

ASQ

associated sports
qualifications

ASQ L1 Award in Coaching Golf (Activities Coach) Qualification Specification



Associated Sport Qualifications
Ping House
The Belfry
Sutton Coldfield
B76 9PW
Tel: 01676 624764
Website: www.asq.org.uk
E-mail: rachelpalmer@asq.org.uk

About Us

Associated Sports Qualifications (ASQ) is an Ofqual, Qualification Wales, CEEA and Scottish Qualifications Authority (SQA) approved awarding organisation providing a qualification awarding service to National Governing Bodies of sport or recognised Lead Bodies within the sport and leisure industry. We are based on the site of The Belfry Hotel, near Sutton Coldfield, at the home of the Professional Golfers' Association National Training Academy.

An Independent Limited Liability Partnership, ASQ provides a high-quality awarding service for qualifications within the sport and leisure industry working with key industry partners. Our current member partners are [The Professional Golfers' Association](#) (The PGA).

Approved by the above regulators we are committed to ensuring high standard, cost effective quality assurance on behalf of our partners, customers and learners.

ASQ's Vision:

A highly qualified Sports & Leisure Workforce able to meet the needs of its customers and participants.

ASQ's Mission:

To provide Governing Bodies (GB) for sport, Lead Bodies (LB) for sport and sport-related networks and organisations with qualifications and awards which are relevant and fit for purpose through a quality assured and cost-effective awarding service.

We aim to provide a service to sport 'National Governing Bodies' or sport 'Lead Bodies' and sport related networks and organisations that have:

- A strong desire to influence the content and quality of qualifications within their own sport to ensure that they are fit for purpose.
- A desire and capability to provide the necessary expertise to facilitate the development, implementation, and ongoing monitoring of the qualifications.
- The capacity to deliver and assess the qualifications to the required ASQ and regulatory standards.

This qualification is regulated by Ofqual and QW

Qualification accreditation number: 610/3594/4

Version: 1.0 October 2023

ASQ L1 Award in Golf Coaching (Activities Coach) qualification

This qualification, ASQ Award in Golf Coaching (Activities Coach) is an occupational related qualification which focuses on those working/wishing to predominantly work in a coaching capacity within golf. The qualification provides learners with an opportunity to study and be assessed in both the practical and theoretical aspects of coaching golf to groups of beginner golfers.

An Activities Coach can deliver autonomously and is responsible for using pre-planned activities to support their session preparation, delivery of coaching activities and session evaluation. They may be involved in delivering a programme of coaching, coordinated by the Golf Professional at their club.

The role may also involve operating in a school, club or community environment with experience and further support from their PGA Professional.

As a result of successfully attaining the qualification, candidates will have sufficient basic factual knowledge and understanding of the technical models appropriate to coaching predominantly beginner golfers. They will understand the role of the activities coach and will have developed the skills to deliver pre-determined sessions, of a limited scope, helping participants who are new to the game to experience golf and some of the core skills that they will need to master to be able to participate in the game.

The qualification has been developed in partnership with The Professional Golfers' Association (PGA), Sports structures and ASQ. The qualification has been based on the sports coach NOS and some CIMPSA coach standards.

Title	ASQ L1 Award in Coaching Golf (Activities Coach)
Qualification Overview	This qualification, ASQ L1 Award in Coaching Golf (Activities Coach) focuses on those working/wishing to predominantly work in a coaching capacity employed as a 'Trainee' to support the PGA Professional. The role of the Activities Coach is to introduce the game of golf predominantly to beginners.
Prerequisites	Learners must be at least 16 years of age on registration for the qualification. Have a commitment to attend the practical assessment day. Approved Delivery Centres to ensure all candidates meet entry criteria.

Qualification regulation/accreditation number: England	610/3594/4
Qualification regulation/accreditation number Wales	N/A
Guided Learning Hours	20
TQT	52
Credit value (if applicable)	N/A
Operational start date	December 2023
Review date	December 2027
Learner registration period	It is expected that learners will complete all aspects of the assessment for the qualification and apply for certification within the 2-year registration period. Learners who are unable to complete their assessment within this period may apply, with good reason and via their approved delivery centre to extend their registration for a period of 6 months. The agreement will be subject to approval by the PGA and based on individual circumstances A fee may be charged for this extension (see approved Centre Handbook for current fees)-
Qualification objective	To provide learners with skills and knowledge to deliver basic golf coaching sessions.
Qualification purpose	The qualification is designed to give learners the knowledge and skills to assist the delivery of golf coaching sessions with a focus on beginner golfers.
Registration remit	This qualification specification is for learner registrations within England and NI. A separate qualification specification exists for registrations in Scotland and Wales.
RPL	Due to the holistic delivery requirement of this qualification RPL may be available for some assessment criteria based on CIMPSA standards with the exception of the coaching in golf practical assessment.

Qualification Progression The skills and knowledge developed may also be used to enable learners to progress to the ASQ Certificate in coaching golf.

Grading Methods This qualification will be graded Pass / Fail.

Assessment Methods

The assessment methods used in this qualification are: - Short answer assessment (various question types such as MCQ, drop down selection and true and false answers) and a practical demonstration with knowledge check questions where competency has not been observed. Mandatory assessment forms to be completed include risk assessment, self-evaluation form and coaching session plan (see assessment strategy for further details).

Qualification Structure

Learners must successfully complete all mandatory units to achieve this qualification.

Mandatory units

Unit 1 Title	The Role of the Activities Coach
Unit Aim	To understand the role and responsibilities of the Activities Coach.
Unit Assessment methods	Module online short quiz and practical simulation

Unit 2 Title	Create and Maintain Safe Environments
Unit Aim	Recognise the responsibility of the activities coach in creating and maintaining a safe golf coaching environment.
Unit Assessment methods	Module online short quiz and practical simulation

Unit 3 Title	Understanding Your Participants
Unit Aim	Identifying the needs of golf participants to develop their coaching experience
Unit Assessment methods	Module online short quiz and practical simulation

Unit 4 Title	Facilitating Learning in Golf
Unit Aim	Identify key factors that can influence your coaching session
Unit Assessment methods	Module online short quiz and practical simulation

Unit 5 Title	The Coaching Process
Unit Aim	Allow learners to demonstrate their design, delivery and evaluation of an effective coaching session
Unit Assessment methods	Questioning, discussion, and practical simulation

Optional Units

This qualification is delivered holistically, there are no optional units.

Limits of responsibility

Approved Delivery Centres must ensure that candidates understand that they may need additional training, qualifications and support if coaching in specific sporting environments such as schools and communities or circumstances that challenge the experience of the candidate, for example when working with players with a disability.

Guidance for candidates with particular needs – reasonable adjustments

ASQ endeavours to ensure that the assessment requirements and methods used within its qualifications are sufficiently flexible to enable the widest range of learners to achieve the qualification fairly and reliably. Learners who have a specific learning need should be referred to the *Guidance for Candidates with Particular Assessment Needs- ASQ Reasonable adjustment policy*.

ASQ ensures that any specific arrangements made by *Centres* to accommodate learners' needs are valid and reliable and fair to other learners and meet the assessment requirements of the qualification. *Centres* need to ensure that learners are not given an unfair advantage or that other learners are disadvantaged by any adjustment to assessments to accommodate learners' specific needs.

Centres should refer to their '*ASQ Approved Centre Handbook*', which contains the processes that centres should refer to when delivering the ASQ Coaching in Golf qualifications.

NB. If a candidate fails to disclose a particular need prior to undertaking the assessment modules of the qualification that subsequently is shown to have directly contributed to their failure to achieve required competencies the candidate will be eligible for two further assessment attempts to achieve the required standard.

Certification

When learners have successfully achieved all the elements of the qualification and all evidence has been checked and quality assured, Approved Delivery *Centres* can contact ASQ for certification submitting the form H15 Certificate request form (or equivalent) where direct claims status exist.

External verification of assessment will be conducted by ASQ to ensure claims for certificate are valid.

Additional Qualification requirements.

The recognised centre is required to have one or more delivery sites with facilities to support the programme of training as stated below.

Theory sessions	Practical sessions
Conference room and break out rooms appropriate to the size of group	Putting Green
Flip Chart, Pens, Post-its	Practice Bunker
Projector	Practice Ground (i.e. Driving Range)
All delivery sites must include the following: Car parking and toilets	Chipping Green
	Selection of clubs (left and right-handed)
	Sufficient supply of balls

In exceptional circumstances (for example, geographical location, extreme weather conditions or where there are accessibility issues), a Centre may apply to the ASQ to support the delivery of the qualification using adaptive equipment (e.g Tri-golf, or SNAG including plastic clubs and soft balls).

Workforce requirements.

Recommended ratio for the face-to-face tutor day

Max 1 tutor : 8 candidates
Minimum 1 tutor: 3 candidates
For 9+ learners it is recommended to have two tutors present to aid facilitation.
Virtual learning classrooms:

Providing coaching to golfers, at whatever level, is a responsible role. There are high expectations in relation to coach and player conduct, and that behaviour must be understood and supported by every learner (trainee coach) undertaking this qualification.

The qualification is designed to be delivered holistically via a mix of face-to-face training, virtual classroom and development tasks and can be complemented by structured online learning. The ASQ L1 Award in Coaching Golf (Activities Coach) includes appropriate emphasis on the practical aspects of the coaching role combined with the theoretical knowledge and understanding of coaching and the sport.

The learning programme for this qualification should include the following key aspects:

- **Initial assessment** – of the learner, to recognise any prior learning / experience relevant to the qualification; and, to identify any learning support needs.
- **Induction** – to ensure learners understand the requirements of the qualification, how the qualification will be managed by the centre and what the expectations and aspirations are of them.
- **Training opportunities** – face-to-face, virtual classroom and online training opportunities delivered by appropriately skilled and qualified tutors.
- **Practice opportunities** – where learners can put into practice aspects of the training either in a simulated / peer environment or within a ‘real’ coaching situation. These opportunities may include informal / formative assessment opportunities to assist the learners’ development.
- **Learner development opportunities** – support and guidance from centres to assist learners in their development of the appropriate knowledge and understanding for the qualification.
- **Assessment opportunities** – formal opportunities for learners to evidence the requirements of the qualification.

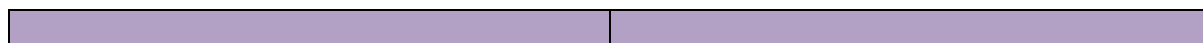
Summary

Attainment of the qualification is through:

Completion of all the outcomes and assessment criteria in the qualification and assessment strategy to include.

- The assessment of one 15-minute practical coaching session assessment.
- The production of a recorded evaluation of the observed session
- Completed session plan and risk assessment for the coaching session.
- The achievement of 80% or more for each online short answer assessments (various question types such as MCQ, drop down selection and true and false answers)

Although this learning programme consists of eLearning, virtual learning classrooms and simulated sessions there is no set mandatory approach to delivering the learning programme within the qualification; ASQ does not insist that centres deliver learner programmes in a certain way however it can offer guidance on good practice. ASQ approved centres can design learning programmes to meet the needs of learners balanced with the requirements of the qualification providing the resource content is submitted to ASQ for approval prior to use to ensure it meets ASQ criteria and that of its regulators.



Assessment Strategy



The purpose of this assessment strategy is to set out the recommendations and specifications for the assessment and quality assurance of our **ASQ L1 Award in Coaching Golf (Activities Coach)**

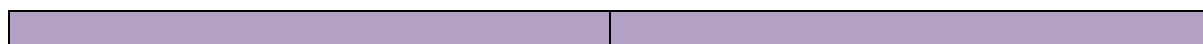
This strategy should be used in conjunction with any additional guidance documents related to the specific qualification such as candidate and assessor/QA guidance.

The following sections outline ASQ specific requirements regarding:

- Overall assessment requirements to successfully attain the qualification including skills and knowledge.
- The assessment environment.
- The use and requirements for simulation assessment
- Guidance for e-assessment
- External and internal quality control
- The required occupational expertise of assessors and verifiers.
- Prescribed units and assessment criteria

These recommendations and specifications are in addition to the generic regulatory conditions of recognition that awarding bodies must meet, as required by Ofqual, Qualification Wales and CCEA (where applicable)

Assessment requirements



Certification of the ASQ L1 Award in Coaching Golf (Activities Coach) requires learners to demonstrate competence in all aspects of the elements within the qualification. Assessment will be via knowledge tests and assessment of their practical coaching ability.

Specifically, assessments required in order to successfully attain the **ASQ L1 Award in Coaching Golf – (Activities Coach)** consist of;

- Online restricted timed x 6 MCQ/short answer assessments (pass rate 80%)
- Observation of performing a 15-minute simulated assessment with oral questioning where criteria may have not been observed. The content of the assessment will relate to the safe planning, delivery, and review of this simulated coaching session inclusive of risk assessment, coaching session plan and self-evaluation.

The Assessment environment.

The recognised centre is required to have one or more assessment sites with facilities to support the programme of assessment as stated below;

Theory sessions (tutor day)	Practical sessions
Conference room and break out rooms appropriate to the size of group	Putting Green
Flip Chart, Pens, Post-its	Practice Bunker
Projector	Practice Ground (i.e. Driving Range)
For the purpose of reasonable adjustments further quiet rooms may be required.	Chipping Green
	Selection of clubs (left and right-handed)
	Sufficient supply of balls

In addition, learners will require access to laptop/desktop to complete MCQ/short answer assessments, virtual learning classrooms and online learning.

Reassessment Procedures

Learners who are unsuccessful at the MCQ/short answer assessments will be given 2 further opportunities to resit. Learners who are unsuccessful at the simulated coaching assessment will be given one further opportunity to resubmit the appropriate portion of the assessment within their two-year registration period.

Note: If a learner fails to disclose a particular need prior to undertaking the assessment modules of the qualification, that subsequently is shown to have directly contributed to their failure to achieve required competencies, the learner may be eligible for two further assessment attempts.

Simulated Coaching Assessment

Simulation is to be used to collect evidence through a coaching plan, deliver and review activity based in real work environment/golf venues with other candidates taking the role of those to be coached as opposed to real life customers. Simulations in the real-life environment could provide opportunity to deal with contingencies such as unexpected problems, emergencies, or other incidents which will not necessarily occur frequently.

ASQ will issue adequate guidance to their centres and its workforce as to how these simulations should be planned and organised. In general, this guidance will ensure the following:

- Simulations should only be used where prescribed in the relevant guidance document.
- All simulations must be planned, developed, and documented by the centre in a way that ensures the simulation correctly reflects what the standard seeks to assess.
- The physical environment for the simulation must be as realistic as possible, reflecting industry working practices and drawing on real resources that would be used in the industry.
- The simulation must also reflect the same pressures and time constraints that might apply in the workplace.
- A centre's simulation assessment materials, if different to any provided must be approved by ASQ prior to delivery to live cohorts.

MCQ/short answer assessments

This method of assessments involves the use of pre-set banks of short answer or MCQ questions conducted online. These banks of questions will assess candidates' knowledge of specific unit assessment criteria. The questions will be rotated on an automated basis. (Paper versions will be compiled for contingency/reasonable adjustment requests).

A bank of questions will be prepared for each unit/assessment specified, together with the anticipated key points of knowledge required in response.

The questions and anticipated key points of knowledge required in response must consider the contexts within the golf industry.

After completion of the online assessment a numeric result will be displayed. Learners will also be advised if they have achieved the minimum benchmark required to pass or if they need to resit the exam. As a summative assessment no feedback will be given.

Learners will be given the opportunity to resit immediately which will be the full exam. Learners will have x3 attempts to meet the minimum benchmark of 80%.

These question banks will be moderated by the external verifier to ensure the validity and reliability of the questions and answers and to ensure consistency and standardisation. The awarding body will review the use of set banks of questions via moderation and qualification review period for effectiveness, and to ensure they take account of changing circumstances (for example, new technologies, procedures, or areas of legislation).

Requirements for roles in assessment and quality assurance:

This section defines the requirements for those involved in the assessment and internal and external quality assurance of this qualification. This extends to the tutor role who will be involved in the delivery, of the qualification.

The below guidance states the requirements for experience, occupational experience, assessment and/or quality assurance expertise and the requirement to hold qualifications.

Workforce requirements.

Tutor(s):

Approved Delivery Centres must ensure they have the appropriate workforce involved in the delivery, assessment, and quality assurance of ASQ qualifications. The following criteria are the minimum criteria that need to be met by those involved in the delivery, assessment, and quality assurance of the qualification.

- Provide evidence that they have a relevant tutoring qualification, (or evidence of working towards one) the minimum being the Level 3 Award in Education and Training, or equivalent qualification e.g., Level 3 Preparing to teach in the lifelong learning sector or Level 3 Certificate in Tutoring in Sport etc. with evidence of recent CPD (within 3 years)
- Have attended the relevant PGA learning programme orientation session(s), for the ASQ Award in Coaching Golf (activities coach).
- Able to demonstrate technical competence (and hold appropriate subject/sport qualification) in the subject area for which they are being employed to tutor.
- Must be able to provide evidence of the knowledge, understanding and application of the qualification and assessment criteria for the occupational area being assessed and the key skills at the appropriate level.
- Have excellent interpersonal skills and be able to communicate effectively with learners using a variety of mediums.
- Must be able to use plain language which is free from bias and appropriate to the qualifications.
- Must be committed to equal opportunities in assessment and can translate this commitment into practice.
- Be a PGA qualified Professional.

Workforce requirements.

Assessor(s): Assessors of the ASQ Award in Coaching Golf (Activities coach) must:

- Have attended the relevant PGA learning programme orientation session(s), for the ASQ Award in Coaching Golf.
- Have obtained appropriate qualification e.g., level 3 Award in Assessing Vocationally Related Achievement, Level 3 Certificate in Assessing Vocational Achievement or equivalent and appropriate CPD (within 3 years) or D32/A1 or above assessor awards pre 2010 edition and appropriate CPD (within 3 years)
- Experience of assessing/working towards one of the above assessor qualifications.
- Must be able to provide evidence of the knowledge, understanding and application of the qualification and assessment criteria for the occupational area being assessed and the key skills at the appropriate level.
- Must be able to demonstrate technical competence (and hold an appropriate subject/sport qualification) in the subject area for which they are being employed to assess.
- Must be familiar with the awarding body's requirements in relation to conducting assessment, recording assessment decisions, and maintaining securely candidates' assessment records.
- Must be able to use plain language which is free from bias and appropriate to the qualifications.
- Must be committed to equal opportunities in assessment and can translate this commitment into practice.

Quality assurance

The quality assurance of qualifications is of paramount importance to ensuring the quality and standard of ASQ's qualifications is maintained across all Approved Delivery Centres. High quality learning environments, assessments and quality assurance practices within Centres is a key driver of the success of ASQ's qualifications. Good quality assurance procedures can lead to:

- improved learner experience
- increases in learner achievement.
- improved retention / completion rates
- cost-effective programmes for providers / organisations.

Learners are to be assessed against the assessment criteria of the qualification using a combination of internal and external assessment.

Centres should plan for the quality assurance of programmes from the earliest stage of development and implementation. Good quality assurance procedures will ensure *Centres* meet ASQ's requirements and where appropriate can satisfy external organisation's requirements for quality vocational education and training. Quality assurance of qualifications applies to the:

- recruitment process
- induction of learners into qualifications
- initial assessment of learners
- design of learning programmes
- delivery (teaching / tutoring) of the learning programme
- support of learners
- assessment strategy
- record keeping and monitoring of progress.
- achievement and certification of learners
- review and development of programmes / procedures.

Internal quality assurance

ASQ Approved Delivery Centres must have effective quality assurance policies and procedures in place to deliver ASQ qualifications. ASQ Approved Delivery Centres are responsible for the internal quality assurance of ASQ's qualifications. ASQ will provide external quality assurance.

Approved Delivery Centres must provide a plan ('when') for the quality assurance of the qualification and also detail the strategy to be used i.e., what sampling will be conducted and using what methods (observed practice and / or paper or desk-based). The plan should outline when the various quality assurance methods will be conducted, what standardisation activities are conducted and who will be involved in the internal quality assurance process. Sampling should include that of learners, range of assessors/tutors (if appropriate), methods of assessment, evidence and also the records of assessments conducted within the centre.

The Approved Delivery Centre manager is responsible for the internal quality assurance within a Approved Delivery Centre will need to ensure that all factors related to quality assurance are covered. This should include:

- Ensuring all quality assurance policies and procedures are 'fit for purpose'.
- The plan and strategy for internal quality assurance is implemented, monitored, and revised where appropriate.
- Clear communication of the internal quality assurance procedures is known within the *Centre*; and effective communication is implemented with the appointed External Verifier / ASQ
- Ensuring all personnel involved in the assessment of the qualification are appropriately qualified and conduct their own practice in accordance with the relevant Learning and Development National Occupational Standards and/or ASQ quality assurance process.

Internal Verifier(s)

Internal Verifiers are an important part of the workforce within a *Centre* and should work integral to the delivery workforce. The role of the IV is extremely important with a *Centre* and they should provide guidance and support to assessors as well as ensure the quality of assessment is maintained. The Approved Delivery centre is required to recruit and deploy approved Internal Quality Assurers. Approved IQA's are required to:

- Have current experience of conducting quality assurance in an education and training environment, and / hold a recognised quality assurance qualification such as the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or equivalent qualifications, for example, the V1 qualification or preceding D34 qualification or proof of registration to the qualification.
- **OR**
- Experience as an active IV (minimum 3 years' experience) together with relevant CPD and satisfactory reports from External Verifiers within the last 3 years.
- **Internal Verifiers.**
- Must be able to provide evidence of the knowledge, understanding and application of the qualification and assessment criteria for the occupational area being assessed and key skills at the appropriate level.
- Must have subject knowledge sufficient to support or challenge assessment decisions of the Assessors.
- Must be familiar with the approved centre and awarding body's requirements in relation to conducting assessment and internal verification, recording assessment and internal verification decisions and maintaining accurate internal verification records in a confidential manner.
- Must be able to use plain language which is free from bias and appropriate to the qualification.
- Strong communication skills and the ability to work alone and as a team.
- Must be committed to equal opportunities in assessment and have the ability to translate this commitment into practice and a commitment to declare any conflict-of-Interest situation.
- Ability to manage time, prioritise work effectively and meet key deadlines

Note: Internal Verifiers cannot quality assure assessments that they have conducted.

Continuous Personal Development of those involved in the internal quality assurance process.

As is outlined for the delivery workforce, it is an expectation that the workforce involved in the quality assurance of qualifications within *Centres* remains current and continually delivers best practice relevant to the role. This commitment to continued good practice in the quality assurance of qualifications can include regulated or legislative requirements and/or standardisation events as well as dedicated opportunities to develop technical skills and knowledge relevant to the quality assurance role(s).

External Quality Assurance

External quality assurance for the qualification will be provided by ASQ; a nominated External Verifier (or EV) will be appointed by ASQ when a *Centre* is approved to deliver the qualification. External quality assurance will include:

- Approval of the *Centre* (initially and annually thereafter)
- Monitoring the delivery of the learning programme
- Guidance and support to *Centres* in the delivery and assessment of the qualification
- Monitoring of assessment practice
- Monitoring of the internal quality assurance procedures.

ASQ conducts external quality assurance to ensure its qualifications are delivered, assessed and quality assured to the highest of standards. And specifically, to ensure that assessment practice within *Centres* is valid and reliable.

Guidance for learners with particular assessment needs.

ASQ endeavours to ensure that the assessment requirements and methods used within its qualifications are sufficiently flexible to enable the widest range of learners to demonstrate competence fairly and reliably.

We ensure that any special arrangements are valid and reliable and designed to accurately reflect learners' competence and meet the assessment outcomes of the ASQ Award in coaching golf (Activities coach) and employment for which the qualification is designed. *Centres* need to ensure learners are not given an unfair advantage or that others think they are given an unfair advantage.

The ASQ approved handbook contains the following sections which centres should refer to as appropriate:

- Equal opportunities in relation to access to, and fairness in assessment.
- Reasonable adjustments policy and procedures
- Special considerations policy and procedures.

ASQ L1 Award in Coaching Golf (Activities Coach)

Unit Title	The Role of the Activities Coach
Level (If relevant)	N/A
Credit Value	
Learning outcomes The coach must be able to:	Assessment criteria The learner can:
1. Recognise the roles of the Activities Coach	1.1. Identify the roles of a PGA Activities Coach
	1.2 Recognise examples of how a coach's role can influence the participant experience.
	1.3 Recognise good conduct of an Activities Coach
	1.4 Recognise the importance of the Activities Coach as a role model
	1.5 Identify behaviours, skills and knowledge required of an Activities Coach
2. Recognise the responsibilities of an Activities Coach	2.1 Recognise the responsibilities of an Activities Coach
	2.2 Identify the key legislation that influences the role as an Activities Coach
	2.3 Identify key organisational policies and procedures that influence responsibilities as an Activities Coach.
3. Know the importance of working with others in the golf environment	3.1 Identify key stakeholders that can support and influence coaching practice
	3.2 Identify who and how you may communicate with stakeholders as an Activities Coach
	3.3 Identify reasons for communicating roles and responsibilities of yourself and others in the golf coaching environment
4. Understand ways to develop their coaching practice	4.1 Identify the components of a coaching philosophy
	4.2 Identify the types of learning that can influence their development as a coach

	4.3 Create a personal development plan to support and review their coaching practice
Additional Information about this unit	N/A
Unit purpose and aim(s)	This module enables coaches to explore their coaching philosophy and the roles and responsibilities associated with being an Activities Coach.
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	The sector requires that this unit be assessed in the context of golf. To complete this unit learners are required to demonstrate evidence through a range of methods which might include MCQ/short answer assessments, observation of simulated practical activity, and oral questioning/discussions).

ASQ L1 Award in Coaching Golf (Activities Coach)

Unit Title	Create and maintain safe environments.
Level (If relevant)	
Credit Value	
Learning outcomes	Assessment criteria The learner can:
1. Recognise the responsibilities of an Activities Coach in creating a safe environment	1.1 Establish safety responsibilities associated with the role of the Activities Coach
	1.2 Identify the importance of coach: participant ratios in golf
	1.3 Recognise the process for dealing with golf accidents, incidents, and injuries
	1.4 Recognise the process for reporting golf accidents, incidents, and injuries
2. Recognise the legislation and guidance that can impact on safety and safeguarding in the coaching environment	2.1 Identify legislation that can influence safe coaching practice
3. Understand how to safely prepare and maintain a safe coaching environment	3.1 Recognise the phases of a risk assessment
	3.2 Identify examples of potential hazards in the golf coaching environment
	3.3 Demonstrate relevant safety checks prior to starting a golf coaching session
	3.4 List the common coaching safety policy and procedures
	3.5 Identify reasons for planning the resources to be used in a golf coaching session
	3.6 Demonstrate how to safely prepare, use and store golf coaching equipment

	3.7 Recognise the value of warm up and cool down activities
	3.8 Know how to manage health and safety during the delivery of a golf coaching session
	3.9 Identify personal protective equipment used to play the game of golf
4. Recognise the responsibilities of a coach associated with a duty to care	4.1 Identify what is meant by the term 'duty to care'
	4.2 Recognise ways to challenge poor practice
	4.3 Identify and communicate the procedure for reporting safeguarding incidents or concerns
	4.4 Identify organisations that can provide safeguarding guidance.
5. Understand how managing behaviour can contribute to an effective coaching environment	5.1 List behaviour management strategies to support a positive golf coaching environment
	5.2 Identify the importance of setting ground rules
	5.3 Identify ways to manage different types of conflict
6. Understand how to manage and keep data safe and secure	6.1 Identify ways to keep data safe and confidential
	6.2 Identify what personal information they may encounter as an Activities Coach
	6.3 Identify the legislation that applies to data and confidentiality that influences the role of the Activities Coach
Additional Information about this unit	N/A
Unit purpose and aim(s)	This module provides coaches with the knowledge required to plan and maintain a safe environment both on and off the golf course.
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	The sector requires that this unit be assessed in the context of golf. To complete this unit learners are required to demonstrate evidence through a range of methods which might include MCQ/short answer assessments, observation of simulated practical activity, and oral questioning/discussions).

ASQ L1 Award in Coaching Golf (Activities Coach)

Unit Title	Understanding your participants
Level (If relevant)	
Credit Value	
Learning outcomes The coach must be able to:	Assessment criteria The learner can:
1. Understand how to create an inclusive coaching environment	1.1 Recognise what is meant by equality, diversity, inclusion, and discrimination
	1.2 Identify what makes an inclusive coaching environment
	1.3 Recognise what makes an equitable coaching environment.
	1.4 Identify how to meet the needs of those who share/hold protected characteristics
	1.5 Identify potential barriers to participation in golf
	1.6 Recognise how to build social support and inclusion within the coaching environment.
	1.7. Identify legal, regulatory and organisational requirements to deliver an inclusive environment.
	1.8 Recognise examples of models that can be used in golf to support inclusion and differentiation
	1.9 Recognise how to adapt golf activities to meet the needs of individuals
2. Understand different participation information to deliver an inclusive session	2.1. List the key information an Activities Coach needs to know about their participants
	2.2. Identify the local demographics of their participants
	2.3 Identify how to assess participant needs

	2.4 Identify where to refer participants if their needs cannot be met
3. Understand how to use participant data	3.1 Interpret participant data to understand the different types of participants and their needs.
	3.2 Use participant data to amend pre-described sessions or programmes appropriately.
4. Understand the needs of their participants to support the coaching experience	4.1 Recognise the importance of a person-centered approach
	4.2 Identify different methods to build rapport to maximise the participant experience.
	4.3 Identify different methods to engage with participants
	4.4 Identify ways to support participant retention
	4.5 List reasons for providing information about future sessions to participants
5. Identify ways to support participant development	5.1 Recognise the principles of whole person development through different domains (social, cognitive, emotional, and physical)
	5.2 Identify the principles of developing competence, confidence, character, and connection (4C's) to develop participants
	5.3 Know the process of setting goals and have awareness of the SMART framework
	5.4 Identify mental skills that support participant development
Additional Information about this unit	N/A
Unit purpose and aim(s)	This module provides learners with the knowledge and understanding to support individual needs within the coaching setting and maximise the participant experience.
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	The sector requires that this unit be assessed in the context of golf. To complete this unit learners are required to demonstrate evidence through a range of methods which might include MCQ/short answer assessments, observation of simulated practical activity, and oral questioning/discussions).

ASQ L1 Award in Coaching Golf (Activities Coach)

Unit Title	Facilitating learning in golf
Level (If relevant)	
Credit Value	
Learning outcomes The coach must be able to:	Assessment criteria The learner can:
Understand how people learn	1.1. Identify different ways that individuals learn
	1.2 Identify the common phases of learning.
	1.3 Recognise the individual factors that may influence participant learning in a golf coaching environment
	1.4 Identify potential barriers to learning in a golf coaching environment
	1.5 List the theories of learning that an Activities Coach could use to inform their approach to coaching
	1.6 Recognise how technology can be used to support both the participant and the Activities Coach
2. Recognise different types of coaching approaches	2.1 Identify how to adapt styles(s) of coaching to maximise the participant experience
	2.2 Identify methods of practice relevant to the golf coaching environment
	2.3 Identify methods of practice which can support the participant learning experience in golf.
	2.4 Identify how to provide a positive coaching and learning environment in golf

3. Understand and demonstrate how to adapt communication methods to meet the needs of the participants	<p>3.1 Identify and demonstrate the importance of using different communication techniques in the golf coaching environment to include.</p> <p>Verbal communication</p> <p>Nonverbal communication</p> <p>Questioning</p> <p>Active listening</p>
	3.2. Identify when to adapt communication methods to meet the needs of participants
	3.3 Identify practical considerations when coaching individuals and groups in a golf environment
4. Understand how feedback can support the participant experience	4.1 Identify reasons for obtaining and providing feedback
	4.2 Recognise principles for providing effective coaching feedback
	4.3 Identify different methods to obtain participant feedback, relevant to golf coaching
Additional Information about this unit	N/A
Unit purpose and aim(s)	This module provides learners with the knowledge and understanding of how people learn and the factors we need to consider when facilitating learning experiences.
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	The sector requires that this unit be assessed in the context of golf. To complete this unit learners are required to demonstrate evidence through a range of methods which might include MCQ/short answer assessments, observation of simulated practical activity, and oral questioning/discussions).

ASQ L1 Award in Coaching Golf (Activities Coach)

Unit Title	The Coaching Process
Level (If relevant)	
Credit Value	
Learning outcomes	Assessment criteria
The coach must be able to:	The learner can:
1. Understand and demonstrate the key phases of the coaching process	1.1 Name the common stages of the coaching process in golf
	1.2 Demonstrate the responsibilities of the Activities Coach in the planning phase
2. Understand and demonstrate key components to support the design of safe, inclusive and effective golf coaching sessions.	2.1 Structure a golf coaching session in a format to support delivery
	2.2 Use pre-planned activities to support the planning process
	2.3 Utilise key information to support the design of a safe, inclusive, and effective golf session
	2.4 Identify why it is important to ensure all participants can take part in golf coaching sessions
	2.5 Identify the benefits of goal setting to support participant goals
	2.6 Produce a coaching session plan which is; <ul style="list-style-type: none"> • Reflective of participant needs • Has logical sequencing to activities • Identifies contingencies. • Has realistic timings and duration of activities
	2.7. Identify why it is important to communicate roles and responsibilities to others involved in golf coaching delivery
3. Understand and demonstrate how to deliver safe, inclusive and effective coaching sessions.	3.1 Know the coaching behaviours and skills required to support the effective delivery of golf coaching sessions

	3.2 Produce a risk assessment of the coaching environment
	3.3 Demonstrate the ability to set up the coaching area and equipment required for golf coaching activities safely and effectively
	3.4. Establish and maintain a safe coaching environment
	3.5 Introduce the coaching session and assess participants readiness to participate
	3.6 Positively manage group and individual behaviour
	3.7 Deliver a golf coaching session representative of the PGA delivery principles
	3.8 Adapt golf coaching activities to support participant(s) needs
	3.9 Observe, analyse, and use appropriate coaching methods to support participant performance
	3.10 Provide appropriately timed and constructive feedback to support participant needs
	3.11 Use demonstrations and explanations to promote learning and support participants needs
	3.12 Select developmentally appropriate coaching activities
	3.13 Demonstrate the ability to use verbal and nonverbal communication skills, relevant to the session and the participants
	3.14 Demonstrate professional practice
	3.15 Conclude a golf coaching session
4. Understand and evaluate safe, inclusive and effective coaching sessions	4.1 Recognise why is it important to continually review coach performance in all aspects of the coaching process
	4.2 Review participant performance
	4.3 Conduct a review their golf coaching session
	4.4 Use sources of feedback to support the review process

	4.5. Self-reflect and evaluate their performance
	4.6 Identify types of reflection that can support coaching practice
Additional Information about this unit	This unit must be delivered in a simulated environment.
Unit purpose and aim(s)	This module provides learners with the knowledge and understanding required to plan, deliver and evaluate fun, safe and inclusive golf coaching sessions.
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	The sector requires that this unit be assessed in the context of golf. To complete this unit learners are required to demonstrate evidence through a range of methods which might include MCQ/short answer assessments, observation of simulated practical activity, and oral questioning/discussions).