



**ASQ Certificate in Coaching Golf (Sessional coach)
Assessment Strategy**

Qualification Title(s)	ASQ Certificate in Coaching Golf (sessional coach)
Developed by	ASQ
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Introduction:

The purpose of this assessment strategy is to set out the recommendations and specifications for the assessment and quality assurance of our **ASQ Certificate in Coaching Golf (Sessional 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
- 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 principles that awarding bodies must meet, as required by SQA Accreditation Regulatory Principles.

Assessment requirements

Certification of the ASQ Certificate in Coaching Golf (Sessional Coach) requires learners to demonstrate competence in all aspects of the elements within the qualification. The qualification uses a blended assessment model that includes written responses, real-world coaching practice, and technical presentations. This ensures coaches are evaluated in authentic environments and can apply their knowledge effectively in practice.

Specifically, assessments required to successfully attain the **ASQ Certificate in Coaching Golf – (Sessional Coach)** consist of;

- Online restricted timed x 6 module assessments (online short answer assessments (pass rate 80%).
- Observation of performing a 30-minute assessment followed by a professional discussion where criteria may have not been observed. The content of the assessment will relate to the safe planning, delivery, and review of this coaching session inclusive of risk assessment, player profile and self-evaluation all of which will require observation of meeting 21 assessment criteria linked to 5 statements relating to:
 1. Safe Practice
 2. Lesson structure and approach
 3. Communication skills
 4. Technical knowledge
 5. Reflective practice/Self evaluation
- Delivery of an explanation and demonstration shot (Observation & Analysis)

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; (where resources are available and where safe and appropriate to do so some assessments can be held indoors as well as outdoors)

Practical Workshop Requirements		
General	Theory sessions	Practical sessions
Food and Beverage - Restaurant / Catering	Conference room and break out rooms appropriate to the size of group	Under cover bays / Practice Ground (<i>i.e.</i> Driving Range) with lighting and balls supplied
	Flip Chart, Pens, Post-its	Short Game Area including space to Pitch, Chip and play bunker shots
	Projector	Putting Green

In addition, candidates will require remote access to laptop/desktop to complete modular assessments, and gain required knowledge via the virtual learning classrooms and online learning platform content.

Modular short answer/MCQ assessments

This method of assessments involves the use of pre-set banks of short answer/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 percentage result will be displayed. Candidates 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.

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

Practical coaching Assessment (30 minute)

Candidates will be assessed on the delivery of a 30-minute full swing coaching assessment, with candidates bringing their own players to deliver the session to (their coachee). A player profile and completed risk assessment form will be used to collect the required evidence in relation to the preparation of the session. Candidates are additionally assessed on the session delivery, which will include a self-evaluation.

The assessor will complete a professional discussion to provide the candidate with the outcome of the assessment.

The selected player (coachee) is required to regularly score between 80 and 100 on a par 72 course and to bring their own clubs, shoes, and suitable clothing.

Explanation/ demonstration assessment

Candidates will be assessed on their ability to analyse, explain and communicate the technical aspects of a randomly selected short game shot. The candidate must demonstrate a clear understanding of ball flight characteristics, impact factors and technique and be able to present this knowledge effectively and accurately.

Specifically, candidates will be required to give a description of the typical location of the golf course the selected shot will be played on, identify the types of clubs used for the shot with justification for their selection, explain the ball flight characteristics for the shot and the relevant impact factors of the shot and a breakdown of the technique required to produce the desired impact factors.

Candidates may present single or multiple methods of variations for executing the shot.

Note: Candidates may utilise a live demonstration, video, simulation or visual aids (including tracking tools) to present their intended shot. It is the candidate's responsibility to bring any

equipment they wish to use, to have the knowledge on how to utilise resources they select and to ensure it is in working order. Five minutes preparation time will be awarded to all candidates.

No prewritten notes will be permitted into the session (with the exception of any authorised for reasonable adjustment purposes which will not lend any advantages).

Reassessment Procedures

Candidates who are unsuccessful at the modular assessments will be given 2 further opportunities to resit. If after 3 attempts learners do not successfully achieve the required 80% pass mark in one or more of the online assessments, they will be required to pay a retake fee to restart the qualification.

Candidates who are unsuccessful at either the simulated coaching assessment (component 1) or Expo/Demo assessment (component 2) will be given one further opportunity to resubmit the appropriate portion of the assessment not yet achieved within their two-year registration period, carrying over any successful attainment from their first attempt. Candidates who do not achieve competence after the second and final attempts of each component will be required to retake the qualification.

Note: 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 may be eligible for two further assessment attempts.

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, PGCE 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 Certificate in Coaching Golf (Sessional 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 Certificate in coaching Golf (Sessional Coach) must:

- Have attended the relevant PGA learning programme orientation session(s), for the ASQ Certificate in Coaching Golf (Sessional Coach)
- Have obtained appropriate qualification e.g., level 3 Award in Assessing Vocationally Related Achievement, Level 3 Certificate in Assessing Vocational Achievement or equivalent such as PGCE 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.

Candidates 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.
- 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 candidates' competence and meet the assessment outcomes of the ASQ Certificate in Coaching Golf (Sessional Coach) qualification). Centres need to ensure candidates 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 Certificate in Coaching Golf (Sessional Coach)

Unit Title	1. Roles and Responsibilities of a Sessional Coach
Level (If relevant)	N/A
Credit Value	
Learning outcomes The coach must be able to:	Assessment criteria The learner can:
1.Understand the role of the Sessional Coach	1.1 Interpret the role of the sessional golf coach
	1.2 Recognise and demonstrate how to conduct themselves as a sessional golf coach and portray a professional image
	1.3 Identify the impact of the coach's role on the player experience
	1.4 Recognise how to develop their coaching philosophy
	1.5 Select ways to build a strong coach-player relationship (rapport)
2.Understand the responsibilities of the sessional golf coach	2.1 Differentiate between the responsibilities of an Activities Coach and Sessional Golf Coach
	2.2 Select legislation and sector guidance that influences coaching responsibilities
	2.3 Recognise organisational policies that influence their responsibilities as a sessional golf coach
	2.4 Describe the coach's responsibilities associated with player duty of care
	2.5 Provide examples of how they can make their coaching sessions inclusive
	2.6 determine the actions that they can take to create a safe coaching environment
	2.7 Choose appropriate stakeholders who play a role in the coaching process
	2.8 Recognise responsibilities when working with a wider coaching team
3.Recognise ways to develop own coaching practice	3.1 Recognise areas of strength and areas for development in their coaching practice
	3.2 Identify resources and sources of support to aid individual specific development
	3.3 Recommend factors that can influence the development of their coaching practice
	3.4 Prepare an individual development plan to support the development of their coaching practice
	3.5 Review their individual development plan

Additional Information about this unit	N/A
Unit purpose and aim(s)	Identify the roles and responsibilities of a sessional coach, and how it differs from that of the activities coach. Equipping candidates with the skills and knowledge to self-reflect and develop own personal development.
Indicative Content	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	

ASQ Certificate in Coaching Golf (Sessional Coach)

Unit Title	2. Creating a positive coaching environment
Level (If relevant)	N/A
Credit Value	
Learning outcomes	Assessment criteria The learner can:
1. Know what inclusive coaching means and how different approaches can facilitate player engagement	1.1 Recognise how to create an inclusive learning environment
	1.2 Choose appropriate questioning techniques for different coaching scenarios
	1.3 Select strategies that support communication with different age groups or learning preferences
	1.4 Select appropriate coaching styles to suit different player needs
	1.5 Identify different methods of coaching that support player engagement
	1.6 Recognise the role of the coach-player relationship in maintaining engagement.
	1.7 Match coaching behaviours to their impact on player engagement
3. Understand how to maintain a safe coaching environment	3.1 Recognise the key health and safety responsibilities of a coach when delivering sessions
	3.2 Identify the moral and legal responsibilities of a sessional coach in maintaining a safe environment for all participants
	3.3 Recognise potential risks and hazards in a coaching environment and how to plan and manage them effectively
	3.4 Identify coaching strategies that can be used to reduce the risk of injury.
	3.5 Recognise how to respond to emergency procedures within a coaching environment
4. Know how to support player development	4.1 Identify the key information that a sessional golf coach needs to know about each individual player
	4.2 Recognise the key stages of participant development
	4.3 Select how different stages of participant development can influence coaching planning and delivery
	4.4 Identify ways a coach can support holistic player development
	4.5 Choose individuals or groups to build relationships with to support player development and performance
	4.6 Identify relevant player development theories and coaching models and how they relate to coaching practice
	4.7 Recognise how player development can be linked to national strategic agendas

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Unit purpose and aim(s)	Equip candidates with the skills and knowledge to support and measure player development.
Indicative Content	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	

ASQ Certificate in Coaching Golf (Sessional Coach)

Unit Title	3. The coaching session; planning delivery and review.
Level (If relevant)	N/A
Credit Value	
Learning outcomes The coach must be able to:	Assessment criteria The learner can:
1. Plan and prepare golf coaching sessions	1.1 Create a structured golf coaching session plan
	1.2 Identify the features of an effective session objective
	1.3 Utilise relevant sources of information to support the planning of a golf coaching session
	1.4 Gather relevant information about the player's background, goals and technical ability to inform session planning
	1.5 Review previous coaching sessions with the player to justify future coaching priorities
	1.6 Use the Coaching Framework to plan a coaching session clearly identifying: Relevant session objectives, purposeful coaching activities, and strategies to promote player engagement for planned coaching behaviours
	1.7 Produce a risk assessment based on hazards in the coaching environment
	1.8 Prepare the golf coaching environment
2. Deliver golf coaching sessions	2.1 Prepare the player(s) for the coaching session
	2.2 Organise and maintain a safe coaching environment
	2.3 Assess players' readiness to participate in the coaching session
	2.4 Facilitate structured session activities that align to the PAARSS principles and that contribute to achieving the session objectives
	2.5 Use appropriate methods to observe and analyse player performance
	2.6 Proactively and responsively adapt coaching activities to maintain challenge, safety and player engagement
	2.7 Encourage and maintain player engagement throughout the session

	2.8 Make relevant technical interventions based on observations of performance and the session objective?
	2.9 Use effective communication and coaching methods to respond to the needs of the player
	3.0 Conclude a golf coaching session by reviewing player performance session objectives
3. Review golf coaching sessions	3.1 Identify the purpose of performance analysis in a golf environment
	3.2 Recognise the performance areas that inform coaching analysis
	3.3 Recognise methods and tools to measure golfer performance
	3.4 Recognise techniques for effective observation in a coaching environment
	3.5 List key stages in the performance review process following analysis of performance
Additional Information about this unit	
Unit purpose and aim(s)	
Indicative Content	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	

ASQ Certificate in Coaching Golf (Sessional Coach)

Unit Title	Unit 4 Analysing performance in preparation for tailored feedback
Level (If relevant)	
Credit Value	
Learning outcomes The coach must be able to:	Assessment criteria The learner can:
1. Understand and apply performance analysis in a golf coaching environment	1.1 Identify the purpose of performance analysis in a golf environment
	1.2 Recognise the performance areas that inform coaching analysis
	1.3 Recognise methods and tools to measure golfer performance
	1.4 Recognise techniques for effective observation in a coaching environment
	1.5 List key stages in the performance review process following analysis of performance
2. Understand effective feedback and coaching strategies to support player development	2.1 Recognise and apply ethical considerations when observing and providing feedback on performance
	2.2 Match coaching interventions to the appropriate motor learning stage
	2.3 Identify the principles of SMART goals and their application in measuring and developing player performance
	2.4 Recognise principles of effective feedback to support player development and performance
	2.5 Recognise the different types of feedback when analysing performance
	2.6 Recognise intervention methods when observing and analysing performance
	2.7 Identify individual factors that influence how feedback should be tailored to the golfer
Additional Information about this unit	
Unit purpose and aim(s)	Equip candidates with skills and knowledge in the strategies and tools available to conduct performance and technical analysis.
Indicative Content	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	

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ASQ Certificate in Coaching Golf (Sessional Coach)

Unit Title	Unit 5 Technical and tactical requirements.
Level (If relevant)	
Credit Value	
Learning outcomes The coach must be able to:	Assessment criteria The learner can:
Understand and apply technical knowledge of golf swing/shots to improve participants performance.	Identify and explain the impact factors that influence ball flight for a range of shots and skills
	Identify and explain the relevant ball flight issues that are pertinent to the player during the session.
Deliver technically appropriate interventions based on analysis of a shot	Provide relevant analysis and clear explanations of the impact factors demonstrated
	Explain appropriate interventions or adaptations that directly address the technical issues identified.
Additional Information about this unit	
Unit purpose and aim(s)	Equip candidates with skills and knowledge to conduct performance and technical analysis.
Indicative content	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	