internal	5259U3	5259N3
Cash in code		5259QA	5259CA

**Is this assessment compulsory?**

Yes.

**When can candidates submit the Unit 3 assessment?**

Assessment opportunities will be available in January/May each year, until the end of the life of this specification.

January 2024 will be the first assessment opportunity for Unit 3.

**Are candidates assessed on their spelling, punctuation and grammar in this assessment?**

No, although learners are reminded of the need for good English and orderly, clear presentation in their answers.

**Will candidates be expected to draw on knowledge gained in Units 1 and 2 for this assessment?**

Yes. Learners will need to draw on knowledge of:

Learners need to apply the following knowledge and understanding gained in Unit 1:

- the components of health and fitness
- factors that need to be considered before training
- the principles of training
- training methods
- target setting

and combine this with the knowledge and understanding gained in Unit 2:

- physiological, psychological and technical factors affecting performance in sport
- strategies for improvement of sporting performance
- analysis of performance data

in order to develop and implement a training programme in Unit 3.

**Will the assessment objective weightings remain the same throughout the life of the specification?**

Yes.

**How is the unit reported?**

This unit will be graded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction\*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction\*.

**Where can I access the Controlled Assessment assignment briefs?**

The Controlled Assessment assignment briefs can be found in the Candidate and Assessor pack on the secure website.

**How will I know which assignment brief to use?**

Candidate and Assessor packs will be clearly labelled with the year the assignment brief is released. Centres must ensure that they provide learners with the correct brief for the year during which learners will be entering the internal unit.

**What happens if a candidate has done the wrong brief?**

Centres should contact the subject team at WJEC as soon as possible. The centre may be required to submit the relevant JCQ form to ensure that the learners is not penalised.

**Will the tasks remain the same throughout the life of the specification?**

Tasks are intended to remain the same throughout the lifetime of the specification, however centres should refer to the published assignment brief each year in case changes to the tasks do have to be made.

**Do learners have to use the published contexts given for the controlled assessment tasks?**

Yes. The context will change every year, and learners must complete tasks according to the context that is included as part of the assignment brief for the appropriate year of Award.

**When should learners complete the Controlled Assessment?**

Controlled Assessment tasks may be completed and assessed at any suitable time during the course. However, centres need to ensure they have delivered the content needed for candidates to be able to access marks allocated to all aspects of the relevant Controlled Assessment.

**Can candidates work together on any part of their Controlled Assessment?**

No.

**How long should learners spend on their Controlled Assessment?**

Learners should spend approximately 6 hours on their Controlled Assessment tasks for Unit 3.

**Can learners complete their Controlled Assessment outside of the classroom?**

No

**Are there any word or page restrictions for the Controlled Assessment?**

No

**How should learners present their Controlled Assessment work for submission to WJEC?**

Work needs to be presented in a format that can be moderated. The coaching evidence needs to have audio-visual evidence in an accessible format for moderation.

**Can the work be a combination of word processed and handwritten?**

Yes

**Can teachers provide guidance about candidates' Controlled Assessment work?**

No.

**Are learners permitted to redraft their work?**

Once the task is finished and the final assessment made, no further amendments may be made. Please see the Administration Guide and page 16 of this document for more information on how to manage the Controlled Assessment.

**How will work be submitted to WJEC?**

Please see the Administration Guide and page 16 of this document for more information on how to manage the submission of the Controlled Assessment.

**What provisions will be made for learners who might struggle to access the Controlled Assessment activities such as learners with disabilities or learners who have specific learning needs?**

WJEC will follow the guidance and rules on reasonable adjustments found in the Joint Council for Qualifications (JCQ) document: Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications.

We believe that, as a consequence of the provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment in WJEC Level 1/2 Vocational Award in Sport and Coaching Principles (Technical Award). We recognise, however, that Controlled Assessment activities can provide challenges for learners with particular disabilities. We will be pleased to respond to queries from centres on an individual basis should they seek advice on delivery or assessment of the qualification for a particular learner or group of learners, and to discuss what reasonable adjustments might be appropriate to remove or minimise the disadvantage experienced by a learner with disabilities studying the WJEC Level 1/2 Vocational Award in Sport and Coaching Principles (Technical Award).

## GLOSSARY FOR UNIT 3

Key Term	Explanation
Skill	The ability to do something well and demonstrate expertise.
Responsibility	Having a duty to deal with something.
Health and Safety	Regulations and procedures intended to prevent accidents or injuries.
Professional conduct	The ethics, morals and standards of behaviour expected of someone, such as a sports coach, in a position of responsibility.
Risk assessment	The systemic process of identifying and evaluating the potential hazards and risk factors involved in planned activities.
Safeguarding	Appropriate measures and procedures put in place designed to protect people, particularly the young, from harm or damage.
Feedback	Any information an athlete receives about any aspect of their performance. The information can come from inside the athlete (Intrinsic) or from an external source (Extrinsic). Knowledge of Performance (KP) focuses on the quality of performance while Knowledge of Results (KR) focuses on the outcome of performance.
Types of guidance	These are the different ways in which a coach can provide guidance for an athlete. These types of guidance are verbal, visual, mechanical and manual. The most appropriate type of guidance for a coach to use will depend on the ability and experience of the individual or team and the specific sporting activity being developed.
Types of practice	These are the different types of practice that a coach can use during coaching sessions. These types of practice are whole, part, fixed and variable. The most appropriate type of guidance for a coach to use will depend on the ability and experience of the individual or team and the specific sporting activity being developed.
Stages of learning	The three stages that a sports performer moves through as they become more skilled and proficient at their sporting or physical activity. These stages are the cognitive or preparation phase, the associative or practice phase and the autonomous or automatic phase.
Warm up	The first component of a coaching session intended to raise the heart rate and increase blood circulation, increase mobility and mental focus.

Drills	Exercises or activities designed to improve a skill or technique that can be repeated during a coaching session.
Transitions/Progressions	Movements and developments between the different drills and components making up any coaching session.
Conditioned/Small-sided/Competitive practices	Different types of activity of different levels of intensity and competition that can be included during any coaching sessions to develop skills, techniques, strategies/game plans or tactics.
Cool down	The final component of a coaching session consisting of activities designed to remove waste products from the muscles and return the heart rate to normal.
Aims	What you hope to achieve. Your long-term goals.
Objectives	The actions you will take in order to achieve your aims. Your short-term targets that lead you to your long-term goals.
SWOT analysis	A method used to identify internal strengths and weaknesses and external opportunities and threats.
Qualitative data	Data based on opinion, thoughts or feelings describing qualities or characteristics.
Quantitative data	Data based on empirical or numerical figures and statistics that can be proved.