



Qualification
Guidance

Active IQ Level 3 Diploma in Coaching Sports

Qualification
Accreditation Number:
603/1540/4
Version AIQ005468

Active iQ

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Introduction

The Active IQ Level 3 Diploma in Coaching Sports is on level 3 of the Regulated Qualifications Framework (RQF).

Guided learning hours:	300	Total qualification time:	470
Credits	52	Minimum credit to be achieved at or above the level of the qualification	40

Entry Requirements:

- There are no specific entry requirements; however, learners should be able to demonstrate their capability to study at level 3.
- The course requires physical exertion, and individual participation is essential, so a degree of physical fitness is necessary.
- There is an element of communication (discussing, presenting, reading and writing) involved, so learners should have basic skills in communication pitched at level 2 (as a minimum).

Qualification Outline

Target Learners:

- Learners in full-time education aged 16+.
- Learners interested in a career in coaching.
- Learners interested in working in the active leisure sector.

Aim

To provide learners with the broad base of knowledge and skills to:

- Be able to work in customer-facing roles within the active leisure industry, including coaching sports and physical activities and working with children.

Objectives

To provide learners with the knowledge and skills to:

- Develop their understanding of anatomy, physiology and how they relate to coaching.
- Be able to plan and coach safe and effective multisport activity sessions.
- Be able to work with children and young people, taking in to account their age and developmental needs.
- Be able to deliver exceptional customer service.
- Be able to manage their personal and professional development.

Progression

This qualification provides progression onto:

- Employment.
- Further learning or training in a specialist area.

Links to National Occupational Standards

There are links to the following suites of National Occupational Standards:

- Coaching, Teaching and Instructing.
- Exercise and Fitness.
- Operational Services.
- Leisure Management.
- Activity Leadership.
- Customer Service.

Occupational competence statements for tutoring, assessing and quality assurance

This section outlines the requirements for tutoring, assessing and internally verifying Active IQ qualifications.

Required criteria

All tutors and assessors must:

- Possess a discipline-specific qualification equivalent to the qualification/units being taught.
- Have relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continued professional development during the last two years (this may be discipline-/context-specific or relevant to tutoring, assessing or quality assurance).

Tutors

Tutors must hold, or be working towards, a teaching qualification.

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education.
- Qualified Teacher Status.
- PGCE.
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS).
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS).
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS).
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS).

Assessors

Assessors must hold, or be working towards, any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 (previously D32, D33).

Internal verifiers

Internal verifiers must have relevant industry qualifications/experience and hold, or be working towards, any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 (previously D34).

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) have been achieved.

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Qualification Structure

Learners must complete the 8 mandatory units (52 credits).

In total 52 credits are required to achieve the full qualification; a minimum of 40 credits must be achieved at level 3.

Mandatory Units

Learners must complete all 8 mandatory units (52 credits).

Unit	Unit accreditation number	Level	Credit	GLH	
1	Principles of anatomy, physiology and fitness	F/507/1217	2	12	94
2	Health and safety for coaching in different environments	H/615/7341	3	5	26
3	Principles of fundamental movement and sports skills	M/615/7343	3	4	24
4	Planning multisport activity sessions	T/615/7344	3	6	40
5	Coaching multisport activity sessions	A/615/7345	3	6	48
6	Working with children and young people in a coaching environment	J/615/7378	3	8	56
7	Delivering exceptional customer care	L/508/6397	3	7	33
8	Managing personal and professional development	Y/508/6399	3	4	29

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the skeletal system and the effects of exercise</p>	<p>1.1 Identify the structures of the skeletal system 1.2 State the functions of the skeleton 1.3 Name and locate the major bones 1.4 Name and locate different types of bone 1.5 Identify the structure of a long bone 1.6 Name the different types of joint 1.7 Identify different types of synovial joint 1.8 Describe the structures of a synovial joint 1.9 Recognise the joint actions possible at different joints 1.10 Describe optimum postural alignment 1.11 Describe postural deviations 1.12 Describe the immediate effects of exercise on the skeletal system 1.13 Describe the long term effects of exercise on the skeletal system 1.14 Recognise changes to the skeletal system throughout a person's lifespan</p>
<p>2. Understand the neuromuscular system and the effects of exercise</p>	<p>2.1 Name and give examples of the different types of muscle tissue 2.2 Identify the basic structure of skeletal muscle 2.3 Identify the function of skeletal muscle 2.4 Name and locate the major anterior and posterior muscles 2.5 Describe the principles of how skeletal muscles work 2.6 Describe different types of muscle contraction 2.7 Name the joint actions brought about by specific muscles 2.8 Identify different types of muscle fibre 2.9 Recognise the structure of the nervous system 2.10 State the function of the nervous system 2.11 Describe the immediate effects of exercise on the neuromuscular system 2.12 Describe the long-term effects of exercise on the neuromuscular system 2.13 Recognise changes to the neuromuscular system throughout a person's lifespan</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the cardiovascular and respiratory systems and the effects of exercise	3.1 Describe the structure of the heart 3.2 Describe the function of the heart 3.3 Describe the structure and function of the blood and blood vessels 3.4 Describe the structure of the lungs 3.5 Describe the function of the lungs 3.6 Identify the main muscles involved in breathing 3.7 Describe the passage of air through the respiratory tract 3.8 Describe gaseous exchange in the lungs 3.9 Describe gaseous exchange in the muscles 3.10 Describe systemic and pulmonary circulation 3.11 Describe the immediate effects of exercise on the cardiorespiratory and cardiovascular system 3.12 Describe the long-term effects of exercise on the cardiorespiratory and cardiovascular system 3.13 Recognise changes to the cardiorespiratory and cardiovascular systems throughout a person's lifespan
4. Understand how energy is produced in the body and the effects of exercise on energy production	4.1 Recognise adenosine triphosphate as a molecule that is broken down to create energy for the body 4.2 Recognise how adenosine triphosphate is broken down to produce energy 4.3 Name the three main energy systems that resynthesise adenosine triphosphate 4.4 Recognise the role of the main nutrients in the production of energy/adenosine triphosphate 4.5 Identify dietary sources of the main nutrients required for energy production 4.6 Describe how the three energy systems are used during aerobic and anaerobic exercise 4.7 Recognise the interaction of the energy systems during exercise 4.8 Recognise factors that influence the energy system used, to include: Intensity, duration and individual fitness levels
5. Understand health and well-being	5.1 Define the components of health and well-being 5.2 Recognise factors that affect health and well-being throughout the lifespan, including the effects of lifestyle behaviours 5.3 Recognise the risks of lifestyle choices on health and well-being 5.4 Identify the role of activity and exercise in maintaining and managing health and well-being 5.5 Identify the frequency, intensity, time and type of activity required to maintain and improve health and well-being

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Understand the components of fitness and the effects of exercise	6.1 Name and describe the components of physical fitness 6.2 Recognise the frequency, intensity, time and types of activity and exercise required to improve each component of fitness 6.3 Recognise the physiological effects of exercise on each component of fitness 6.4 Describe how to apply the principles of overload, reversibility, specificity to progress or regress each component of fitness 6.5 Recognise how to structure an exercise session to train all components of fitness 6.6 Recognise factors affecting physical fitness 6.7 Recognise exercise contraindications and safety considerations for special populations
Assessment	Multiple-choice theory exam

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the health and safety requirements relevant to coaching in different environments</p>	<p>1.1 Explain the importance of health and safety when coaching in different environments</p> <p>1.2 Describe the different types of environment that can be used for coaching activity sessions, for example:</p> <ul style="list-style-type: none"> • outdoor or indoor sports pitches • sports halls • studios • village halls • multi-purpose rooms • parks <p>1.3 Describe the different types of equipment that can be used for coaching activity sessions, for example:</p> <ul style="list-style-type: none"> • cones and markers • agility equipment • fitness equipment • sports equipment <p>1.4 Identify key legal and regulatory requirements for health and safety relevant to coaching in different environments, to include the Health and Safety at Work Act and requirements from national governing bodies (NGB)</p> <p>1.5 Describe the responsibilities of the employer for health and safety in different coaching environments</p> <p>1.6 Describe the responsibilities of the employee for health and safety in different coaching environments</p> <p>1.7 Describe the responsibilities of the self-employed person for health and safety in different coaching environments</p> <p>1.8 Explain the term 'duty of care' relating to the health and safety and welfare of:</p> <ul style="list-style-type: none"> • self • other staff or professionals • adults • children • special population groups <p>1.9 Evaluate the consequences of employers, employees and the self-employed not following the legal requirements</p> <p>1.10 Identify the roles and responsibilities of different personnel for ensuring the health and safety of individuals taking part in coaching sessions in different environments</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand how to maintain safe facilities and equipment in different coaching environments	2.1 Explain the importance of cleaning and maintenance in different coaching environments 2.2 Describe how standards of cleanliness are maintained in different coaching environments 2.3 Describe the principle uses and precautions for a range of cleaning substances used in different coaching environments 2.4 Describe the types of personal protective equipment that are necessary for cleaning operations in different coaching environments 2.5 Describe how to maintain the safety of customers and other staff while showing courtesy and consideration when carrying out cleaning operations 2.6 Describe how to deal with spillages, breakages and waste in a coaching environment 2.7 Explain the importance of safe storage and maintenance of equipment, to include: <ul style="list-style-type: none"> • coaching equipment • cleaning equipment
3. Understand safe working practices relating to the Control of Substances Hazardous to Health (COSHH) Regulations	3.1 Describe the types of substances commonly used in a coaching environment that would be covered by COSHH 3.2 List the problems caused by hazardous substances 3.3 Define the requirements of employers and employees, as stated in the COSHH Regulations 3.4 List the types of information provided in COSHH assessments 3.5 Describe why COSHH assessments are important
4. Understand how to control hazards and risks while coaching in different environments	4.1 Explain what is meant by a 'hazard' 4.2 Explain what is meant by 'risk' 4.3 Describe the five steps of risk assessment 4.4 Explain how to determine levels of risk 4.5 Explain how to evaluate whether levels of risk are acceptable 4.6 Describe how to control risks associated with hazards in a sports, fitness and outdoor environment
5. Understand the key health and safety documents that are relevant for coaching in different environments	5.1 Explain a range of policies and procedures that are essential for maintaining health and safety of customers and staff 5.2 State the importance of having written systems of work, to include: <ul style="list-style-type: none"> • normal operating procedures (NOPs) • emergency action plans (EAPs) 5.3 Describe the key areas that should be included in a normal operating procedure 5.4 Describe the key areas that should be included in an emergency action plan

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Understand incident and emergency procedures for coaching in different environments	6.1 Describe what is meant by an 'incident' 6.2 Describe what is meant by an 'emergency' 6.3 Describe the types of incidents and emergencies that may occur in different coaching environments 6.4 Identify the potential causes of common incidents and emergencies that may occur in different coaching environments 6.5 Explain the procedures to follow if an emergency occurs during a coaching session 6.6 Describe the roles that different staff and external services play during an incident or emergency 6.7 Explain the importance of following emergency procedures calmly and correctly 6.8 Describe how to maintain the safety of people involved in typical incidents or emergencies, including: <ul style="list-style-type: none"> • children • older people • disabled people 6.9 Summarise the reporting and recording procedures that must be followed in the event of an incident or emergency
7. Understand security procedures while coaching in different environments	7.1 Describe the types of security procedures that may apply while coaching in different environments 7.2 Give examples of potential security problems that may occur while coaching in different environments 7.3 Describe how a coach should respond to potential security problems in different environments 7.4 Describe how managers of different coaching environments should respond to potential security problems 7.5 Describe the procedures that should be in place to maintain security in different coaching environments
8. Be able to control hazards and risks in different coaching environments	8.1 Identify the potential hazards in a coaching environment that may lead to an incident or emergency, relating to: <ul style="list-style-type: none"> • the environment • equipment • working practices, including lifting and handling of equipment • behaviour • security • hazardous substances • hygiene 8.2 Complete a risk assessment on the potential hazards identified in a coaching environment 8.3 Analyse the risk assessment to design and implement appropriate risk minimisation strategies
Assessment	Assignment Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of fundamental movement and sports skills	1.1 Describe fundamental movement skills 1.2 Explain the difference between fine and gross motor skills 1.3 Describe fundamental sports skills 1.4 Define physical literacy 1.5 Explain how the development of movement and sports skills can contribute towards a child’s development
2. Understand how to develop fundamental movement and sports skills	2.1 Explain the components of the fundamental movement skills: <ul style="list-style-type: none"> • balance • agility • co-ordination • travel • jumping • sending • receiving • striking 2.2 Describe the key coaching and development points for each fundamental movement skill 2.3 Explain the components of the fundamental sports skills: <ul style="list-style-type: none"> • net/wall games • invasion games • striking and fielding games • athletics • creative movement 2.4 Describe the key coaching and development points for each fundamental sports skill 2.5 Explain how activities support the integration and development of fundamental movement and sport skills, for example netball integrates sending, receiving, co-ordination, jumping, traveling and agility
Assessment	Overarching plan Series of multisport sessions

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand how to plan multisport activity sessions</p>	<p>1.1 Describe the components of a multisport activity session, to include:</p> <ul style="list-style-type: none"> • warm up activities • main activities • cool-down activities <p>1.2 Describe how to incorporate rules and techniques in to sessions</p> <p>1.3 Identify appropriate timings for each component and chosen activities within a component</p> <p>1.4 Identify equipment and resources suitable for a range of abilities and ages</p> <p>1.5 Explain how to create a stimulating inclusive environment that promotes equality and diversity</p> <p>1.6 Describe how to lay out equipment and resources to make best use of space</p> <p>1.7 Explain the importance of regularly changing the activity, layout and resources</p> <p>1.8 Describe how to adapt sessions for a range of abilities and ages</p> <p>1.9 Explain how active play can be used within sessions to development fundamental skills</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>2. Be able to plan a series of progressive multisport activity sessions</p>	<p>2.1 Create an overarching plan/scheme of work, to include:</p> <ul style="list-style-type: none"> • overarching theme • key developmental objectives: <ul style="list-style-type: none"> • movement skills • sports skills • risk assessment for planned activities • contingency plans (where appropriate) • special considerations • opportunities to promote benefits of physical activity <p>2.2 Plan a series of safe and fun multisport activity sessions linked to the overarching plan, to include:</p> <ul style="list-style-type: none"> • warm up activities • main activity • cool-down activities • rules • techniques • equipment • adaptations • key coaching points • opportunities for assessment and feedback
<p>Assessment guidance</p>	<p>This unit is to be assessed across the following:</p> <ul style="list-style-type: none"> • Children: <ul style="list-style-type: none"> • Aged 0–5 • Aged 5–11 • Aged 11–18 • Adults
<p>Assessment</p>	<p>Overarching plan Series of multisport sessions</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to prepare for a multisport activity session	1.1 Prepare themselves for the multisport activity session 1.2 Prepare the equipment and environment for the planned session 1.3 Carry out a risk assessment (if appropriate)
2. Be able to deliver a multisport activity session	2.1 Welcome the participants and make them feel at ease 2.2 Describe the aim and content of the session 2.3 Explain the rules and techniques required for the session 2.4 Lead a safe and effective warm up that supports the content of the main session 2.5 Lead safe and effective main activities 2.6 Provide clear and correct demonstrations and explanations of activities, techniques and skills 2.7 Observe participants' performances throughout the activities and respond to their ongoing needs 2.8 Provide adaptations and alternatives when necessary to promote inclusivity and enjoyment 2.9 Lead safe and effective cool down activities
3. Be able to manage participants during a multisport activity session	3.1 Communicate clearly with participants according to their needs 3.2 Motivate participants appropriately 3.3 Give clear and supportive feedback to participants 3.4 Gain feedback from participants about the activities 3.5 Respond appropriately to participants' feedback and questions about the activities 3.6 Demonstrate balancing the needs of individual participants with those of the group 3.7 Take appropriate action to deal with issues if and when they arise
4. Be able to evaluate a multisport activity session	4.1 Review the safety and effectiveness of the session 4.2 Review how motivational the session was for the participants 4.3 Review how well the planned session linked to the overarching plan and session objectives 4.4 Identify the changes/adaptations that could be made to the session 4.5 Complete an evaluation of the session 4.6 Prepare an action plan for improvement and/or progression of the future planned sessions

Learning outcomes The learner will:	Assessment criteria The learner can:
Assessment guidance	This unit is to be assessed across the following: <ul style="list-style-type: none"> • Children: <ul style="list-style-type: none"> • Aged 0–5 • Aged 5–11 • Aged 11–18 • Adults
Assessment	Overarching plan Series of multisport sessions

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand safeguarding children and young people in a coaching environment</p>	<p>1.1 Describe what is meant by the safeguarding of children and young people</p> <p>1.2 Outline current legislation, guidelines, policies and procedures that are in place to safeguard and protect children and young people, to include:</p> <ul style="list-style-type: none"> • Disclosure and Barring Service (DBS) • duty of care • data protection/confidentiality • parent/carer consent • E-safety • record keeping • information handling and sharing <p>1.3 Describe working practices that safeguard and protect children and young people in a coaching environment</p> <p>1.4 Explain the role and responsibilities of the coach for safeguarding children and young people with whom they come into contact</p> <p>1.5 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding</p> <p>1.6 Explain the procedures that should be followed if a coach suspects possible abuse or harm</p> <p>1.7 Explain the different types of bullying and the potential effects on children and young people</p> <p>1.8 Explain how to support a child or young person and/or their family when bullying is suspected or alleged</p> <p>1.9 Explain the procedures that should be followed if a child or young person alleges harm or abuse</p> <p>1.10 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged</p> <p>1.11 Describe the role of families, parents and carers as partners when working with children and young people</p> <p>1.12 List the sources of information available to support safeguarding and protection of children and young people</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>2. Understand effective communication approaches when coaching children and young people</p>	<p>2.1 Explain the importance of effective communication when developing positive relationships with children and young people</p> <p>2.2 Describe how to communicate effectively with children and young people in different environments</p> <p>2.3 Explain the importance of non-verbal communication</p> <p>2.4 Explain how to adapt communication with children and young people with consideration for:</p> <ul style="list-style-type: none"> • the age of the child or young person • communication difficulties <p>2.5 Describe how to address potential barriers to communication and engagement with children and young people</p> <p>2.6 Explain the importance of demonstrating respect when communicating with children and young people</p> <p>2.7 Describe how to establish rapport and respectful relationships with children and young people, their families and carers</p> <p>2.8 Explain how a coach's attitude and behaviour can affect the development of rapport with children, young people and their families/carers</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Understand the physiological development of children and young people from birth - 19 years</p>	<p>3.1 Describe the growth characteristics in children and young people for each stage of development, to include:</p> <ul style="list-style-type: none"> • Under 5s • 5-11 years • 11-15 years • 16-19 years <p>3.2 Describe the three stages of adolescence:</p> <ul style="list-style-type: none"> • early • middle • late <p>3.3 Explain the factors which affect bone growth in children and young people for each stage of development</p> <p>3.4 Evaluate the differences between the cardiorespiratory system of an adult and children and young people</p> <p>3.5 Evaluate the differences between the endocrine and hormonal system of an adult and children and young people</p> <p>3.6 Identify methods of monitoring children and young people's development</p> <p>3.7 Explain how personal factors can affect children and young people's development, to include:</p> <ul style="list-style-type: none"> • emotional • physical • intellectual • physiological <p>3.8 Evaluate the effect of positive and negative relationships on children and young people during periods of transition</p> <p>3.9 Explain reasons why children and young people's development may not follow the expected pattern</p> <p>3.10 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the cognitive development of children and young people	4.1 Identify the stages of cognitive development 4.2 Describe a child's thought processes, to include: <ul style="list-style-type: none"> • lack of reversibility • centration • egocentric 4.3 Describe the major types of child learning, to include: <ul style="list-style-type: none"> • classical conditioning • operant conditioning • observational learning 4.4 Describe the concept of nature and nurture 4.5 Explain how to promote cognitive development through coaching activities 4.6 Describe the effects exercise has on the cognitive development of children and young people
5. Understand the effects of exercise in children and young people for each stage of development	5.1 State the current exercise guidelines and recommended training for children and young people, to include: <ul style="list-style-type: none"> • cardiovascular training • strength training • flexibility training • motor skills training 5.2 Describe the appropriate physical activities for children and young people 5.3 State the effects of excessive training in children and young people 5.4 Describe growth-related conditions to include: <ul style="list-style-type: none"> • Growth plate fractures • Sever's disease • Osgood schlatter's disease • Osteochondritis • Scoliosis • Scheurmann's disease. 5.5 List ways of preventing growth-related injuries 5.6 Describe the effects of exercise on the cardiorespiratory system of children and young people 5.7 Describe the effects of exercise on the endocrine and hormonal systems of children and young people

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>6. Understand the psychological and social issues faced by children and young people</p>	<p>6.1 Describe the psychological issues which may affect children and young people, for example:</p> <ul style="list-style-type: none"> • low self-esteem/self-belief • stress and anxiety • body image <p>6.2 Explain how to support children and young people's self-confidence and self-esteem</p> <p>6.3 Describe the social issues which may affect children and young people, for example:</p> <ul style="list-style-type: none"> • peer groups • social media • bullying • smoking • drugs • alcohol • knife/gang crime <p>6.4 Describe how the performance capabilities of children and young people are affected by their physical, mental, cognitive and emotional development</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>7. Understand how to plan a coaching session for children and young people</p>	<p>7.1 Describe the information that needs to be collected to enable the planning of a coaching session with children and young people, to include:</p> <ul style="list-style-type: none"> • age-related PAR-Q • parent/carer contact details • parent/carer consent • medical information <p>7.2 Explain the procedures that need to be followed to enable a safe coaching session with children and young people, for example:</p> <ul style="list-style-type: none"> • sign in/sign out procedure • accident/incident reporting • safeguarding reporting • behaviour management • mobile phone/photography • toilet procedure • late pick-up procedure <p>7.3 Describe how to plan appropriate activities and experiences according to the group's ages, needs and abilities</p> <p>7.4 Describe how to give children and young people opportunities to develop:</p> <ul style="list-style-type: none"> • gross motor skills • fine motor skills • hand/eye co-ordination <p>7.5 Describe how to plan objectives that are appropriate to the:</p> <ul style="list-style-type: none"> • the needs and potential of children and young people • accepted good practice • the participant's own level of competence • the aims of the session <p>7.6 Describe how to plan objectives for sessions to ensure they:</p> <ul style="list-style-type: none"> • promote and enhance activity levels • improve social skills • promote personal development • improve skills and techniques • provide opportunities for fun and enjoyment <p>7.7 Describe how to apply the principles and variables of fitness to coaching activities to achieve session objectives and health benefits for children and young people</p> <p>7.8 Describe how to select exercises/physical activities that are safe and appropriate for children and young people of all ages, and include possible alternatives</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
8. Understand the behaviour of children and young people	8.1 Identify different types of child behaviour 8.2 Describe how child behaviours are influenced by crisis according to Erikson 8.3 Summarise Bowlby's Secure Base and Attachment Theories 8.4 Identify a range of physical and behavioural disorders 8.5 Recognise the potential signs of behavioural disorders 8.6 Describe a range of coaching skills to manage behavioural disorders 8.7 Describe how to manage expected vs. desired behaviour 8.8 Describe how to use behaviour modification techniques 8.9 Describe how to use positive intervention strategies
9. Understand how to manage a coaching session for children and young people	9.1 Describe how to ensure all children and young people are treated fairly in a coaching environment 9.2 Explain how to create a stimulating inclusive environment which promotes equality and diversity 9.3 Explain the importance of demonstrating fair play in a coaching environment 9.4 Describe how to work with children and young people to apply rules and boundaries according to their age, needs and abilities 9.5 Describe how to use positive reinforcement to manage behaviour 9.6 Describe motivational techniques that are suitable for use with children and young people at different stages of development 9.7 Describe how to manage expectations and achievement levels 9.8 Describe a range of coaching techniques to manage behaviour 9.9 Give examples of how to use coaching techniques for a range of learning types 9.10 Describe how to manage disruptive behaviour, to include: <ul style="list-style-type: none"> • strategies for dealing with individual's inappropriate behaviour • strategies for dealing with inappropriate group behaviour
Assessment	Worksheets Assignments

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of customer care	1.1 Explain what is meant by 'customer care' 1.2 Explain why customer care is important to an organisation 1.3 Explain the differences between an internal customer and an external customer 1.4 Describe what is meant by a positive customer experience 1.5 Describe what is meant by a negative customer experience 1.6 Describe the benefits of delivering exceptional customer care 1.7 Describe the disadvantages of poor customer care
2. Understand the skills and behaviours needed to deliver exceptional customer care	2.1 Describe the common characteristics of people/ individuals who provide exceptional customer care 2.2 Describe the features of self-presentation that will make a positive impression on customers 2.3 Identify the attitude required when dealing with customers 2.4 Explain the concept of professionalism within customer care 2.5 Describe the team-working skills required to deliver an exceptional customer experience
3. Understand the legislation relating to the customer environment	3.1 Outline the key points of equality and diversity legislation that relate to customer care 3.2 Describe the terms 'equality' and 'diversity' 3.3 Describe how to support equality and diversity in a customer care environment, to include: <ul style="list-style-type: none"> • respect for work colleagues • meeting the needs of customers 3.4 Give examples of the diverse needs of customers 3.5 Give examples of behaviours that might cause offence to specific customers 3.6 Summarise the main principles of the Data Protection Act 3.7 Describe why it is important to respect customer and organisation confidentiality

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand how to communicate clearly and effectively with customers	4.1 Explain different methods of communication to include verbal and non-verbal methods 4.2 Identify positive body language 4.3 Identify negative body language 4.4 Describe the communication approach that will make a positive impression on customers, to include: <ul style="list-style-type: none"> • empathy • listening • patience • adaptability • establishing trust 4.5 Describe how to build rapport with different customers 4.6 Explain why a consistent positive attitude and approach to customers is vital to an organisation
5. Understand the value of first impressions	5.1 Explain the importance of making a positive first impression on customers 5.2 Describe how to create a positive first impression when communicating with customers, to include: <ul style="list-style-type: none"> • face-to-face • using the telephone 5.3 Explain when it may be necessary to take the initiative in approaching customers 5.4 Explain how to acknowledge the customers, even when busy
6. Be able to show the right attitude for customer care	6.1 Greet customers politely and positively 6.2 Communicate efficiently and effectively with different types of customers, to include: <ul style="list-style-type: none"> • face-to-face • using the telephone 6.3 Establish a rapport with customers 6.4 Demonstrate to customers that you are positive and enthusiastic at all times 6.5 Demonstrate types of behaviour that make a positive impression on different types of customers

Learning outcomes The learner will:	Assessment criteria The learner can:
7. Understand how to improve a customer's experience	7.1 Explain why it is important to listen to a customer's wants and needs 7.2 Differentiate between routine service and going the 'extra mile' 7.3 Describe the benefits for the customer of going the 'extra mile' 7.4 Describe the benefits for the organisation of going the 'extra mile' 7.5 Describe the types of action that customers will see as adding value to their experience 7.6 Describe methods of obtaining customer feedback 7.7 Explain how to use customer feedback to adapt the customer care given within an organisation
8. Understand customer loyalty and retention	8.1 Describe the concept of customer touch points within an organisation 8.2 Explain the importance of building customer relationships 8.3 Explain the importance of customer loyalty to an organisation 8.4 Explain the benefits of customer retention 8.5 Describe the importance of monitoring competitors' customer care
9. Understand how to promote products and services	9.1 Describe how additional services or products will benefit customers 9.2 Describe how customers' use of additional services or products will benefit an organisation 9.3 Identify opportunities for offering customers additional services or products that will improve their customer experience
10. Understand how to interact with customers in difficult situations	10.1 Explain how to adapt communication for customers who are angry, to include: <ul style="list-style-type: none"> • face-to-face • on the telephone • in writing (by email) • via social media/e-media 10.2 Explain how to adapt communication for customers who are upset 10.3 Identify the types of needs and difficulties that customers may have that they require assistance with 10.4 Describe how to respond to different customer needs and difficulties 10.5 Identify the differences between assertive, aggressive, manipulative and passive behaviour 10.6 Describe the skills required to deal with potentially volatile or unpleasant situations

Learning outcomes The learner will:	Assessment criteria The learner can:
11. Understand how to deal with customer problems	11.1 Describe typical customer problems 11.2 Identify the personal qualities required to deal with customer problems 11.3 Identify responses and actions that may make problems worse 11.4 Describe how to inform customers when promises cannot be kept due to unforeseen circumstances 11.5 Describe how to reassure customers while their problems are being solved 11.6 Explain why it is important for a member of staff to get feedback from the customer and follow up any remaining issues 11.7 Explain the importance of giving feedback to other colleagues involved which will help them avoid future complaints 11.8 Explain the importance of keeping clear records of the way a problem or complaint has been handled 11.9 Explain how to refer problems and difficulties to a more senior colleague when they are unable to deal with it themselves 11.10 Describe an organisation's complaint or problem-solving procedure
12. Be able to deal with customer complaints and problems	12.1 Summarise the details of the complaint or problem accurately and to customer satisfaction 12.2 Investigate the facts of the complaint in order to establish how it should be dealt with 12.3 Identify a range of solutions 12.4 Identify the benefits of different solutions for the customer and the organisation 12.5 Report the findings of your investigation to your customer and offer your chosen solution 12.6 Check that the solution is acceptable to the customer 12.7 Check the customer is satisfied with how their problem has been dealt with
Assessment	Worksheet Summative observation Self-evaluation

<p>1. Understand the principles of personal development</p>	<p>1.1 Define personal development</p> <p>1.2 Evaluate the benefits of personal development</p> <p>1.3 Describe why it is important to develop knowledge and skills</p> <p>1.4 Describe the differences between a growth mindset and a fixed mindset</p> <p>1.5 Describe employability skills</p> <p>1.6 Define transferable skills</p> <p>1.7 Describe the benefits of having transferable skills</p> <p>1.8 Explain the difference between hard and soft skills</p> <p>1.9 Explain the benefits of highlighting own strengths and weaknesses</p> <p>1.10 Describe how to work with other people to identify own strengths and weaknesses within personal development</p> <p>1.11 Explain how to maintain a positive attitude when receiving feedback from others</p> <p>1.12 Describe SMART goal-setting to ensure objectives are specific, measurable, achievable, realistic/relevant and time-bound</p> <p>1.13 Describe the purpose of a personal development plan</p>
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Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand the principles of continuing professional development (CPD)	2.1 Define continuing professional development 2.2 Evaluate the benefits of continuing professional development (CPD) 2.3 Define evaluation 2.4 Define reflection 2.5 Explain how to reflect on own work and highlight ways of improving skills, knowledge and practice 2.6 Describe how to work with others to evaluate own skills, knowledge and practice 2.7 Explain the contribution that a workplace's performance appraisal and development processes can make to own continuing professional development 2.8 Outline how to access sources of information and development opportunities to fulfil continuing professional development 2.9 Outline how to access support for your learning 2.10 Describe the difference between formal and informal development opportunities 2.11 Identify own preferred learning style 2.12 Evaluate different types of learning that can contribute to own development and suit own preferred learning style 2.13 Describe the purpose of a professional development plan 2.14 Explain the importance of keeping a record of all professional development activities
3. Understand the planning and reviewing cycle within personal and professional development	3.1 Describe different planning and reviewing cycle theories 3.2 Explain the importance of the planning and reviewing cycle within personal and continuing professional development 3.3 Explain the importance of reviewing goals and targets at regular intervals
4. Understand time management techniques	4.1 Explain the benefits of managing own time effectively 4.2 Describe effective time management tools and techniques, to include: <ul style="list-style-type: none"> • setting goals • prioritising urgent and important tasks • breaking down tasks into smaller parts 4.3 Explain the benefits of achieving an acceptable 'work-life balance' 4.4 Identify possible distractions that may cause deadlines to be missed 4.5 Identify strategies to minimise distractions and enable 4.6 timely completion of priority tasks

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Be able to manage own personal and professional development	5.1 Develop a personal and professional development plan that prioritises areas for development 5.2 Evaluate own personal and professional development needs from personal reflection 5.3 Identify own personal and professional development needs from feedback from others 5.4 Evaluate own strengths and weaknesses for personal and professional development 5.5 Analyse own future training needs 5.6 Research the appropriate activities needed to fulfil a personal and professional development plan 5.7 Outline specific, measurable, achievable, realistic/ relevant and time-bound (SMART) personal and professional development objectives 5.8 Record formal and informal development opportunities that are consistent with personal and professional development objectives 5.9 Record formal and informal development activities that are consistent with personal and professional development objectives 5.10 Identify any potential challenges in meeting personal and professional development objectives 5.11 Implement strategies or solutions to resolve potential challenges in meeting personal and professional development objectives 5.12 Review progress against agreed objectives and amend plans accordingly 5.13 Gain constructive feedback from others about own performance
Assessment	Worksheets Personal and professional development plan

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